

**New Visions for Public Schools  
Fund for Teachers Curriculum Template**

<b>UNIT TITLE</b>
<b>DESCRIPTION</b>
<b>GRADE LEVEL AND CONTENT AREA</b>

**I. SETTING**

Where/When does this unit fit into your larger curriculum map?
What skills and knowledge will students need <i>before</i> beginning this unit?
What are the unit goals?
What is the timeframe?

**II. UNIT SCAFFOLD**

Enduring Understanding(s): This unit is grounded in what big idea(s)?
Essential Questions: What questions frame this unit and guide student inquiry?

**III. STUDENT LEARNING OBJECTIVES**

What will students know?
What skills will students demonstrate?
What NYS performance standards are addressed?

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**IV. EVIDENCE OF LEARNING:** How will student learning objectives be measured?  
*Additional tables can be added by using "cut and paste" functions.*

A.

<b>Assessment / Performance Task/Project</b>	<b>Learning Objectives</b>
	<b>Knowledge:</b>
	<b>Skill:</b>
<b>Materials per Class:</b>	
<b>Materials per Student</b>	
<b>Differentiation Strategy:</b>	

B.

<b>Assessment / Performance Task/Project</b>	<b>Learning Objectives</b>
	<b>Knowledge:</b>
	<b>Skill:</b>
<b>Materials per Class:</b>	
<b>Materials per Student</b>	
<b>Differentiation Strategy:</b>	

C.

<b>Assessment / Performance Task/Project</b>	<b>Learning Objectives</b>
	<b>Knowledge:</b>
	<b>Skill:</b>
<b>Materials per Class:</b>	
<b>Materials per Student</b>	
<b>Differentiation Strategy:</b>	

VI. **LEARNING PLAN:** Outline the teaching and learning plan, describing learning experiences that support students in reaching unit goals. Learning plan should be guided by the unit's "big idea" and essential questions, and give context for the performance tasks.

VII. **MATERIALS AND RESOURCES**

VIII. **REFERENCES**

