



**Unit
Appraisal
Annotated
Grade 3**

Prologue:

Curriculum Design, for many teachers, is a new space. In a general sense, the curriculum design work that is being engaged in right now is far above the instructional practices of the past.

This is also meant to be a baseline from which all future curriculum work will develop. Being thoughtful and transparent in our work allows exponential growth in professional practice and student achievement.

Many, many thanks to the teacher(s) who submitted this plan so that we can nurture the seeds they've planted.

Why do this?

**To Support Data Informed
Decision Making**



Data informs your decisions

Curriculum data
aligned to standards

Written
curriculum

Taught
curriculum

Curriculum mapping

Assessment data
aligned to standards

State and
National

Local

Analysis of results

Data informed culture to improve student achievement

“Unit Plans (Maps) equal data ... Data equals facts and figures ... Facts and figures show trends ... And with this knowledge, we can give ‘all of the above’ meaning by looking at the trends and comparing it to other data bases.”

Bena Kallick, Curriculum Mapping Conference, 2003

Evidence Vs Claim

Caveat:

This annotation represents a look through several lenses of opportunities for improvement. The depth of this annotation is specifically for the purpose of this analysis only and does not necessarily represent what would be involved in a curriculum coaching moment. Critical decisions would have to be made around “do now” vs. “explore later” depending on several variables that could include: delivery of the unit plan, collaboration and consensus, alignment of the unit as a whole versus a pinpoint alignment moment, opportunities for growth over time, further fleshing out of details related to curriculum practice vs. design, etc.



C

Clarity and
Transparency
are important.
Is what you
intend apparent
to others?



L

Is **Lively** and
Dynamic
instruction
apparent?



E

Do your assessments
provide **Evidence** that
skills have been mastered?
Big Ideas answered?



A

Does your
Alignment
represent a
balance in
content, skills,
and
assessments?



R

Compared to
the previous
version of your
unit, is the new
one **Robust**,
Hearty, and
Strong?



Cultures -

What happens when two ways of life come together?

CCR Reading 1 & 3, CCR Writing 1

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
<p>How have other cultures shaped our country today?</p>	<p>Writing Tasks Opinion Piece</p> <p>Reading Tasks Drawing Conclusions Sequence of Events</p> <p>Vocabulary/Language Skills Context Clues Word Structure Descriptive Words</p>	<p>Write an opinion piece, providing reasons to support your opinion, incorporating descriptive words.</p> <p>Orally describe characters in the story and explain how their actions effect the sequence of events.</p> <p>Answer questions to demonstrate understanding of the text using facts and background knowledge to draw conclusions.</p>	<p>TBD</p>	<p>Incorporate a variety of literature, primary sources, and technology during instruction.</p>	<p>*Social Studies textbook **"A Lion to Guard Us" by Clyde Robert Bulla *Trunks from Buffalo & Erie Country Historical Society *Scholastic website of virtual tour of Ellis Island and more Suggested Leveled Readers from Reading A-Z Story of Immigration (Level X) Atlantic Crossing (Level W) The New Soccer Ball (Level Q) The Story of the Statue (Levels J/M/P) Success Stories (Level Z)</p>	<p>L.3.4.a ~ Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>RL.3.3 ~ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>W.3.1 ~ Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a ~ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b ~ Provide reasons that support the opinion.</p> <p>W.3.1.c ~ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.d ~ Provide a concluding statement or section.</p>

Social Studies Standards?

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
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- **Clarity:** This unit does not have enough information to be replicated with fidelity.
- **Lively (and Robust):** Based on the included lessons and supplemental information, it seems to suggest that there may be opportunities for Lively and Robust instruction, but there is no evidence for that.
- **Evidence:** No evidence of proficiency with included skills is listed.
- **Alignment:** See subsequent slides. Connections need to be more in depth.

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Without the assessments, specific alignment is difficult. All three of the skills translated from the standards are surface level, and could be explored with greater depth. For instance, and depending on the assessment, students are asked to describe the characters and explain how the actions affect the sequence of events. They do this orally. If the assessment is of a higher cognitive complexity, i.e., writing with the intent of drawing conclusions based on character descriptions and actions, then they weren't necessarily prepared for the assessment moment. Standards shaded in red need to be represented here specifically. There also seems to be quite a bit of content missing as well, for example: linking words and phrases, writing conclusion statements, organization of writing (beyond just sequencing), and writing introductions. There should be evidence of specific elements of writing instruction and the skills to go with those elements. Additionally, there should be formative evidence of the mastery of skills before the final assessment moment as represented by the opinion piece.

Cultures -

What happens when two ways of life come together?

CCR Reading 1 & 3, CCR Writing 1

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A note on Lively and Robust instruction: There are several opportunities here for depth and engagement, differentiated and scaffolded instruction, and authentic / real world learning moments. Know that "lively" and "robust" are somewhat subjective, but it should be apparent to the reader of this unit that attention has been paid to what should be represented in modern instructional practices, meaning that the college and career readiness capacities are highly transparent. There is not enough evidence to support the claims here that this unit is in alignment of CCR capacities 1 and 3.

Endnote:

This unit plan has several areas of improvement. The critical, “do now” zone is definitely making sure that the essential elements from the standards are ALL represented in the content, skills, and assessments. Perhaps in the case of this unit plan, there is a “do next” zone that would address the clear alignment between the assessment moment and the learning moment, and the language between the assessments and skills. Other areas of improvement that would fit in the “explore later” zone would include tweaking the content pieces, alignment to the social studies standards, letting the social studies standards inform the robustness of new considerations for content, skills, and activities, the design of new assessments, more specific and increased quantity of skill statements, and the inclusion of agreed upon lessons and activities that flesh out the writing process from beginning to end. (And perhaps the creation of a common rubric.)