

### **General Info**

Subject/Grade/Course: _	 
Unit Title:	 
Unit Length:	 
Overview:	

### Stage 1: Identifying Desired Results

### **Standards**

Note: include both conceptual knowledge and problem-solving standards.

List Academic Content Standards:

List Civic or Character Goals:

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**Big Ideas** 

### **Essential Questions**

Note: 1-2 complex, provocative, ambiguous questions that restate the Big Ideas and guide student inquiry during the service-learning project.

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### Stage 2: Determining Acceptable Evidence

**Assessments** 

Preassessment:

Post-assessment

Unit Vocabulary

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### Stage 3: IPARD

Engaging Learning Experiences			
Tasks	Description	Length	Balanced Literacy Components
Task 1			☐ Reading ☐ Word Study ☐ Writing ☐ Speaking & Listening
Task 2			<ul><li>☐ Reading</li><li>☐ Word Study</li><li>☐ Writing</li><li>☐ Speaking &amp; Listening</li></ul>
Task 3			<ul><li>☐ Reading</li><li>☐ Word Study</li><li>☐ Writing</li><li>☐ Speaking &amp; Listening</li></ul>
Engaging Scenario			<ul><li>☐ Reading</li><li>☐ Word Study</li><li>☐ Writing</li><li>☐ Speaking &amp; Listening</li></ul>
	Unit Resources		

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Performance Task #1			
Title:			Length:
	Standards A	Addressed	
Academic:			
Civic/Character:			
	Task Des	scrintion	
	Tusk DC	scription	
Components of Balanced Literacy			
Reading	□Word Study	Writing	Speaking & Listening

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Performance Task #2			
Title:			Length:
	Standards .	Addressed	
Academic:			
Civic/Character:			
	Task De	scription	
	14011 2 0		
Components of Balanced Literacy			
Reading	☐Word Study	□Writing	Speaking & Listening

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### **Service-Learning Unit Plan Organizer**



	Instructional Resources
Suggested Texts:	
Resources:	
	Instructional Strategies
	Differentiation Strategies
Extension	
<u> </u>	
Intervention	
T D 1	
Language Development	

### Stage 4: Self-Assessment

Reflection		
What worked well?	What adjustments need to be made?	