



Unit Map 2010-2011

Hudson City School District

Suttmeier, Maria / Curriculum Mapping 101 / All Grades (Curriculum Guidance)



Unit: Category Guidance (Week 1, 37 Weeks)

Essential Questions

- **BULLET POINTS SHOULD BE USED FOR ALL CATEGORIES AND FIRST WORD SHOULD BE CAPITALIZED** (see task bar above each section for bullet point icon). **USE BLACK TEXT COLOR ONLY**
- These are the main big ideas or major concepts we want students to think about
- Essential questions should be open ended (not "Yes" or "No") and push students to higher levels of thinking (click paper-clip in "Curriculum Mapping 101" for pyramid of Bloom's Taxonomy)
- Generally no more than four over-arching questions to frame and focus each unit - "the anchor"
- Written in student friendly language

 [Bloom's Taxonomy Pyramid](#)

Content

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- **NOUNS SHOULD BE USED TO DESCRIBE CONTENT**
- Begin the category by stating "**As a result of this unit students will learn and understand:**"
- Content is "the what" teachers will teach and what students will learn
- Key literature, facts, concepts, events and topics
- Content must be aligned to NYS Standards and previous/subsequent grades
- The big idea/broad topic you will teach and major underlying concepts you will spend a significant amount of time on
- Example:

Living Things

- Living/Non-Living
- Food Chain
- Food Web

Skills

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- **ACTION VERBS SHOULD BE USED TO DESCRIBE SKILLS** (click paper-clip in "Curriculum Mapping 101" for Bloom's Taxonomy info)
- Begin this category by stating "**Students will:**"
- What students will be able to do, know and apply
- Processes and procedures the students will possess to allow them to apply the knowledge they have gained
- Example:

Students will:

- Identify characteristics of living things
- Describe survival needs of living things
- Design a food chain/web from materials given

 [Bloom's Taxonomy Verb Wheel](#)


 [Action Words for Bloom's Taxonomy](#)


Vocabulary

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- Common language used within NYS Standards
- Vocabulary for entire unit
- Should be embedded within the content

Assessment Guide

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- How to tell if students "get it"
- Demonstration of learning
- Product we observe as evidence of learning
- Should include both formative and summative
- Can include self-assessments, peer review, quizzes, tests, portfolios

 [Authentic Assessments Toolbox](#)

 [Writing Exams](#)

Instructional Activities

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- The projects, exercises and activities the students complete to practice and master the skills
- Activities should reflect instructional strategies
- Activities should be measureable and relate directly to the skills the students are learning
- Examples include: Graphic organizers, note taking, worksheets, DI learning activities

Resources

- **USE BULLETS & BLACK TEXT COLOR ONLY**
- Materials you will use for instruction, assessment, and planning
- Examples vary by department, but may include literature, textbooks, articles, hand-outs, web-based resources, maps, graphic organizers, manipulatives, instruments, technology, and guest speakers
- Items can be "paper-clipped"