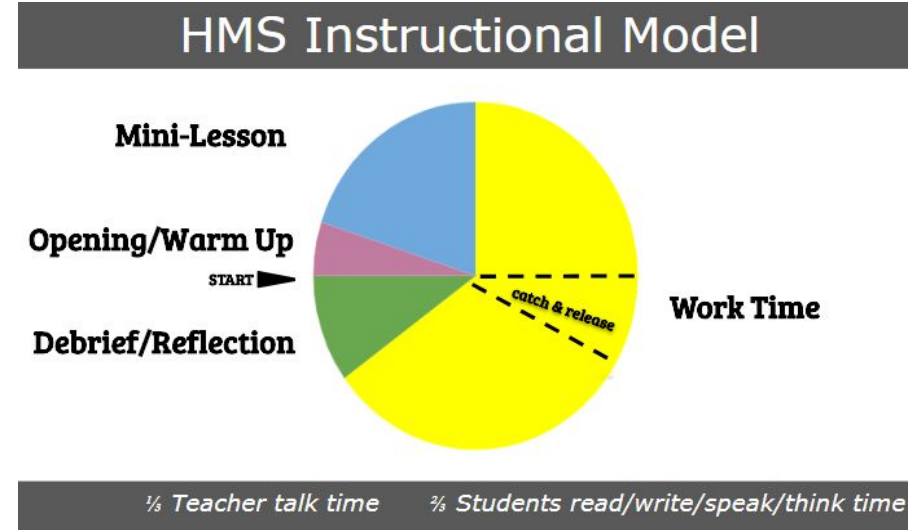
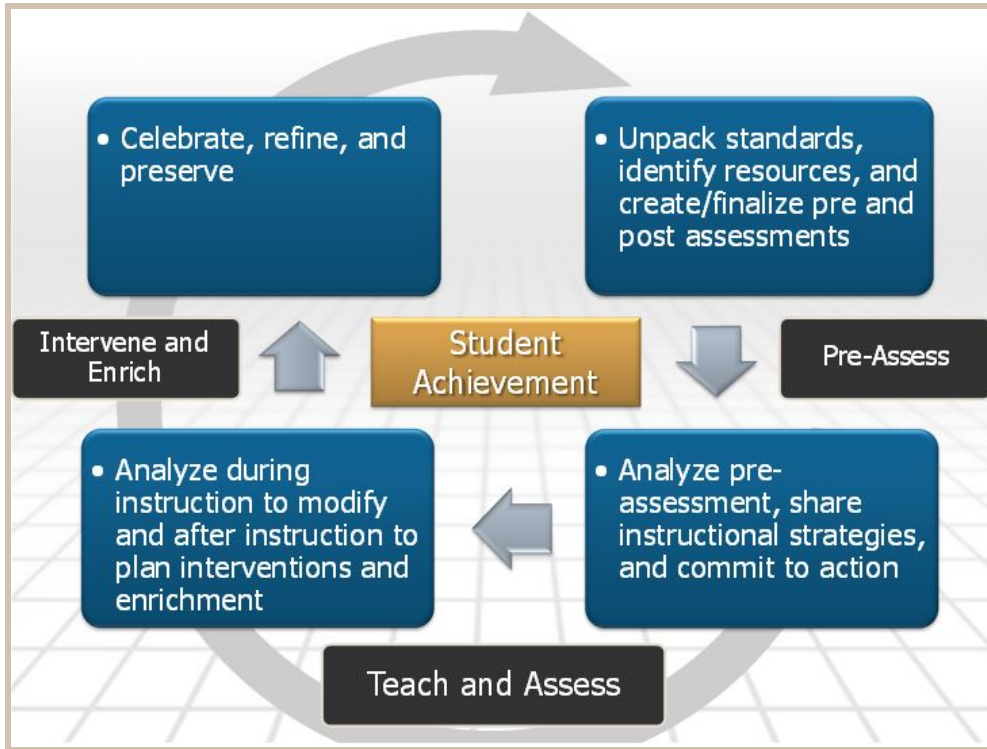




HMS CLT Unit Planning Guide 18-19



Tip: To remove page breaks, click **View**. Then uncheck **Print layout**.



Unit Planning

What are students expected to learn?

Unit Title:	
Time Frame:	

Essential Standards

Resources to Consider: CLT Leaders can link the VDOE standards and county pacing guide here

Essential Standards	Sequence/Order <i>In what order will we teach these standards? Number (1, 2, 3, 4)</i>	Pacing <i>How much time might we allot to teach each standard? Number of class periods</i>

View the pacing calendar here. The coach will update pacing calendar with essential standards for each unit.

Important Vocabulary

Academic Vocabulary to Teach: VDOE Math Vocab Cards FCPS English 7 Vocab FCPS English 8 Vocab			

Assessment

How will we know students are learning?

Common Summative Assessment

Assess all essential standards. This assessment should be the same for all students in a CLT.

Resources to Consider:

List & Link:	Timeline/Commitment:	Follow Up Date & Plan:

Formative Assessments

Common CLT formative assessments will be implemented **no less than every other week** and should be linked in the CLT Unit Planning Guide below. CLTs will bring these formative assessments to the CLT meeting and teams will engage in a discussion on student learning. We will make instructional decisions and intervention plans to ensure our students are learning throughout our units of study. Additional assessments for student learning should be listed in the lesson planning guide below for each lesson.

Resources to Consider:

List & Link:	Timeline/Commitment:	Follow Up Date & Plan:

Lesson Planning

What are the best instructional decisions to ensure our students learn?

Collaborate to identify the best instructional strategies to ensure students learn each essential standard. Copy/paste the table below for each day in this unit.

<p>Learning Target 1: <i>I can / by / so that</i> <i>What <u>level of thinking</u> will students engage in?</i> <i>How will you know students are learning the target? What information will you use to pull small groups?</i></p>		
<p>Dates:</p>		
<p>Opening/Warm Up: <i>What will your strong start look like to engage students from the beginning?</i></p>		
<p>Mini Lesson: <i>What do students need to know to be successful during Work Time? What is the best instructional strategy to teach this?</i></p>		
<p>Work Time: <i>What are the best structures and activities for students to engage in <u>reading, writing, thinking, and speaking</u> in your content area?</i></p> <p><i>Does the level of rigor or complexity of these learning tasks match that of the learning target and assessments?</i></p>		<p>Targeted Small Group Instruction:</p> <p><i>What is the small group activity aligned to this learning target?</i></p> <p>Progress Monitoring <i>What feedback will we get from students during small group and during Work Time to determine who still needs additional intervention?</i></p>

Debrief/Reflection:

*How will students show their learning through **writing** in order to make their **thinking visible** so that we can make the right adjustments for the next lesson?*

End of Unit Analysis

Which students have not yet reached proficiency on essential standards? Who needs additional time & support?

[Common Summative Assessment Analysis Protocol](#)

Reflection

What can we celebrate, refine, and preserve?

Celebrate What successes can we celebrate from our Tier I instruction?	Refine What refinements might we make to this unit for next year?	Preserve What effective strategies would we like to preserve for use in future lessons & units?