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| **BRIEF DESCRIPTION OF UNIT:** |
| **COMPONENTS** | **How does or doesn’t your unit meet the criteria?** | **What did you notice?**  | **Make changes to embed the component in your** | **Differentiation (if needed)**  |
| **Iowa Core Standards** Did you include your content Standards? Did you include the literacy standards for content classes (if applicable)? In ELA are there writing, reading, listening & speaking, foundational (if applicable) and language standards?  |  |  |  |  |
| **Big Idea, Essential Understanding, Generalization**Do your Big Ideas answer the question “so what, why should my students learn these facts”? Do the Big Ideas go beyond the facts to the conceptual and transferable level of understanding?  |  |  |  |  |
| **Essential Questions**Do I have some questions that are factual? Some that are conceptual? And a few that are open-ended? Do my questions engage the students’ deep thinking and interest? |  |  |  |  |
| **What students need to know**Did I include critical topics and/or facts) that students must internalize.  |  |  |  |  |
| **What students should be able to do**Did I include the key skills (what students will be able to do) in the unit? |  |  |  |  |
| **Performance Task**Does the performance task answer the question “What do I want students to know, understand, and be able to do as a result of this unit of study? |  |  |  |  |
| **Other Evidence**Did I include formative assessment along the way to monitor student progress towards the performance task? Do I know how students are doing? Am I adjusting my instruction along the way? |  |  |  |  |