

*Consult the CCCII Unit Guidelines for detailed information on completing each step. Although the steps are listed linearly, the development process will be more dynamic in practice. Unit design decisions made in earlier steps may need to be revised in light of further thinking done in later steps.*

- Step 1: Select a unit topic/theme at a specific grade level (from Basal, from Common Core Curriculum Maps, from open topic)
- Step 2: Decide on timeframe (tentative)
- Step 3: Write unit description
- Step 4: Write overview paragraph
- Step 5: Identify texts – literary and informational (fiction and non-fiction)
- Step 6: Select Common Core Standards to be addressed in the unit
- Step 7: Select Catholic Identity elements/dimensions to be integrated-add texts as appropriate
- Step 8: Formulate essential question
- Step 9: Formulate objectives, consider:  
Catholic Identity, Reading, Writing, Speaking/Listening, Language, Vocabulary, Viewing, Critical Thinking
- Step 10: Identify vocabulary
- Step 11: Create summative assessment(s) based on standards, objectives and essential question
- Step 12: Map out flow of instruction (Instructional Activities for chunks of lessons). Includes teaching and learning activities/strategies, formative assessments, placement of summative assessment(s); identify instructional resources and cross-curricular links
- Step 13: Use checklist on unit template (at the beginning of Instructional Activities section) to indicate which activities in the flow of instruction address which area of standards
- Step 14: Use CCCII Unit Review Checklist to review and revise unit for alignment of standards, objectives, assessments, and strategies; for active engagement of students; for higher thinking and 21<sup>st</sup> century skills including use of digital tools



## Unit Item: Unit Design Guidelines

### Operating Concepts and Principles:

- Formatted using “Backward Design” model and elements; as such, the content within elements are meant to be aligned: essential questions-standards-objectives-assessments-activities
- Embraces Common Core Shifts in ELA/Literacy (see *Additional Resources*)
- Desires to thoughtfully and purposefully, not force, Catholic identity infusion
- Takes a “Balanced Literacy Approach” by incorporating Reading, Writing, Speaking/Listening, Language, Vocabulary, Viewing, and Critical Thinking elements
- The unit plan is a work in progress; even after you have finished writing the unit and are teaching the unit to your students, be sure to revisit the unit to add, delete, or revise content

### Examples (Do’s and Don’ts):

#### **Do**

- Consider the grade level religion program, and content therein, as a potential source of topics/themes, as well as, a resource for generating Catholic identity infusion ideas
- Use an entry point to the template that best suits your planning style; e.g. some teachers may choose to begin with a topic or theme; or, by choosing a particular parable, novel, short story, biography, etc. (see *Appendix B* of ELA Common Core); or, via co-planning with colleagues in other subject areas, for example social studies or science
- Take a systematic, but organic approach; i.e. move methodically through the template, but consider revisiting parts of the template to add, delete, or revise content

#### **Don’t**

- Choose the Instructional Activities section as an entry point
- Leave portions blank
- Force content into the unit; e.g. don’t add cross-curricular links that are not feasible

### Design Tips:

A balanced approach to ELA and developing literacy should include a deliberate and effective combination of the following:

- Modeled, shared, guided, independent reading/Modeled, shared, guided, independent writing
- Critical reading and study (fiction)/Critical reading and research (non-fiction)
- Comprehension skills development for fiction and non-fiction texts
- Text Forms and text features analyses of fiction and non-fiction texts
- Writing intentionally integrated into daily lessons (fiction and non-fiction writing, classwork and homework assignments, formative and summative assessments)
- Writing process via Writer’s Workshop model
- Opinion/Argument, Informative/Explanatory, Narrative writing are explicitly taught
- Research process and product (Paper, Essay, Display, etc.) are explicitly taught
- Fluency modeled and practiced: reading, writing, speaking
- Evidence-based written and oral response
- Thoughtful listening and discernment of Ideas
- Language study and practice
- Vocabulary study and practice



## Unit Item: Unit Design Guidelines

### Criteria for Success:

See *Unit Review Checklist*

### Additional Resources:

Common Core Mapping Project, at: <http://commoncore.org/maps/>

G. Wiggins and J. McTighe, Understanding By Design, (2005)

*Shifts in ELA/ Literacy*

Source: <http://engageny.org/wp-content/uploads/2011/08/common-core-shifts.pdf>

#### Shift 1 PK-5, Balancing Informational & Literary Texts

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.

#### Shift 2 6-12, Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

#### Shift 3 Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

#### Shift 4 Text-based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

#### Shift 5 Writing from Sources

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

#### Shift 6 Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

**Element: Title/Theme (Topic)****Operating Concepts and Principles:**

- Topics/Themes should be age-appropriate
- Integrate ELA standards as well as content area standards
- Topic/Theme should be studied for a sustained period of time
- Topic/Theme should be expanded and developed in subsequent grades to deepening understanding of topics

**Examples (Do's and Don'ts):*****Do***

- Choose topics that will integrate the ELA standards as well as meet standards in Science, Social Studies, and technology studies
- Choose topics that infuse Catholic identity throughout the timeframe
- Choose topics that will include a wide variety of resources such as literature, informational text, multi-media, reference books, and websites.
- Choose a topic that can be studied for a sustainable time

***Don't***

- Choose a topic that will be narrow in focus and short in time.
- Choose a topic from one source (Reading text, Social Studies or Science text or Religion text)

**Design Tips:**

- Consider topics of interest to students inviting them to help identify topics.
- Review topics in grade appropriate texts such as Reading, Science, and Social Studies basals as well as Catholic Social Teaching Guidelines
- Select current issues that affect students today

**Criteria for Success:**

- Students are able to see the connection across curriculum areas and the essentials question
- Topic integrates standards and Catholic identity

**Additional Resources:**

- Basal Reading Program
- Religion Text
- Common Core State Standards Curriculum Maps
- Catholic Social Teachings Guidelines

Element: Title/Theme (Topic)

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Staying on Topic Within a Grade and Across Grades:  
How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
<p><b>The Human Body</b></p> <p>Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.</p> <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <p><i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2007)</p> <p><i>Get Up and Go!</i> by Nancy Carlson (2008)</p> <p><i>Go Wash Up</i> by Doering Tourville (2008)</p> <p><i>Sleep</i> by Paul Showers (1997)</p> <p><i>Fuel the Body</i> by Doering Tourville (2008)</p>	<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> <li><i>My Five Senses</i> by Ailiki (1989)</li> <li><i>Hearing</i> by Maria Rius (1985)</li> <li><i>Sight</i> by Maria Rius (1985)</li> <li><i>Smell</i> by Maria Rius (1985)</li> <li><i>Taste</i> by Maria Rius (1985)</li> <li><i>Touch</i> by Maria Rius (1985)</li> </ul> <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> <li><i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2007)</li> <li><i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li><i>Go Wash Up</i> by Doering Tourville (2008)</li> <li><i>Sleep</i> by Paul Showers (1997)</li> <li><i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul>	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> <li><i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)</li> <li><i>Me and My Amazing Body</i> by Joan Sweeney (1999)</li> <li><i>The Human Body</i> by Gallimard Jeunesse (2007)</li> <li><i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li><i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)</li> </ul> <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> <li><i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li><i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li><i>Germ Stories</i> by Arthur Komberg (2007)</li> <li><i>All About Scabs</i> by Genchiro Yagu (1998)</li> </ul>	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> <li><i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li><i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li><i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li><i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p>Taking care of your body: Healthy eating and nutrition</p> <ul style="list-style-type: none"> <li><i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li><i>Showdown at the Food Pyramid</i> by Rex Bamon (2004)</li> </ul> <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> <li><i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li><i>Muscles</i> by Seymour Simon (1998)</li> <li><i>Bones</i> by Seymour Simon (1998)</li> <li><i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li><i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<p>Circulatory system</p> <ul style="list-style-type: none"> <li><i>The Heart</i> by Seymour Simon (2006)</li> <li><i>The Heart and Circulation</i> by Carol Ballard (2005)</li> <li><i>The Circulatory System</i> by Kristin Petrie (2007)</li> <li><i>The Amazing Circulatory System</i> by John Burstein (2009)</li> </ul> <p>Respiratory system</p> <ul style="list-style-type: none"> <li><i>The Lungs</i> by Seymour Simon (2007)</li> <li><i>The Respiratory System</i> by Susan Glass (2004)</li> <li><i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li><i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul> <p>Endocrine system</p> <ul style="list-style-type: none"> <li><i>The Endocrine System</i> by Rebecca Olien (2006)</li> <li><i>The Existing Endocrine System</i> by John Burstein (2009)</li> </ul>

## Unit Item: Timeframe

### Operating Concepts and Principles:

- The timeframe for each unit should be age and grade level appropriate
- The timeframe should be adequate to make connections within and across the curriculum
- Topics should meet standards and Catholic Identity elements and not be too short or too long in length
- Timeframe should incorporate time for reteaching, reinforcement, and enrichment

### Examples (Do's and Don'ts):

#### *Do*

- Each unit should be 3-9 weeks depending on age, grade, and topic
- Timeframe should match depth of topic and tasks
- Provide ample time for unit study and assessment

#### *Don't*

- "Stretch" a unit out to meet a specific time frame

### Design Tips:

- Build the timeframe around resources for the topic (Reading Basal, Religion TE, CCSS Maps)
- Be flexible with sections of your timeframe to incorporate student mastery or need for reinforcement

### Criteria for Success:

- Students are engaged in the unit throughout the time frame

### Additional Resources:

- Basal Reading Program
- Religion Text
- Common Core State Standards Curriculum Maps

**Unit Item: Description****Operating Concepts and Principles:**

- Write one sentence about the content of the unit.
- Be brief and to the point about the content the students will study and the standards they will address.

**Examples (Do's and Don'ts):*****Do***

- Be brief and broad in the description
- (Example) This nine-week unit focuses on the causes and consequences of the American Civil War, as revealed through literature and informational text.
- (Example) Students explore literal and figurative language through the theme of building bridges.

***Don't***

- List all the skills, standards, and Catholic Identity elements
- The students will write an essay on how they feel about a topic

**Design Tips:**

- Review the skills and content areas that are to be studied and choose broad terms to describe the unit
- Make connections among reading, understanding and writing throughout the lessons that support this unit

**Criteria for Success:**

- N/A

**Additional Resources:**

- Basal Reading Program
- Religion Text
- Common Core State Standards Curriculum Maps
- Catholic Social Teachings Guidelines

**Element: Overview****Operating Concepts and Principles:**

- One paragraph about the learning students will do in the unit
- It explains the structure, progression and components of the unit
- It makes connections between the skills in the standards and the content of the texts

**Examples (Do's and Don'ts):****Do**

- Briefly explain the tasks students will encounter while studying the unit
- Provide types of reading types
- Explain what literary skills will be fostered
- Provide what standards will be addressed
- List Catholic Identity element to be infused
- Students read historical fiction and informational text about the Civil War in the United States and compare and contrast the ways in which each type of text describes key historical events. In order to gain a deeper understanding of the period beyond what is addressed in print, students listen to music and examine art from the Civil War period. The culminating activity is to compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, the ideas of 'life and dignity of the human person' and 'rights and responsibilities' and incorporates authentic facts, photos, or artwork.
- Students read informational (how-to) texts on building bridges and view these amazing structures on the Internet. Through realistic fiction, they examine the possibility of friendship in conflict-filled settings. Reading fantasy texts that depict animals' experiences with "bridge-building" completes their exploration. Building on the writing of previous units, they write a letter to a character in *Charlotte's Web*. Students also gather words from poetry and explore the meanings of idioms and words with common roots.

**Don't**

- Explain each lesson in detail
- Provide titles of books or resources

**Design Tips:**

- Use your basal Teacher's Edition to gather the skill development of the unit
- Look at the Curriculum Maps for the CCSS to identify standards to be met
- Look at the CCSS grade level standards

**Criteria for Success:**

- Qualified teachers can read the overview and get a clear big picture of what students will learn and do in the unit
- Overview makes in clear how the unit is focused
- Overview matches the learning and teaching that actually happens in the unit

**Additional Resources:**

- Basal Reading Program
- Religion Text
- Common Core State Standards Curriculum Maps
- Catholic Social Teachings Guidelines



**Unit Item: Text Complexity****Operating Concepts and Principles:**

Range, Quality, and Complexity of student Reading is measured with three factors:

- *Qualitative dimensions of text complexity.* In the Standards, *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.
- *Quantitative dimensions of text complexity.* The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
- *Reader and task considerations.* While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

**Examples (Do's and Don'ts):*****Do***

- Choose texts that are both non-fiction and fiction (50% each for K-3 and increasing more nonfiction starting in 4<sup>th</sup> grade)
- Select a wide range of text types including Stories, Dramas, Poetry, Literacy nonfiction
- Choose text students are interested in
- Include a variety of levels of texts so all students are reading different types of texts

***Don't***

- Select texts at just one grade level for the year
- Select text too hard or challenging for the students even though the topic matches the unit

**Design Tips:**

- Build a classroom library as you study the unit
- Ask students to add their books to the library
- Provide a wide variety of titles and genres that will expose student to different texts
- Show student how to read different text features to enable them to read on their own

**Criteria for Success:**

- Students are reading a variety of texts of increasing difficulty throughout the year
- Scaffolding is necessary and desirable, according to CCSS, but instruction must move generally toward decreasing scaffolding and increasing independence with the goal of students reading independently and proficiently within a given grade span by the end of the grade span (e.g. grades 2-3)

**Additional Resources:**

- Common Core State Standards for English Language Arts K-5 and 6-12
- [www.corestandards.org](http://www.corestandards.org)
- Common Core State Standards Appendix A

**Element: Common Core State Standards****Operating Concepts and Principles:**

- The CCSS define what all students are expected to know and be able to do, not how teachers should teach
- The CCSS must be complemented by a well-developed, content-rich curriculum that is consistent with the Common Core State Standards
- Identify each ELA Standard that will be addressed in each lesson

**Examples (Do's and Don'ts):*****Do***

- Select standards that appropriately meet the grade level and anchor standards in ELA CCSS
- Address a wide range of standards from Reading, Writing, Speaking and Listening, and Language
- Review the Literacy standards for Science and Social Studies and incorporate as many as appropriate
- Add activities for advanced students if standards are met early
- Add intervention activities if needed for students to meet standards
- Adjust quantity of students for struggling students including ELL

***Don't***

- Force too many standards into one unit or lesson
- Be too narrow by addressing only one or two areas of the CCSS

**Design Tips:**

- Begin with reading standards and integrate writing standards through responsive tasks
- Incorporate vocabulary acquisition and use throughout unit
- Speaking and Listening standards should be part of the instructional design of the lessons or part of tasks for assessment
- Review Literacy standards for social studies and science for guidance for integration (This can be reviewed from Basal)
- Study the exemplars (Appendix A) for appropriate grade levels to address ways of deepening instruction

**Criteria for Success:**

- CCSS Standards and Catholic identity elements are addressed in each lesson
- Review the end of year expectations for each standards for each grade level

**Additional Resources:**

- Common Core State Standards for English Language Arts K-5 and 6-12
- [www.corestandards.org](http://www.corestandards.org)
- Common Core State Standards Curriculum Maps

**Element: Common Core State Standards****Key Points In [Common Core] English Language Arts**

Source: <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

**Reading**

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

**Writing**

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

**Speaking and Listening**

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

**Language**

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

**Media and Technology**

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

## Unit Item: Catholic Identity

### Operating Concepts and Principles:

1. Include Catholic identity when possible and appropriate but do not force.
2. Use Scripture and official church teachings when developmentally appropriate.
3. Use Catholic values, practices and behaviors when they clearly relate.
4. Critically evaluate any websites and other resources you use for Catholic identity infusion.
5. Create awareness so that students embrace a Catholic anthropology and world view.

### Examples & Non-Examples

#### **Courage**

Example: In the first book of Samuel (1 Sm 17.32-37), David showed courage by facing Goliath. *Identify when Jethro showed courage and explain your choice using specific examples from the text.*

Non-example: Define courage. Tell about a time when you showed courage.

#### **Hope**

Example: Read the book *A Child's Garden: A Story of Hope* and these two scripture quotes on hope:

Romans 8.24-25: *For in hope we were saved. Now hope that sees for itself is not hope. For who hopes for what one sees? But if we hope for what we do not see, we wait with endurance.*

Romans 12.12: *Rejoice in hope, endure in affliction, persevere in prayer.*

*Using the book and quotes as backdrops, write a haiku on hope.*

Non-example: Why does the Church teach us to hope? Memorize the Act of Hope.

#### **Human Rights (rights of children)**

Example: The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society. (USCCB: Seven Themes of Catholic Social Teaching). *How does affirmation or violation of the human rights of children effect character development in: Go Ask Alice; Daddy Was a Numbers Runner; I Am the Cheese?*

Example: My Brother Sam is Dead "Peace is not merely the absence of war, nor can it be reduced solely to the maintenance of a balance of power between enemies.<sup>1</sup> Rather it is founded on a correct understanding of the human person<sup>2</sup> and requires the establishment of an order based on justice and charity. (<sup>1</sup>*Gaudium et Spes* 18; <sup>2</sup>*Centesimus Annus*, 51). *At the end of the novel, Tim asks the reader whether war is needed to achieve freedom. What do you think?*

Example: To Kill a Mockingbird "We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person." (USCCB: Seven Themes of Catholic Social Teaching). *One of the things Atticus tries to teach his children is the ethic of respecting all people. Discuss his success at this.*

Non-example: To Kill a Mocking Bird: Students write two pages on the character that they believe to be the antagonist. If Scout is our protagonist, why is this character opposed to her?

**Unit Item: Catholic Identity**

**Design Tips:**

1. Consider including in the following areas for including Catholic Identity elements:
  - a. Overview
  - b. Essential Question
  - c. Key Objectives
  - d. Summative Assessment
  - e. Additional Texts
  - f. Vocabulary
  - g. Instructional Activities and Resources
2. Look for the natural connections / relationships
3. Be sure it is educationally sound first and then incorporate Catholic beliefs, teachings, and behaviors.
4. Be sure students have a chance to interact with the Catholic Identity element whenever possible (not just the teacher mentioning it).

**Catechetical Resources Handouts:**

- Resources
- Values

## Unit Item: Essential Questions

### Operating Concepts and Principles:

- To acquire KNOWLEDGE (facts) we use SKILLS (abilities) to gain UNDERSTANDING (applicability) which enables us to apply and to transfer knowledge.
- Good questions are the cause of and the means by which greater understanding happens. (Wiggins and McTighe)
- Essential Questions point to the core of big ideas and provoke deeper thinking.
- Essential Questions should be posted around your classroom.

### Examples (Do's and Don'ts):

#### **Do**

- Use overarching questions (more general) like: What causes war?
- Use topical questions (more specific, unit-specific) like: How do the causes of the Civil War compare to another war you've learned about?

#### **Don't**

- Use nonessential questions to frame a unit like: What are two causes of the Civil War?

#### **Do**

- Using the fable, *Chicken Little*, ask overarching questions like: How do mobs form? Or How does an untruth gain credence?

#### **Don't**

- Using *Chicken Little* ask nonessential questions like: How do you feel when someone tells you something that you are not sure of?

### Design Tips:

- Essential Questions have no simple right answer; therefore, create questions that are meant to invite inquiry or can be argued.
- Ensure that your instructional strategies and your classroom environment support and encourage an exploration of ideas.
- Essential Questions recur. Create opportunities for students to interact with the essential questions throughout the unit as well as at the end of the unit.
- Essential Questions require planning.
- Look for opportunities for the students to connect with and use prior learning.

### Criteria for Success:

- Your students are excited about learning.
- Your students are able to answer a question they may never have seen before by being able to transfer their knowledge.

### Additional Resources:

- The works of Jay McTighe and Grant Wiggins on *Understanding by Design*

**Unit Item: Writing Objectives (Key Objectives Linked to the Standards)****Operating Concepts and Principles:**

- Referred to at the beginning, during, and at the end of each lesson;
- Directly and indirectly linked to the standards;
- Describes the skills, knowledge, and/or attitudes that students will be able to demonstrate;
- The objective(s) of the lesson of the day(s);
- Written from the student's perspective using Bloom's taxonomy of verbs and preferably using the ABCD approach to writing objectives;
- The format is SWBAT (Students Will Be Able To).

**Examples (Do's and Don'ts):**

*Students will be able to alphabetize a list of 30 words beginning with the letter T with 90% or better accuracy.*

**Do**

- Write from the student's perspective
- Use measurable verbs, e.g. "alphabetize, diagram, pronounce"
- Consider formative assessment to ensure objective(s) is met
- Write clear and concise statements

*The teacher will demonstrate and students will learn how to alphabetize a list of words*

**Don't**

- Write from the teacher's perspective
- Use verbs that are not measurable, e.g. "understand, learn, appreciate"
- Write general or vague statements

**Design Tips:** Consider the "ABCD Model" for writing objectives

**A – Audience**

**The audience is learner(s) that the objective is written for.** This is usually written "the learner" or "the student" however it could be written as specific as "The third grade science student". Make it simple so that the objective does not get too wordy.

**B – Behavior**

**The behavior is the verb that describes what the learner (audience) will be able to do after the instruction.** This is the heart of the objective and MUST be measurable AND observable. In addition, these verbs MUST be specific. Verbs such as know, understand, comprehend, and appreciate are difficult to measure and are therefore not good choices for objectives.

Bloom's Taxonomy is organized into six progressively more complex categories from "knowledge" to "evaluation". *Knowledge* may be defined as the recall of data or information; *Comprehension* may be defined as understanding via meaning, translation, and interpretation of instructions and problems; *Application* may be defined as the use of a concept in a new situation; *Analysis* may be defined as the separation of material or concepts into component parts for further understanding; *Synthesis* may be defined as building a structure or pattern from diverse elements, or putting parts together to form a whole, with emphasis on creating a new meaning or structure; and *Evaluation* may be defined as making judgments about the value of ideas or materials. Source:

<http://www.nwlink.com/~donclark/hrd/bloom.html>

**Unit Item: Writing Objectives (Key Objectives Linked to the Standards)**

Consider the following list of action verbs set in Bloom’s Taxonomy:

<i><b>KNOWLEDGE</b></i>	<i><b>COMPREHENSION</b></i>	<i><b>APPLICATION</b></i>	<i><b>ANALYSIS</b></i>	<i><b>SYNTHESIS</b></i>	<i><b>EVALUATION</b></i>
count	associate	add	analyze	categorize	appraise
define	compute	apply	arrange	combine	assess
describe	convert	calculate	breakdown	compile	compare
draw	defend	change	combine	compose	conclude
identify	discuss	classify	design	create	contrast
labels	distinguish	complete	detect	derive	criticize
list	estimate	compute	develop	design	critique
match	explain	demonstrate	diagram	devise	determine
name	extend	discover	differentiate	explain	grade
outlines	extrapolate	divide	discriminate	generate	interpret
point	generalize	examine	illustrate	group	judge
quote	give examples	graph	infer	integrate	justify
read	infer	interpolate	outline	modify	measure
recall	paraphrase	interpret	point out	order	rank
recite	predict	manipulate	relate	organize	rate
recognize	rewrite	modify	select	plan	support
record	summarize	operate	separate	prescribe	test
repeat		prepare	subdivide	propose	
reproduces		produce	utilize	rearrange	
selects		show		reconstruct	
state		solve		relate	
write		subtract		reorganize	
		translate		revise	
		use		rewrite	
				summarize	
				transform	
				specify	

Bloom’s Taxonomy, Source:

<http://www.wisha.org/CE/Writing%20Learning%20Outcomes%20and%20Assessment%20of.pdf>

C – Condition

**Conditions are the circumstances under which the objectives must be completed.** What will the instructor allow the student to use in order to complete the instruction? What equipment or tools can the student have access to such as a calculator, map, the book, class notes, etc? Obviously it would be much more difficult to make calculations without a calculator than with one.

D – Degree

**The degree identifies the standard that the learner must meet to reach acceptable performance.** In other words, what degree of accuracy does the learner have to achieve in order that his/her performance be judged proficient? The degree of accuracy should be related to real-world expectations. **Degree of accuracy** can be related as a time limit (in 20 minutes), or a number of correct answers (7 out of 10), or a range of accuracy (90%) or qualitative standard.



**Unit Item: Writing Objectives (Key Objectives Linked to the Standards)**

ABCD Model; Source: The University of Tennessee at Knoxville; link:  
[http://edtech.tennessee.edu/~bobannon/writing\\_objectives.html](http://edtech.tennessee.edu/~bobannon/writing_objectives.html)

**Criteria for Success:**

**Rubric: Guidelines for Evaluating Behavioral Objectives**

This is an example of how to create clear guidelines for evaluation and grading of behavioral objectives.

What counts?	Competent Work	Common Mistake	Needs to be revised	Missed the Point
<b>Objectives are measurable.</b>	Objectives are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree	Objectives are too general and don't include specific information on what the student will be able to do, e.g. how well, how many, to what degree	Objective are not measurable Objectives don't describe what the student will be able to do	Objectives list the topics that will be covered rather than what the learning outcomes are
<b>Objectives require high levels of cognition.</b>	Objectives reflect high levels of cognition according to Bloom's Taxonomy.	All the objectives require low levels of cognition, such as "demonstrates understanding," or "identifies."	Objectives should include at least one of the verbs in levels 3-6 of Bloom's Taxonomy.	Objectives don't use verbs to describe what the student will be able to do.
<b>The learning objectives should be achievable.</b>	The objectives listed are realistic given the time and level of the target audience.	There are too many objectives.	Objectives are too difficult.	Objectives don't use verbs to describe what the student will be able to do.
<b>Are the goals of interest to the learner?</b>	The learning objectives are of interest to the learner.	The learning objectives don't make the intrinsic and external motivation clear to the learner.	The learner can't understand the learning objectives.	The learner doesn't want to complete the tasks in the learning objectives.

Rubric, Source: [http://pixel.fhda.edu/hybrid/goals/goals\\_rubric.html](http://pixel.fhda.edu/hybrid/goals/goals_rubric.html)

**Additional Resources:**

Bloom, Benjamin S. Taxonomy of educational objectives book 1: Cognitive (1956, 1984)  
Marzano, Robert. Designing and assessing educational objectives: Applying the new taxonomy (2008)

## Unit Item: Vocabulary

### Operating Concepts and Principles:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaning words parts, and consulting general and specialized reference materials as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

### Examples (Do's and Don'ts):

#### *Do*

- Introduce words in context
- Look “inside” the word and “outside” the word to unlock the meaning
- Choose multiple meaning words
- Choose words that may be confusing to students because of the complexity of text
- Choose Academic, Domain-specific and basic words appropriate for the unit and grade level
- Include multiple exposure for each word taught
- Include figurative language in unit
- Encourage collaborative learning

#### *Don't*

- Simply have student write words and definitions for the test at the end of the week
- Have students only work independently

### Design Tips:

- Have students work in pairs to complete the first few vocabulary tasks
- Gradually release the learning responsibility to the students by working independently

### Criteria for Success:

- Students read, write, and speak new vocabulary words accurately

### Additional Resources:

- Basal Reading Program
- Religion Text
- Catholic Social Teachings Guidelines

**Unit Item: Assessments****Operating Concepts and Principles:**

- Formative and summative assessments have distinct purposes and distinct roles to play in instructional decision-making and in assessing students.
- Good assessment informs the teacher, the students and the parents.
- Assessment is never an intrusion; it is not something that happens to the student.
- Your assessment protocols should be used *for* learning, *as* learning as well as *of* learning.
- Always focus on strengthening the alignment of content, instruction and assessment.
- Analyzing the vast amount of data which is provided by assessments should improve classroom instruction and improve learning outcomes for all students.
- Time for data dialogues can be sacred. (Thomas, 2011)

**Examples (Do's and Don'ts):*****Do***

- Begin with the end in mind.
- Allow good assessment to guide your instruction.
- Use higher order thinking questions and processes.

***Don't***

- Use prepared end-of-unit tests as your only source of assessment ideas.
- Select a commercially-made test and teach to it. That test was not made for your students.
- Administer a test and neglect to give feedback.

**Design Tips:**

- Start with the intended learning and imagine the ways in which the students can demonstrate their grasp of that learning,
- Your variety of instructional strategies should assist every student in his/her fulfillment of the learning goal to the best of his/her ability.
- The more significant the learning, the more varied and integrated the assessment possibilities become.
- Create assessments that are based on the higher order thinking skills.
- Create questions that encourage students to probe deeper into a text and/or issue.
- Use the Common Core Instructional Shifts as a guide for both teaching and assessing.

**Criteria for Success:**

- Student learning is improving.
- The classroom environment is inquiry-based.

**Additional Resources:**

- The works of W. James Popham on formative assessment.
- [www.engageNY.org](http://www.engageNY.org)
- "Truths about Data Analysis" by Ronald Thomas in *Education Week* (6/15/2011)
- *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012)

## Unit Item: Instructional Activities

**Operating Concepts and Principles:** Instructional activities:

1. are engaging and effective.
2. promote the achievement of the key objectives.
3. deepen the understanding of the Catholic Identity elements.
4. promote the deepening of insight and interest.
5. are varied and include a balance of reading, writing, listening, speaking, critical thinking.
6. prepare the students for the summative assessment.
7. support differentiation.
8. make use of the “essential nine” research-based effective teaching strategies (Marzano).

### Examples (Do’s and Don’ts):

**Do:** Discuss the *etymology* of ‘suburban’. In your experience, what elements of urban and rural settings qualify as “suburban”? Discuss similarities and differences found in suburban settings. Create a concept map connecting urban, rural and suburban.

**Don’t:** Have the students look up the word suburban in the dictionary and use it in a sentence.

**Do:** Why does Alcott alternate between stories about each of the four March sisters throughout *Little Women*? Why is this literary technique effective?

**Don’t:** Make a list of the stories about each of the March sisters.

**Do:** Ask students to study the Tiffany image, van Gogh’s *Mulberry Tree*, and the work titled *Snow-Laden Branches*. Ask students to discuss similarities and differences in these artists’ techniques for depicting the seasons.

**Don’t:** Name the season displayed in each of the following: the Tiffany image, van Gogh’s *Mulberry Tree*, and the work titled *Snow-Laden Branches*.

**Do:** Listen to the story of David and Jonathan from the bible (1 Samuel). Are David and Jonathan anything like the boys in *Snow in Jerusalem*? In pairs make a chart to show your responses then combine your charts into one class chart.

**Don’t:** Listen to the story of David and Jonathan from the bible (1 Samuel). Draw a picture of David and Jonathan.

### Design Tips:

1. Identify the standards, objectives, Catholic Identity elements and summative assessment before choosing the activities to achieve them.
2. Keep in mind that these are not lesson plans but are a road map from which to make lesson plans.
3. Utilize differentiating instruction - perhaps by varying the content, the process, or the product.
4. Scribe activities in a roughly sequential order.
5. Utilize those activities that involve as many aspects of the unit as possible: for example, reading, writing and Catholic Identity.

**Criteria for Success:** Students are successful in completing the summative assessment.

### Additional Resources:

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD, Alexandria, VA, 2001.

Tomlinson, Carol Ann and Eidson, Caroline Cunningham. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5*. ASCD, Alexandria, VA, 2003.

Tomlinson, Carol Ann and Eidson, Caroline Cunningham. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*. ASCD, Alexandria, VA, 2003.

Tomlinson, Carol Ann and Strickland, Cindy A. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9–12*. ASCD, Alexandria, VA, 2005.

Wiggins, Grant and McTighe, Jay. *Understanding by Design, Expanded 2nd Edition* ASCD, Alexandria, VA. 2005.

## Unit Item: Instructional Resources

### Operating Concepts and Principles:

1. Instructional resources help deliver, support, enrich, and assist in implementing the Common Core Curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.
2. Instructional resources stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Instructional resources represent many ethnic and cultural groups and their contributions to the national heritage and world community.
4. Instructional resources provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.
5. Instructional resources provide a range of media options for student use and interaction.
6. Keep in mind that reward time on digital responses should not exceed interaction/thinking time.

### Examples (Do's and Don'ts):

**Do:** *Diary of Anne Frank* print version (1952.1967), Audio CD Unabridged (Amazon), Video from Masterpiece Theater – PBS (2010), *Play of the Diary of Anne Frank* from Amazon (1995)  
Listen to 'Snow in Jerusalem' to learn about the interaction of a Muslim and a Jewish boy in Jerusalem.

**Don't:** Avoid a website like <http://www.martinlutherking.org/>. This site is sponsored by *StormFront*, a community of white nationalists (according to their own website). (Taken from *Reading to Learn in the Content Areas*, Seventh Edition, Wadsworth Cengage Learning, 2009.)

### Design Tips:

1. Include both current and classic works of fiction and nonfiction.
2. Use a variety of instructional resources: print, DVD, internet, digital, multi-media, e-books, iPods, etc.
3. Incorporate print, audio and visual renditions of the same story when that is an option.
4. Preview all materials before using them in the classroom.
5. Be attentive to specific needs of students in your class, e.g., visual concerns (large print), hearing issues (audio versions), motor skills, time for processing, etc.

### Criteria for Success:

Students experience a variety of print and non-print materials.

### Additional Resources:

Common Core State Standards for English Language Arts, Appendix B  
Basal readers and literature anthologies  
Trade book listings  
Libraries, Media Centers, and Resource Centers