

## Attributes of a Unit of Study

### CURRICULUM FOCUS

### Evidence

#### The Unit:

- Contains a manageable number of relevant content standards to be addressed
- Identifies the relevant content standard(s) to be assessed
- Contains cohesive, sequential connections to previous and current learning and aligns with the school curriculum map
- Makes links within and across disciplines
- Addresses student's needs (academic, physical-social emotional)
- Provides an organizer around an issue, problem, question, or goal that engages students and connects their learning to prior knowledge, experiences, skills, beliefs, and customs
- Proposes essential questions that address:
  - ❖ selected content strands
  - ❖ promote students' thinking,
  - ❖ result in active application of learning,
  - ❖ draw attention to the relevance of learning in students' lives
- Includes opportunities for :
  - ❖ student inquiry
  - ❖ problem-based learning
  - ❖ project based learning
  - ❖ differentiated instruction
  - ❖ simulations
  - ❖ research
  - ❖ problem solving

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- Addresses the complexity of learning through tasks designed to support:
  - ❖ Remembering
  - ❖ Understanding
  - ❖ Applying
  - ❖ Analyzing
  - ❖ Evaluating
  - ❖ Creating
  
- Addresses Authenticity of Learning:
  - Artificial Context
  - Real –world authentic context
  - Address Digital-age literacies
  - Integrates use of relevant technology by teachers and students
  
- ❖ Includes equitable instructional practices and multiple cultural perspectives that address the needs of all students
  
- ❖ Contains authentic assessments that include:
  - writing tasks (i.e., open response, on-demand, and portfolio-appropriate writing tasks) that reflect the identified content, performance standards, and essential questions
  - Products
  - Labs
  - Projects
  
- ❖ Communicates clearly the focus of instruction and performance expectations to students, parents, and others
  
- ❖ Communicates clearly behavioral expectations to students, parents, and others

### Evidence