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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Topic:** | | | | | | | | | | | | | | | **Thinking Partner’s Feedback**  **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **CCLS:**  **Student Learning Outcomes**:  1)  2)  3) | | | | | | | | **Current level of proficiency**   * Class ###: \_\_\_\_ Group A \_\_\_\_\_ Group B \_\_\_\_ Group C * Class ###: \_\_\_\_ Group A \_\_\_\_\_ Group B \_\_\_\_ Group C * Class ###: \_\_\_\_ Group A \_\_\_\_\_ Group B \_\_\_\_ Group C * Class ###: \_\_\_\_ Group A \_\_\_\_\_ Group B \_\_\_\_ Group C | | | | | | |  |
| **End-of-Unit Assessment (Performance Task):** | | | | | | | | | | | | | | |  |
| **Framework for Teaching** | | | | **Monday** | | **Tuesday** | | | **Wednesday** | | **Thursday** | | **Friday** | |  |
| 1E | **Skill(s) Being Taught** | | | |  | |  | | |  | |  | |  |  |
| 3C | **Resources**  (Text/ Media/ Lab) | | | |  | |  | | |  | |  | |  |  |
| 3C | **Instructional Activities**  that are tightly aligned to the learning objective | | Indicate the Rigor Level  DOK 1  DOK 2  DOK 3  DOK 4 | |  | |  | | |  | |  | |  |  |
| **Framework for Teaching** | | | | **Monday** | | **Tuesday** | | | **Wednesday** | | **Thursday** | | **Friday** | | **Thinking Partner’s Feedback** |
| **3B** | | **Checking for Understanding Discussion Prompts** | **Beginning of Lesson** | |  | |  | | |  | |  | |  |  |
| **Middle of Lesson** | |  | |  | | |  | |  | |  |  |
| **End of Lesson** | |  | |  | | |  | |  | |  |  |
| **1A** | | **Anticipated**  **Misconceptions** | | |  | |  | | |  | |  | |  |  |
| **1E** | | **Plan to differentiate and provide access** | Struggling learners | |  | | | | | | | | | |  |
| Accelerated learners | |  | | | | | | | | | |  |
| Fluctuating attendance *(requires rapid catch up)* | |  | | | | | | | | | |  |
| **3D** | | **What opportunities are available for students to self and/or peer assess?** | | |  | |  | | |  | |  | |  |  |
| **3D** | | **How is this weekly plan *intentionally* preparing students for success on the End-of-Unit Performance Task?** | | |  | | | | | | | | | |  |