

STEM SUMMER LEARNING ACADEMY

Unit Title: _____

Team Members: _____

Grade Level: _____ Allocated Time: _____

Section I: Identifying Standards, Level of Application and Central Theme *(See Appendix Section I)*

Common Core	UNIT THEME: Section I A: What is the Essential Question in the Theme?
<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Technical <input type="checkbox"/> Engineering	Section I B: Identifying Standards: What content standards does this unit address? List all unpacked targeted common core standards below that this unit will address:
Section I C: Define the instructional purpose for the unit of study in terms of relevance to real life applications.	
Section I D: Record below what students have to know and be able to do in order to meet selected targeted standards. <i>(Write these statements in student friendly language.)</i>	
Students will know	Students will be able to do
Section I E: Identify essential questions that will be used in gaining student interest.	

Section II: Complexity of Learning Task and Lexile Range (See Appendix Section II)

Section II A: Identifying the level of complexity for each task as matched to common core and NET standards.

Identify Depth of Knowledge	Identify the learning task that the students will be experience.
<input type="checkbox"/> 1 Awareness(Recall/Memorize) <input type="checkbox"/> 2 Comprehension <input type="checkbox"/> 3 Application(Demonstrate Understanding) <input type="checkbox"/> 4 Analyze/Hypothesize <input type="checkbox"/> 5 Synthesize/Process Information/Investigate <input type="checkbox"/> 6. Evaluation (Make Connections)	
Identify Level of Application	
<input type="checkbox"/> Quadrant A: Acquisition <input type="checkbox"/> Quadrant B: Application <input type="checkbox"/> Quadrant C: Assimilation <input type="checkbox"/> Quadrant D: Adaptation	
Select matching NETS for Students	
<input type="checkbox"/> 1.Creativity/Innovation <input type="checkbox"/> 2.Communication/Collaboration <input type="checkbox"/> 3. Research/Information Fluency <input type="checkbox"/> 4. Critical Thinking, Problem Solving, /Decision Making <input type="checkbox"/> 5. Digital Citizenship <input type="checkbox"/> 6. Technology Operations/ Concepts	

Section II B: What level of language will need to be identified in this unit?

Determine Lexile Level for Resources	Determine key vocabulary words																					
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Grade Band</th> <th style="width: 35%;">Current Lexile Band</th> <th style="width: 50%;">"Stretch" Lexile Band</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>450L-725L</td> <td>450L-790L</td> </tr> <tr> <td>4-5</td> <td>645L-845L</td> <td>770L-980L</td> </tr> <tr> <td>6-8</td> <td>860L-1010L</td> <td>955L-1155L</td> </tr> <tr> <td>9-10</td> <td>960L-1115L</td> <td>1080L-1305L</td> </tr> <tr> <td>11-CCR</td> <td>1070L-1220L</td> <td>1215L-1355L</td> </tr> </tbody> </table>	Grade Band	Current Lexile Band	"Stretch" Lexile Band	K-1	N/A	N/A	2-3	450L-725L	450L-790L	4-5	645L-845L	770L-980L	6-8	860L-1010L	955L-1155L	9-10	960L-1115L	1080L-1305L	11-CCR	1070L-1220L	1215L-1355L	
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Section III: Technology Web 2.0 Resources and Methods of Presentation. (See Appendix Section III)

Section II D: Identifying technology tools as resources to methods and types of presentations.

Presentation Types	Available Technology Resources	Methods of Presentation

Section II E: List non-related technology materials and resources needed to support unit standards. Record the lexile range for all resource material selected for this unit.

Section IV: Identifying Summative and Formative Assessment Types (See Appendix Section III)

Identify methods of summative assessment	Identify the performance assessment content standards measured.	
Develop Scoring Criteria	Identify tools that will evaluate end of unit assessment.	
Identify formative assessment types		
Assessment Type	Learning Target	Frequency
Anecdotal records Quizzes and essays reports Surveys, observations Rubrics Quizzes, essays, questioning Essays, observations	Knowledge Reasoning Performance Product Development	