

# West De Pere School District



## Instructional Framework Components

**Grade Level:** \_\_\_\_\_

**Content Area/Program:**

Language Arts, Math, Reading, Social Studies, Science → Core  
Music, Art, PE, Foreign Language, F.A.C.E., Tech. Ed, Business Ed., → Encore

**Unit:**

List title of unit or learning project

### **State Standards:**

- WI Academic Model Standards

### **Benchmarks:**

- What relevant goals (i.e. grade level objectives, learning outcomes) will this unit address ?

### **Big Ideas:**

- Students will understand that...
- What are the key concepts?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

### **Essential Questions:**

- What provocative questions will foster inquiry, understanding, and transfer of learning?

<p><b><u>Learning Targets:</u></b> (unpacking the benchmarks at each grade level)</p> <ul style="list-style-type: none"> <li>• What key knowledge and skills will students acquire as a result of this unit?</li> <li>• What should they eventually be able to do as a result of such knowledge and skills?</li> <li>• Learning Targets are identified as either DECLARATIVE (D) or PROCEDURAL (P)</li> </ul> <p>• <b><u>Declarative: Knowledge</u></b> What students should <u>KNOW &amp; UNDERSTAND</u></p> <p>• <b><u>Procedural: Process + Skills</u></b> What students should be able to <u>DO or SHOW</u></p>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Through what authentic performance tasks will students demonstrate the desired understandings?</li> <li>• By what criteria will performances of understanding be judged?</li> <li>• What will you collect as evidence that teaching and learning has been effective? (e.g. quizzes, tests, academic prompts, observations, homework, journals)</li> <li>• How will students know they are reaching the target of learning?</li> </ul>
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<b><u>Key Vocabulary:</u></b> List key vocabulary words/phrases			
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<b><u>Time Frame:</u></b>			
<u>List the MONTH(s) taught or ONGOING</u> •	<u>List # of WEEKS</u> •	<u>List # of DAYS per week</u> •	

## **\*Recommended Research-Based Strategies:**

### **Identifying similarities & differences**

- Comparing
- Classifying/Categorizing
- Metaphors
- Analogies

### **Summarizing & notetaking**

- The Rule-Based Strategy
- Summary Frames
- Reciprocal Teaching
- Teacher-Prepared Notes
- Informal outline
- Combination Notes
- Webbing

### **Reinforcing effort & providing recognition**

- Teaching about the connection between effort & achievement
- Keeping track of effort and achievement
- Personalizing Recognition
- Pause, Prompt, & Praise
- Concrete symbols of recognition

### **Homework & Practice**

- Guided practice

### **Nonlinguistic representation**

- Graphic organizers

## **Learning Activities**

What experiences and instruction will enable students to achieve the desired results? How will the design:

- Help students know **WHERE** the unit is going and **WHAT** is expected? Help the teacher know **WHERE** the students are coming from (prior knowledge, interests)?
- **HOOK** all students and **HOLD** their interest?
- **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issues?
- Provide opportunities to **RETHINK** and **REVISE** their understandings and work?
- Allow students to **EVALUATE** their work and its implications?
- Be **TAILORED** (personalized) to the different needs, interests, and abilities of learners?
- Be **ORGANIZED** to maximize initial and sustained engagement as well as effective learning?

### **Examples**

- Brainstorming
- Jigsaw
- Cooperative Learning
- Demonstration
- Guided Practice
- Inquiry

- **Descriptive Patterns**
- **Time Sequence Patterns**
- **Process/Cause-Effect Patterns**
- **Episode Patterns**
- **Generalization/Principal Patterns**
- **Physical models**
- **Mental pictures/Imagery**
- **Drawing pictures/Pictographs**
- **Kinesthetic Activity**

**Cooperative Learning**

**Setting Objectives & providing feedback**

- **Using rubrics to give criterion-referenced feedback**
- **Student-led feedback**

**Generating & testing hypotheses**

**Cues, questions, & advance organizers**

- **Questions that elicit inferences**
- **Analytic questions**
- **Expository advance organizers**
- **Narrative advance organizers**
- **Skimming as a form of advance organizer**
- **Graphic advance organizers**

***\*From Classroom Instruction That Works: Research-based strategies for Increasing Student Achievement (2000) by Robert Marzano, Debra Pickering & Jane Pollock.***

- **Presentation**
- **Project Design**
- **Simulation**
- **Research**
- **Double-Entry Journals**
- **K-W-L**
- **Fish Bowl**
- **Graffiti Conversations**

**Resources:** (List unit resources using the categories below.)

<b><u>Books</u></b>	<b><u>Audio-Visual</u></b>	<b><u>Manipulatives</u></b>	<b><u>Electronic/Technology</u></b>	<b><u>Other</u></b>
<ul style="list-style-type: none"><li>• Reference Books</li><li>• Literature</li><li>• Research</li><li>• Textbooks</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Videos</li><li>• Posters</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Kits</li><li>• Models</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Nettekker</li><li>• Website</li><li>• Software</li><li>• Other</li></ul>	<ul style="list-style-type: none"><li>• Field Trips</li><li>• Guest Speaker</li><li>• Other</li></ul>