



Adams 14 Common UbD PreK-12 Math Unit Plan 2020-2021

Course: _____ Grade Level: _____ Unit Name/Number: _____ Dates: _____

Stage 1 Desired Results	
GOALS/ STANDARDS	<p style="text-align: right; margin: 0;">Transfer</p> <p style="margin: 0;"><i>Students will be able to independently use their learning in new situations to...</i></p>
	<p style="text-align: right; margin: 0;">Meaning</p>
UNDERSTANDINGS <i>Students will understand that...</i>	<p>ESSENTIAL QUESTIONS: <i>Students will explore & address the questions:</i></p>
	<p style="text-align: right; margin: 0;">Acquisition</p>
<i>Students will know...</i>	<i>Students will be skilled at...</i>

Stage 2 - Evidence		
s	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
		OTHER EVIDENCE:



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<p>Which unit vocabulary is key to understanding the unit? Has the most transfer to other subjects?</p> <p>Marzano's Grade Level Vocabulary by Content</p> <p>Vocabulary for students with disabilities</p>	<p>What funds of knowledge do my students bring to the table? How can students tap into those as resources in ways that affirm identity?</p> <p>Engaging Background Knowledge</p> <p>Activating prior knowledge in students with disabilities</p>	<p>What is the dominant language function? (Explain/Describe, Opinion, Sequence, Cause/Effect, Compare/Contrast)</p> <p>What language forms support the function? What language forms do my students need to utilize these skills? Word/Phrase, Sentence, Discourse level)</p> <p>Examples</p> <p>How are the ideas organized? What elements create cohesion? Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?</p> <p>Create sentence frames using identified functional words/phrases</p>	<p>Which strategies will I use to help students understand and utilize language?</p> <p>Strategies: ColorinColorado Best Practices CAL/EXCELL Go to Strategies Structured Talk Resources Teaching Vocabulary Marzano's 6 Steps</p>	<p>Are the resources I have chosen within the Zone of Proximal Development for Multilingual Learners?</p> <p>Use supports/scaffolds and differentiated reading to support comprehensible input WIDA List of Supports Scaffolding Reading</p>	<p>Use Key ling exp eac gui dif</p>
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Efficient Response: *What do you expect students to say or write?* ([Explain/Describe](#), [Opinion](#), [Sequence](#), [Cause/Effect](#), [Compare/Contrast](#))

Language	
<p>ant Language</p>	



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/Accommodation	
Stage 3 – Learning Plan	
Assessments Coding	<i>Summary of Key Learning Events and Instruction (including pre- and formative assessments)</i>
Language	
Language Background	
Instruction	
Strategies	