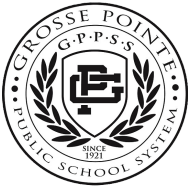


## Curriculum Template Essential Components

| Component   | Definition   |
|---|--|
| Content Area  | Refers to a defined domain of knowledge and skill in an academic program. A method that districts use to organize knowledge, teaching, and academic programming; such as, Math, ELA, Science, Social Studies, etc.   |
| Unit of Study   | Represents a series of lessons in a course, across days or weeks.  |
| Diversity Statement   | This would include empowering learners where all students are able to identify with material being presented within a culturally responsive environment.   |
| Targeted Standards/Content  | Content Standards are the state and national benchmarks/standards (i.e. Common Core, Michigan Science Standards, C3 etc.) that teachers must integrate into daily lessons/units of study.  |
| Student Learning Targets  | Performance Standards are concrete 'I can' statements of what students will master in daily lessons based on the content standards.  |
| Checking for Understanding/Assessments  | The differentiated opportunities we provide students to demonstrate their understanding of content and the skills they have acquired. List the assessments (diagnostic, formative and summative) you used to gather evidence of student learning. They may include demonstrated proficiency in the classroom through participation and discussion, presentations, and completed projects as well as additional test quiz and homework assignments. Assessments are: observable and measurable, directly aligned to standards, varied to address different learning styles. |
| Key Concepts  | Should be highly pertinent to the topic of the unit and appropriate to the development level of students. Key concepts should be powerful ideas of major significance to a discipline, not simply new vocabulary terms. They are central ideas of the unit – the ones the teacher intends students to understand and use for a lifetime.   |
| Essential Questions/Intellectual Processes & Skills--<br><a href="#">Depth of Knowledge</a> and <a href="#">Webb's Depth of Knowledge with CCSS</a> | Engagement, questioning, and thinking/problem solving strategies during the unit a study.  |
| Exit Skills   | Strategy requires students to write responses to questions you pose at the end of class. Exit Skills help students reflect on what they have learned and   |



## Curriculum Template Essential Components

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|  | express what or how they are thinking about the new information. |
|--|--|