**Unit Planning Sheet**

Subject

Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gemerative topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Goals:**

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What should students know? (facts, events, dates)

What big ideas should they understand? (Big ideas or principals central to the topic)

What should they be able to do? (skills)

#### Differentiation Points

***Entry Points: Process or instructional activities Use Oh Deer choices as a model.***

Activity

|  |  |
| --- | --- |
| ENTRY POINT | AVTIVITY |
| AESTHETIC |  |
| EXPERIENTIAL |  |
| MATHEMATICAL |  |
| NARRATIVE |  |
| MUSICAL |  |
| **SOCIAL** |  |

##### **Resources: Access to content differentiation (list 5**)

Include one web site . Make sure that there are three different levels of complexity and use different forms of media.

**Grouping strategies**

* Include one lesson where you use one of the following grouping strategies: jigsaw, interest, opinion, talent, readiness, multi-talent

##### **Performances of Understanding or Exit Points: Product Choices**

|  |  |  |
| --- | --- | --- |
| Understanding goal/skill/knowledge | Disciplinary Perspective or approach | Activity (Elaborate as directions to the student) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Learning style modifications in terms of the environment and other accommodations for your particuar student(s)

1.

2.

3.

4.