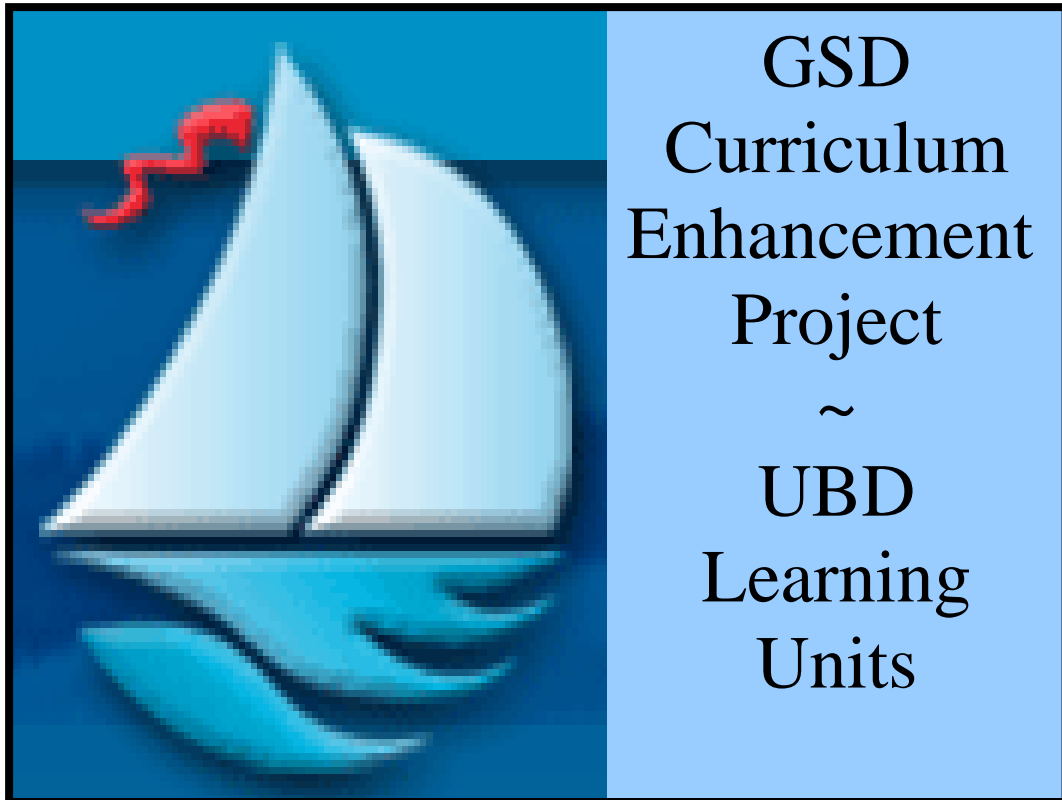


The Mississippi Curriculum Project



Unit Title:

Designers:

Subject:

Grade Level:

Unit Summary:

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STAGE 1: DESIRED RESULTS



MS Competencies and Objectives addressed and assessed: (Content and Substance/Organization of Knowledge)

Competencies/Objectives	Emphasis	Level
1. Objectives:	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Major	<input type="checkbox"/> Introduction <input type="checkbox"/> Development <input type="checkbox"/> Mastery
2. Objectives:	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Major	<input type="checkbox"/> Introduction <input type="checkbox"/> Development <input type="checkbox"/> Mastery
3. Objectives:	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Major	<input type="checkbox"/> Introduction <input type="checkbox"/> Development <input type="checkbox"/> Mastery
4. Objectives:	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Major	<input type="checkbox"/> Introduction <input type="checkbox"/> Development <input type="checkbox"/> Mastery
5. Objectives	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Major	<input type="checkbox"/> Introduction <input type="checkbox"/> Development <input type="checkbox"/> Mastery

Understandings: Students will understand that...		Essential Questions:	
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	

Skills: Student will be able to...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

“Every Decision ~ What is Best for Children? ~ Every Time.”



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Knowledge: Student will be able to answer these factual questions...

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Possible student misunderstandings and performance deficits:

-
-
-

Interdisciplinary Connections: MS Competencies and objectives addressed and assessed if any

Social Studies –

Science –

Arts –

Other –



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STAGE 2 - EVIDENCE

Performance task(s) requiring transfer

Assessment Summary:	C
	EQ
	U
Look For\): What should the assessment reveal about student learning?	K
	S

Differentiation, if appropriate, by:

- Skill Level Degree of Structure Interest Learning Style

Assessment Summary:	C
	EQ
	U
Look For\): What should the assessment reveal about student learning?	K
	S

Differentiation, if appropriate, by:

- Skill Level Degree of Structure Interest Learning Style

NOTE: Attach drafts of student instructions and other necessary materials (rubrics, etc.)
(Clear and Compelling Product Standards)



“Every Decision ~ What is Best for Children? ~ Every Time.”



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Other Evidence (related to knowledge/skill)

Assessment Summary:	C
	EQ
	U
Look For\; What should the assessment reveal about student learning?	K
	S

Differentiation, if appropriate, by:

- Skill Level Degree of Structure Interest Learning Style

Assessment Summary:	C
	EQ
	U
Look For\; What should the assessment reveal about student learning?	K
	S

Differentiation, if appropriate, by:

- Skill Level Degree of Structure Interest Learning Style

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STAGE 3: LEARNING PLAN

Outline of Activities:


	Activity Title	Description/Materials
1		
2		
3		
4		
5		
6		

Diagnostic Pre-Assessment: (Anticipatory Set and Background Questions/Activity to Check for Prior Knowledge)

-
-
-

Direct Instruction: (Teaching to the Objective)

Active Student Inquiry: (Engage Students, Check for Understanding Using Questioning Strategies and Discussion)

 **Practice and Feedback:** (Students Practice Learning Through Engaging Activities and Closure)
(Protection from Adverse Consequences for Initial Failures)

Notes:

“Every Decision ~ What is Best for Children? ~ Every Time.”

