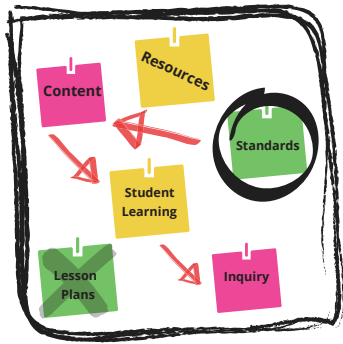


# Creating Templates That Work

Why Changing the Unit Template Matters



## START WITH WHAT IS IMPORTANT

Brainstorm! Sketch out ideas or use post-its to create a mock-up and ask yourself, your team and your teachers:

1. What do we base our curriculum on - is it standards or objectives? is it content? is it our mission and vision?
2. When we talk about the components of curriculum what do we talk about?
3. How do we want teachers to think about creating curriculum? What do we start with and what do we end with?

## TEMPLATES ARE LIKE PUZZLES

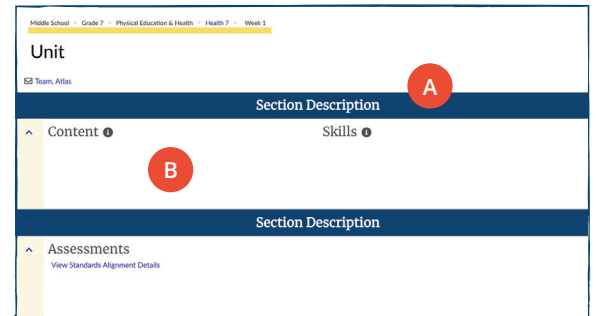
Each piece of a template should be purposeful and relate back to the vision of what curriculum is at your school or district.



Section Descriptions on a template help break up the different groups of curriculum information.

Examples:

- What do we want students to know and be able to do?*
- How will we know students are learning?*
- How will we design learning experiences for all learners?*
- How will you know they have learned?*



The categories you use in a template should be in line with the language you use when talking about curriculum. Including making them bilingual when helpful.

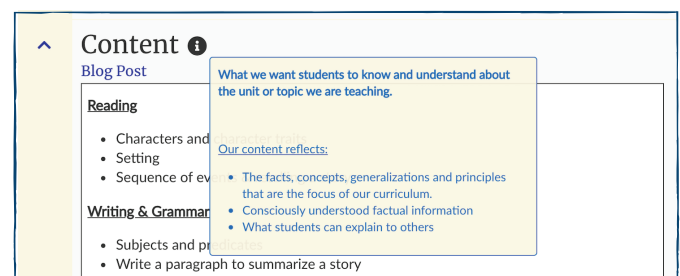
Examples:

|            |                         |                 |                   |
|------------|-------------------------|-----------------|-------------------|
| Standards  | Essential Questions     | Assessments     | Literacy          |
| Content    | Enduring Understandings | Differentiation | Interdisciplinary |
| Skills     | Big Ideas               | Resources       | Reflections       |
| Objectives | Learning Activities     | Assessments     | Unit Review       |

## LESS IS MORE

Be reflective about what you really want captured and identify a purpose and a reason for having a category.

- Define each category, if some are redundant, remove one.
- Determine how the information captured will be used.
- Ensure curriculum writers understand what is wanted in the category and bring in professional learning when needed.





# 3

## Checklist Category

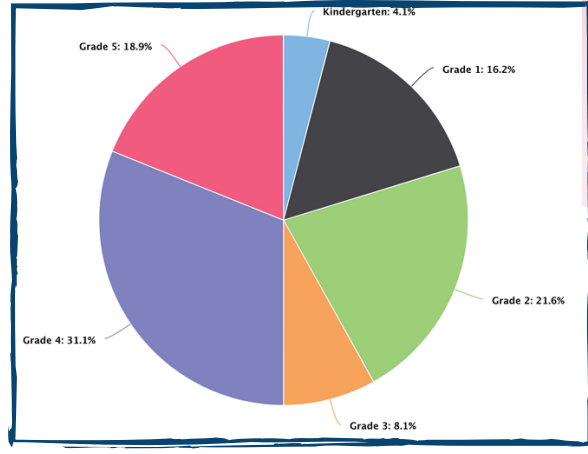
Great option when you have specific items that need to be captured, but you don't need to know how often they are selected.

### Technology Integration

- Blogging
- Gaming
- Internet-based Research
- Learning Management System
- Mobile Apps
- Online Multimedia
- Social Networks
- Wikis or other Collaborative Platforms

Students who are ready for an extension activity will create a blog from the perspective of one of their characters.

## A reporting option for checklist categories:



Search for a particular term or concept and see where it is taught in a Search report and view results as a pie chart.

# 4

## Assessment Method Category

The assessment method drop down can be customized to fit the assessment needs of the school. Make sure that there is a common understanding for the items and to avoid repetition, keep them high level.

### Add Assessment

Assessment Name:

Assessment Method:

Used in this Course (Times Used):

- Written Test (16)
- Written Product (9)
- Performance / Recital (8)
- Authentic / Transfer Task (5)
- Oral Assessment (4)
- Project / Portfolio (4)
- Multi-media / Technology Product (1)
- All Assessment Methods

Unit Targeted Standards Additional Standards

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 2

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Assessed in this... Unit: (0) Course: (0)

2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Assessed in this... Unit: (0) Course: (0)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Assessed in this... Unit: (0) Course: (1)

4. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

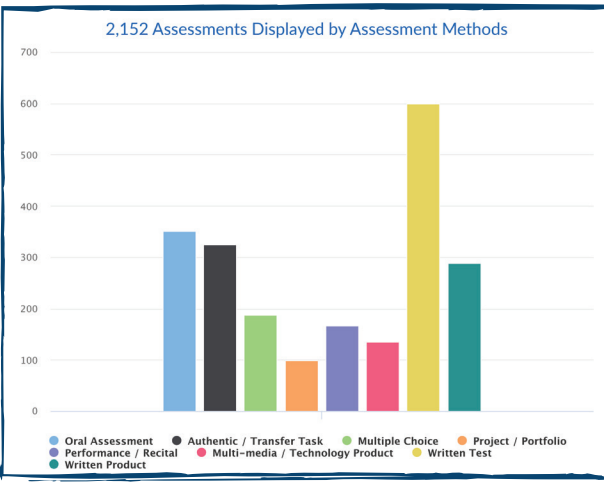
Assessed in this... Unit: (0) Course: (1)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Assessed in this... Unit: (0) Course: (1)

No Standards aligned in this Assessment

## A reporting option for assessment categories:



See the types of assessments given to a particular class, subject, grade or school. Using the Assessment Method report provides a breakdown of the assessments in a pie, bar or list chart.

Visit us at [onatlas.com](http://onatlas.com) or email us at [hello@onatlas.com](mailto:hello@onatlas.com)



Faria Education Group

+ 1 503 223 7600

Visit: [onatlas.com](http://onatlas.com)  
 Email: [hello@onatlas.com](mailto:hello@onatlas.com)

@Planonatlas  
 @Atlasbyfaria

fariaedu