

FORMATION OF THE UNIT

Step-by Step Directions

Before Planning: Identify the grade range within your class. (student's age and grade-level should align similarly to their peers) Select co-partners and/or a planning coach. (1-2 people, if available) Make sure you and your co-planning partners teach within the same grade range.

Unit Planning

Step 1)

Generating a Unit Topic/Title and Identifying grade-level instructional targets:

- Beginning with the first grade-level you teach, **look through Science & Social Studies general standards to identify a topic of study from your grade range** – (Make sure you sift all Strands/Domains for each grade)
- List possible unit titles from the topics that emerge – think about how the standards may come together in an everyday application.
- Once a pattern of connected standards emerges in either Science or Social Studies, **identify and highlight all of the Science and Social Studies general standards that would naturally be taught together within this unit.** These are standards that are connected by content/topic, real life application or linked through activities. If the initial topic comes from Science sift those standards first and then move to sifting all Social Studies standards in the grade-range. Reminder: Make sure to sift general standards across ALL grade levels represented in the class and ALL strands/domains within each subject.
- Once connected general standards from Science and Social Studies are selected, copy and paste the highlighted general standards into the Unit Planning template under the subject areas.
- Lastly, **generate a title for your unit that includes both the content and life application.** (i.e. The Study of Ohio, the 50 States and the Goods and Services They Each Provide)

Step 2)

Brainstorming and recording ideas for instruction of selected standards:

- Answer the question: How will I teach these standards?
Develop a list of ideas for instruction and assessment related to your unit standards – list as many activities as you can think of that will engage students in learning the unit standards.

Remember life applied learning includes activities that will simulate and/or provide real life experiences with the use of skills and concepts from the standards.

Step 3)

Bringing applied Mathematics and English Language Arts standards into the Unit Activities:

- Search through the **Language Arts and Mathematics Standards** and **identify and highlight general standards that align with the list activities/standards** for your unit.

Remember: these should be standards where students are applying their language, literacy and mathematics skills as they would in real life. (i.e. If students will naturally be accessing text – either interpedently or with support – or if they will be writing, communicating about or researching topics in science and social studies there should be a natural alignment to these standards and an opportunity to teach and measure ELA and Math skills and knowledge.)

Note: This is not the time to teach foundational language and literacy standards. Please do not select standards where foundational skills in developing skills to become independent communicators, readers and writers. This type of instruction will be provided during a different time of the day with explicit, direct and sequential instruction across specific phonological awareness and phonics scope and sequence according to grade-level. This is also not the time for intervention in the area of reading/writing. Access to text, communication and writing within the unit should be flexible and barrier-free.

Step 4)

Record ELA and Math standard codes in the Unit Plan Activity Table:

- **Copy and paste ELA and Math standard codes into the Activity Table** to develop standard clusters with Science and Social Studies
- Each Activity Standard Cluster will become a Tiered Plan that will bring together standard targets for the unit, a daily/weekly outline for the unit and layers of supports and services that will ensure all students have access to their IEP specific tools methods and materials during the unit.

Step 5)

Developing a Unit Timeline and Resource List:

- Copy and paste your Activity List into the timeline area at the bottom of the Unit Plan

- Determine which Activity/Lessons will come first in the sequence of instruction. Decide which will come next and so on until deciding what which Activity/Lesson will come last and culminate the unit of study.
- Reorder Activity List to reflect instructional sequence. This will become you Lesson/Tiered Plan sequence/outline.
- Number Tiered Plans/Activity Plans accordingly with a simple title using the name from the Activity List.
- Lastly, identify and reference materials for your unit. This list could include adapted materials, communication supports, content resources to better understand the topics and skills, aligned curricular tools, aligned vender products, vocabulary lists, literature, etc., Include any resources that align with the concepts and skills to be taught and that also meet the diverse needs of learners in your class.

Tiered Planning

Step 1) **Copy and paste standard cluster from one of the activities in your Activity List into the top section (WHAT TO TEACH) of a Tiered Lesson Plan template.** You will have one Tiered Plan for each of the activities in your Activity List. (i.e. If you have 5 activities, each with their own standard cluster from the four subjects, then you will have five Tiered Plans.)

Step 2) **Complete a detailed outline for teaching the standards in the middle (HOW TO TEACH) of the Tiered Plan.** This will provide a day by day and week by week outline for the flow of the lessons. Be as detailed as you prefer. Helpful hint: To ensure that instruction and assessment stay aligned to the grade-level targets, copy and paste the standards codes (SL.4.2) from your standard clusters in the Activity List into your daily outline as a reference. This will also help with data collection. Remember: The standards list citations at the top of the Tiered Planning Template can be cut apart and used as rubrics or checklists for assessment when paired with student work samples.

Step 3) In the last section (**WHO TO TEACH**) of the Tiered Plan the focus in on **integrating supports and services** as well as **instructional methods and materials**. Review all individualized service plans and extract instruction and assessment supports, (accommodations, modifications, scaffolds, differentiation, environmental, etc.,) services, (intervention, SDI, therapies, paraprofessional/aide, etc.,) methods, (timing, Structured Teaching, grouping, 1:1, etc.,) materials, including assistive

technologies (adapted materials or equipment, seating/positioning tools, mobility tools, speech/language/hearing devices, etc.). In some cases similar instructional tools and materials may be needed by more than half of the class. When this happens it may be best to include these tools, methods or materials in the Universal Design column. This indicates that the support will always be available for everyone who needs/wants it during instruction and assessment. The middle column in the Tiered Plan includes supports that are available by choice for flexible access. Not always offered to everyone but can be accessed by those who need them. This includes flexible multiple means of expression and engagement and differentiated choices in participation and/or materials.

Topics that emerge in each grade and subject area:

Grade K

Phonological Awareness (rhyme, alliteration, sentences, words)

Oral Language/Communication

Social Skills development – play community experiences school experiences field trips

US Symbols

Personal history/heritage – common human characteristics

Rules and laws – responsibilities

Goods & services - wants

Map skills – directions key symbols distance locations

Identifying basic weather patterns

Time – history days weeks years

Sun moon and stars

Characteristics of living things – depend on environment for food shelter

Properties of objects

Vibration/sound

Grade 1

Phonological Awareness

Oral Language/Communication

Social Skills development – play community experiences school experiences field trips

Early Phonics

Begin to add and subtract with numbers

Recognize shapes

Sun as energy

Water on Earth

States of matter

Force and motion of objects

Needs of living things – changed over time

Time – seasons months years calendar clock

Basic time and money skills

Mapping skills – locations land water buildings

Diverse cultures – change over time

Social skills – responsibilities collaboration follow rules

Producers & consumers – wants goods services resources trade currency

Transition skills development aligned to age-grade

Transition planning (Employment First Backward Plan) targets for each year outlined and developed within the IEP

Grade-level content aligned community outings and local relationship building

Grade 2

Phonological Awareness

Oral Language/Communication

Basic Phonics

Read decodable text

Comprehend grade-level text

Atmosphere and air

Water in the atmosphere

Weather changes with then sun's energy

Living things change the Earth

Extinction

Shapes – attributes

Begin graphing with pictures

Forces and motion – simple machines

Time – graphs calendars timelines

Basic time and money skills

Change over time – artifacts maps photos technology

Biographies – cultures work resources

Maps – used to answer questions

Human activities – work/jobs change environment

Choices - respect the rights of others, follow rules, work buy sell

Transition skills development aligned to age-grade

Transition planning (Employment First Backward Plan) targets for each year outlined and developed within the IEP

Grade-level content aligned community outings and local relationship building

Grade 3

Phonological Awareness

Oral Language/Communication

Basic-Advanced Phonics

Basic Morphemes

Read decodable text

Use informational text

Listen to and read literature across a variety of genres (poetry)

Read and comprehend grade-level text using prior knowledge and experiences

Fables folk/fairy tales myths legends

Begin multiplication and division

Graph information – picture bar

Earth's non-living resources - Dirt rocks soil air water

Renewable energy

Non-renewable resources

Offspring inherit some traits from parents

Diverse cultures

Rights and responsibilities

Social skills – take action problem solve follow rules and laws choices/behaviors

Local Government

Plant and animal life cycles
States of matter and their properties
Forms of energy
Local community resources – agriculture industry
Consumer choices – scarcity tradeoffs markets budget costs benefits
Transportation and communication – changes over time
Maps - gridlines
Local communities - change over time positive & negative
Solve problems with time and money
Basic Fractions
Time – timelines local history years decades centuries primary & secondary sources
Transition skills development aligned to age-grade
Grade-level content aligned community outings and local relationship building

Grade 4

Oral Language/Communication
Advanced Phonics
Morphemes in content vocabulary
Read decodable text, as needed
Read/use informational text
Listen to and read literature across a variety of genres (poetry)
Read and comprehend grade-level text using prior knowledge and experiences
Make text connections to self and other texts
Solve real-world problems with time and money
Graph information – picture bar line
Earth's surface – landforms and changes
Fossils
Ecosystems
States of matter
Energy can be transferred from one location to another - light heat sound motion
Ohio and US – major events primary & secondary sources (historical narrative) informed decision making
Study of Ohio - Technology innovations from Ohio
Diverse cultural groups in Ohio and the US (traditional literature and myths – John Henry, Paul Bunyan)
13 colonies – uniting to fight for independence (American Revolution)
Immigration/migration of early settlers into Ohio Northwest Ordinance
Mapping physical spaces and human movement
War of 1812 – Ohio anti-slavery Underground Railroad laws rules
Economics – Ohio business agriculture industry natural resources transportation entrepreneurs savings
Fractions
People modify the environment
Government – US state and local civic participation US constitution First Amendment rights and responsibilities informed decision making
Transition skills development aligned to age-grade
Grade-level content aligned community outings and local relationship building

Grade 5

Oral Language/Communication

Advanced Phonics

Advanced Morphology in content vocabulary

Poetry/prose

Read/use informational text

Read and comprehend grade-level text including social studies, science and technical subjects

Answer wh- questions related to grade-level text

Make text connections to self and other texts

Graph information and use bivariate data – plot points

Solar system – sun planets celestial bodies

Orbit – predictable patterns of motion

Light and sound - predictable patterns of energy

Ecosystems – organisms and their roles

Ecosystems – organisms require energy – photosynthesis

Movement – mass force

Timelines – B.C.E. or C.E.

Ancient Indian Civilizations – Egypt Aztec Inca Maya 1400-1600 European exploration and colonization factors that cause movement of people resources

Cartographers and geographic tools – latitude longitude regions

Regions – physical environment characteristics

American Indian cultures tribes

Multiple sources of information – public issues

Governments – monarchies dictatorships democracies – choices = consequences

Circle graphs – display information

Fractions

Interdependence across regions countries people

Transition skills development aligned to age-grade

Grade-level content aligned community outings and local relationship building

Grade 6

Oral Language/Communication

Advanced phonics

Advanced morphology in content vocabulary

Read/use informational text

Read and comprehend grade-level text

Make text connections to self, world and other texts

Advanced fractions

Graph information and use bivariate data – line plots histograms

Early civilizations (e.g., India, Egypt, China, Mesopotamia) – cultures, products, religions, technologies, practices

Eastern hemisphere – movement of people and products

Economics, trade, supply-demand cost-benefit

Latitude and longitude lines

Timelines

Historic perspectives and sources

Types of government – citizen roles, choices and responsibilities in each

Cartographers and geographic tools

Rocks, minerals and soil

Cells the unit of life

Matter particles called atoms – mass volume density

Chemistry – elements molecules

Kinetic and potential energy – speed direction

Transition skills development aligned to age-grade

Age 13 - Transition planning (Employment First Backward Plan) targets for each year outlined and developed within the IEP

Grade-level content aligned community outings and local relationship building

Grade 7

Oral Language/Communication

Advanced Phonics

Advanced Morphology in content vocabulary

Read and comprehend grade-level text

Make text connections to self, world and other texts

Advanced Fractions

Graph information and use bivariate data – plot points on coordinate plane

Historians and archeologists

Early civilizations (e.g., Greece & Rome) – governance and law, engineering and technology, art, architecture, literature, Christianity and history

Mongols-changes to Asia

Islamic civilization brings achievements in medicine, science, mathematics and geography that spreads to western Europe

Renaissance in Europe – decline in feudalism, influence others through exploration and colonization

Columbian Exchange

Reformation changes religion

African, Europe and Asian empires develop because of trade (slave trade) – spread ideas, religions and goods – improve transportation, communication, technology

Analyze individual perspectives – connect to real world events

Economic Interdependence – cost-benefit, distribution of resources, growth of cities and markets

Hydrologic cycle

Thermal energy

Lithosphere, biosphere, hydrosphere, and atmosphere

Patterns and motion of the Earth, sun and moon

Energy transfer - living things take in energy from other organisms

Biomes – biotic and abiotic factors

Periodic Table of Elements – classification of elements based on properties

Mixtures and substances

Energy transfer

Transition skills development aligned to age-grade

Age 13 - Transition planning (Employment First Backward Plan) targets for each year outlined and developed within the IEP

Grade-level content aligned community outings and local relationship building

Grade 8

Oral Language/Communication

Advanced Phonics

Advanced Morphology in content vocabulary

Read and comprehend grade-level text

Make text connections to self, world and other texts

Primary and secondary sources – perspectives, technology and media influence

Inhabitants of North America – American Indians and Europeans

13 Colonies - competition for control of land and resources in North America – leads to conflict

Race-based slavery – forced migration of Africans bringing knowledge, skills and traditions
Enlightenment/American Revolution – Declaration of Independence
American Revolution - key events and people in American history
U.S. Constitution – checks and balances, citizen rights and responsibilities,
Federal government – early presidents
Development of the U.S. through westward expansion – displacement of American Indians
Civil War
Cultural biases – prejudices, stereotypes, minority groups, consequences, social and political groups
form
Reconstruction – changes to the U.S. Constitution addressing social and political issues
Mapping historic events over time
Natural resources – movement, settlement, unintended consequences
Industrial Revolution – government impact
Graph information and use bivariate data – plot slope, solve linear equations
Layers of the Earth – seismic waves tectonic plates
Geological changes – constructive deconstructive
Geologic record – Earth’s history
Evolution and extinction of species
Sexual reproduction – inherited traits
Force and motion – electrical magnetic gravitational
Transition skills development aligned to age-grade
Transition planning (Employment First Backward Plan) targets for each year outlined and developed
within the IEP
Grade-level content aligned community outings and local relationship building

Grade 9 - Freshman Year/ Grade 10 – Sophomore Year

Oral Language/Communication
Read and comprehend grade-level text
Make personal connections with cultural and historical issues
Advanced Phonics
Advanced Morphology in content vocabulary
Advanced transition skills
Individual transition plan targets – social academic independent living assistive technology community
involvement adult-services acquisition

Numbers and Algebra 1

Rational numbers
Equations – write, simplify, solve
Use units to solve multi-step real-world problems
Use the associative, distributive and commutative properties to solve problems
+, -, x and ÷ complex numbers
Solve quadratic equations
Vocabulary: expression, integer, equivalent, integer, exponent, polynomials, variable, equation,
constraint, formula, linear equation, intersect, coordinate, parabola, line
Graph linear equations – identify x/y coordinates – solve equations and locate coordinates
Functions

Physical Science

Matter – states properties motion

Atoms – ions bonding
Periodic Table of Elements
Energy – transfer conservation types
Forces & Motion – types vector velocity displacement field models
The Universe - galaxies stars

Physics

Problem solving
Forces & Motion – elastic forces momentum 2 directions
Laws – motion gravity light
Friction – resistance drag
Energy – work power conservation nuclear waves circuits electromagnetism

Geometry

Vocabulary: ray, angle, circle, perpendicular line, parallel line, line segment, point, acute angle, obtuse angle, right angle, rotation, reflection, translation, symmetry, coordinate plane, congruence etc.,
Construct geometric shapes – triangle, parallelogram, hexagon, rectangles, circles, etc., and also lines, angles, points
Angles
Properties of geometric shapes - compare
Use geometry software
Work with (manipulate) geometric shapes
Solve problems involving geometry
Theorems (identify and apply)

Economics and Financial Literacy

Economists
Reading financial reports
Economic systems
Markets – producers/consumers, goods/services, supply/demand, wants/needs, costs/benefits, credit/debt
National economics – competition, economic policy, trade, government involvement - tariffs, quotas, subsidies, trade agreements, and membership in multinational economic organizations,
Individual income – budgeting, employment, financial decisions, payment methods, savings, investments, health investments

American History

Historians – primary and secondary sources
Declaration of Independence – citizen rights, roles, responsibilities – Northwest Ordinance
U.S. Constitution – relationship between the people and their government
Bill of Rights – federalist and anti-federalist papers – protection of individual rights and limits to government power
Industrialization – agriculture, urbanization, industry – labor conditions
American Indians and the reservation system
Discrimination – Red Scare, expansion of civil rights
Progressive Era – addresses ills of American society
U.S. world power - WWI & Spanish-American war
International peacekeepers – Treaty of Versailles, League of Nations

Social change over time – Harlem Renaissance, African American migration, women’s rights, technological advancements, Prohibition
Great depression
WWII – marginalized groups play an important role
Nuclear Age – Cold War, Communism, conflicts with Korea and Vietnam, Second Red Scare, McCarthyism
Continued immigration and migration into and across the U.S.
Political debates continue on role of government in the economy – international trade, environmental protection, social welfare and national security – foreign policy
Ohio Constitution governing states – state and local government
Federal economics – taxes, Federal Reserve

American Government

Civic engagement -political parties
Democratic process - persuasion, compromise, consensus building, and negotiation
U.S. Constitution – federalist and anti-federalist papers, Bill of Rights, amendments
Civil Rights – marginalized groups, amendments to the Constitution
Political Process - Three Branches of Government and their functions

Biology

Cellular genetics – DNA cell structures mutations inherent traits processes speciation biodiversity
Ecosystems – biodiversity, loss of diversity, extinction

Grade 11 – Junior Year/ Grade 12 – Senior Year

Oral Language/Communication
Advanced Phonics
Read and comprehend grade-level text
Advanced Morphology in content vocabulary
Make personal connections with societal and ethical issues
Advanced transition skills
Individual work experiences/internships
Individual transition plan targets – social academic independent living assistive technology community involvement adult-services acquisition

Chemistry

Atomic structures – electrons
Periodic Table
Chemical bonding – compounds quantifying reactions
Laws – gas matter

Geology

Atoms and Elements
Chemical Bonding
Minerals – properties criteria (crystallinity)
Rock types
Ocean
Geologic Record – historic record continental drift plate tectonics
Earth structures and surroundings – resources (air water soil) glaciers

Anatomy/Physiology

Organs, tissue, blood

Body systems – reproductive urinary skeletal endocrine digestive respiratory nervous, etc.,

Homeostasis

Senses

Modern World History

Historians – analyze historic events, primary and secondary sources

Scientific Revolution – challenge world views

Enlightenment – challenge views and authority

American and French Revolutions

Industrialization – impacts on world, consequences

Imperialism – natural resources used for political control, consequences

Causes and consequences of WWI and WWII

Oppression and discrimination – lead to genocide in WWI and WWII, political and social struggles, terrorism, ethnic cleansing, self-determination

Atomic age – U.S. and Soviet Union both superpowers, global influence

Treaties and agreements to end conflict

Post war global politics – conflict with Middle East, Soviet Union breaks up ending the Cold War, global economy, interdependence, global population increase, abundance of nuclear weapons, environmental concerns, energy use

Contemporary World Issues

National interconnectedness – trade, treaties, alliances, embargoes, global economy – advantages and disadvantages for different parts of the world

National communication – individuals evaluate content, social media, address diverse audiences, civil debate, influence public, identify problems and propose solutions/actions, national security, continued advancements, differences lead to conflict

Civil and human rights – humanitarian needs and organizations, conflicts and cooperation around injustices, genocide and ethnic cleansing, intended and unintended consequences for future generations

Sustainability – collaboration local, national, international

National economy – advantages and disadvantages for different parts of the world, differences lead to conflict, distribution of wealth and economic power

World Geography

Geographic representations – used to represent and analyze patterns, geographic technologies

Human interaction and modification to locations can change the geography

Human societies adapt to the physical environment, patterns of settlement over time, urbanization

Renewable and non-renewable resources – formation and distribution, costs/benefits

Geography and many other factors contribute to migration

Globalization – shapes culture, politics, economics, and physical space - benefits and consequences

Patterns in trade and communication create interdependence across countries and regions

Regions - defined,

Environmental Science

Matter and energy throughout the spheres

Biosphere/Biodiversity

Atmosphere - properties

Lithosphere/Geology

Hydrosphere – currents patterns

Earth's resources - conservation pollution (waste management) climate change sustainability (wildlife, air, water, soil, energy human population) - food production water air forests

Statistics and Probability

Represent real data in a variety of data displays

GAISE model

Mean, median, mode – standard deviation

Use calculators, spreadsheets and tables

Summarize and categorize data

Interpret slope and intercept

Display and use data from experiments and/or surveys

Use categories and events as subset data

Two-way frequency tables

Conditional probability

Ages 19 - 21

Advanced transition skills

Individual work experiences/internships

Individual transition plan targets – social academic independent living assistive technology community involvement adult-services acquisition