



CPP MYP Unit Planner

**CORNING-PAINTED POST
AREA SCHOOL DISTRICT**

Students are the center of all we do.

1. Use the **Google Chrome** Browser
2. Access at <http://www.cppasd.com/unitplan>
OR on the Curriculum Weebly at cppcurriculum.weebly.com
3. Use CPP login info to access

1. Accessing and Creating Units

Choose a Group

- Business
- Elementary ELA
- Elementary ELA - Listening and Learning
- Elementary ELA - Skills
- Elementary FOSS Science
- Elementary Library
- Elementary Math
- Elementary Music
- Elementary Physical Education
- Elementary Social Studies
- Elementary Visual Arts
- Family and Consumer Science
- Individuals and Societies
- Language Acquisition
- Language Acquisition - French
- Language Acquisition - Spanish
- Language and Literature
- Library
- Mathematics
- Music
- Physical and Health Education
- Science
- Technology
- Visual Arts
- ZZ Imported Units

To create a new unit plan, click the “+” sign. To access a plan that has already been created, click on the content area of the unit.

Units are arranged in order by:

- Grade
- Course Title
- Unit Order within the course

Note: Some of the information on the Unit Planner transfers to the public Matrix. When you mouse of the headings of any of the boxes that contain information that transfers, a pop-up box appears telling you what part of the matrix that information will transfer to,

Choose a Unit

- Mathematics - Mixed, 9-12 - ALGEBRA 2 SKILLS REGENTS B - Alg 2 Yr 2 - Ratio
- Mathematics - Mixed, 9-12 - ALGEBRA 2 SKILLS REGENTS B - Alg 2 Yr 2 - Expon
- Mathematics - Mixed, 9-12 - ALGEBRA 2 SKILLS REGENTS B - Alg 2 Yr 2 - Trian
- Mathematics - Mixed, 9-12 - ALGEBRA 2 SKILLS REGENTS B - Alg 2 Yr 2 - Trigo
- Mathematics - Mixed, 9-12 - CONTEMPORARY MATH - Game Theory
- Mathematics - Mixed, 9-12 - CONTEMPORARY MATH - Management Science
- Mathematics - Mixed, 9-12 - CONTEMPORARY MATH - Statistics
- Mathematics - Mixed, 9-12 - CONTEMPORARY MATH - The Digital Revolution
- Mathematics - Mixed, 9-12 - CONTEMPORARY MATH - Your Money and Resourc
- Mathematics - Mixed, 9-12 - GEOMETRIC CONCEPTS - Points, Lines, Planes an
- Mathematics - Mixed, 9-12 - GEOMETRIC CONCEPTS - Reasoning and Proof
- Mathematics - Mixed, 9-12 - GEOMETRIC CONCEPTS - Parallel and Perpendicu

NOTES:

How To Edit?

To edit any of the areas of the unit planner, simply move the mouse over the dark blue heading that appears in each box (Group, Unit Course, etc.), and click and click on that heading. The edit boxes will open

Selecting Options

Many of the edit boxes contain drop-down menus that allow users to select from different options. They are all set up the same way:

1. Options to choose from are available in the left-hand box
2. Once an option is chosen, the choice moves to the right-hand box
3. If a user wants to remove an option, they can click on it where it appears in the right-hand box, and it will de-select
4. When all choices are made, click “Save”

Transfer to Matrix

Some of the information on the Unit Planner transfers to the public Matrix. When you mouse of the headings of any of the boxes that contain information that transfers, a pop-up box appears telling you what part of the matrix that information will transfer to

Group | **Unit Course**

Determines into which content area the matrix will be sorted

Year

2. Unit Plan Identification Information

When creating or editing a unit, it is important to correctly enter all of the information in the top box of the unit planner. This information determines where your unit will be stored, what functions will be available to you, and more.

| | | | | | |
|-------------------------|----------|--------------------|----------|------------------------|----------|
| Group | A | Unit Course | C | Start/End Dates | D |
| Year | B | Unit Title | F | Length of Unit | G |
| Unit Number | E | New Unit 191554 | | | |
| Unit Description | | | H | | |

Please edit your item below (GRP)

Select the content area in which the unit will be taught.
Choose from this list to move items to the selected list

Individuals and Societies
Language Acquisition
Language Acquisition - French
Language Acquisition - Spanish
Language and Literature
Library
Mathematics
Music
Physical and Health Education
Science
Technology
Visual Arts

Selected Items (click an item to remove it)
(Max 1)
Individuals and Societies

SAVE CLOSE

A) Click “Group” to choose the curricular group, or content area, to which your unit belongs. This must be selected early on, as it affects what courses, standards, objectives and more will be available to choose from to use in building the unit.

Please edit...

Select the appropriate course from the drop-down menu
Choose from this list to move items to the selected list

INDIVIDUALS AND SOCIETIES
HOLOCAUST STUDIES
WORLD WAR II
INDIVIDUALS AND SOCIETIES GRADE 6
GLOBAL STUDIES 2
GLOBAL STUDIES REVIEW
GLOBAL HISTORY 10A
GLOBAL HISTORY 10R
AP WORLD HISTORY
PSYCHOLOGY
INTRODUCTION TO PHILOSOPHY
SUPA SOCIOLOGY

SAVE CLOSE

B) Year allows users to choose which grade-level the unit is designed for. Again, this will determine other options later on. If teachers want access to more than one grade’s worth of standards, etc, choose a multi-grade option.

C) Unit Course—Based on the Group and Year chosen, a list of courses will be shown to choose from. If users select Unit Course before they choose a Group, they’ll see every course available. If they choose Group but not Year, they’ll

see every course within a content area. Choosing Group and Year first filters courses to just those that fit within that content area/grade level.

D) Start/End Dates—Use 3-Letter abbreviations, and two-digit numbers for the dates. Separate with a dash only

E) Unit Number—This determines the chronological order of units as they appear on the Matrix.

F) Unit Title—This text-entry box allows users to type the title of the Unit

G) Length of Unit—Choose an option here that best describes the length of a unit. If there isn’t an exact match, choose the closest option.

H) Unit Description—This is a brief, 2-5 sentence description of the unit for transfer to the matrix. It is what parents/community members will see that explains what learning will occur within the unit.

Select from the drop-down menu the
Choose from this list to move items to

Mixed, 6-8
Mixed, 9-12
MYP Year 1 (Grade 6)
MYP Year 2 (Grade 7)
MYP Year 3 (Grade 8)
MYP Year 4 (Grade 9)
MYP Year 5 (Grade 10)
Secondary/DP Grade 11
Secondary/DP Grade 12

SAVE CLOSE

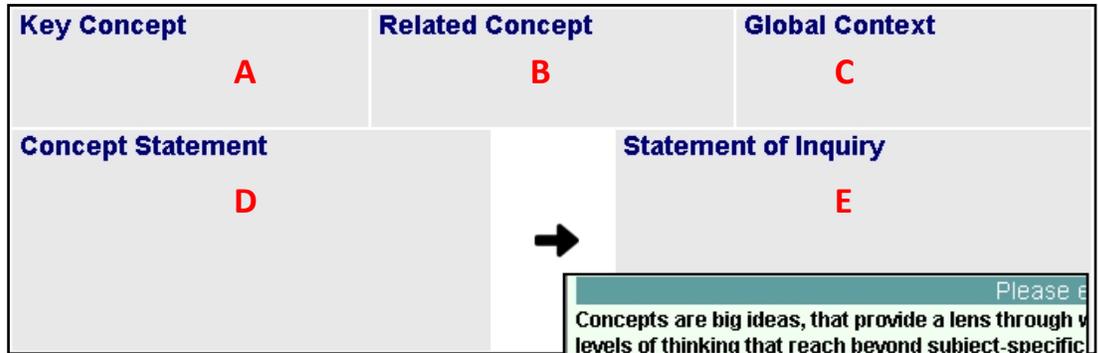
Enter the start and end dates for the unit
Enter descriptive text here

Feb 01 - Mar 05

SAVE CLOSE

3. Inquiry Concepts: The boxes and menus containing the Key Concept, Related Concept and Global Contexts help guide your unit planning, and are utilized frequently throughout the planner.

A) Choose one **Key Concept** for each unit. Key Concepts are broad ideas—like “Identity” or “Logic” - that have relevance across many disciplines that help students investigate different content areas .



B) Two **Related Concepts** are applied to each unit. There are different Related Concepts for different content areas. So, when you click in this box, **first** select your group from the drop-down menu. **Then**, select two Related Concepts. Remember that you will be utilizing these in relation with the Key Concept.

Global contexts comprise a range of ideas and issues that can be personally, significant. They provide context that help students explore significant issues learning. **C**

Choose a selection category

- Fairness and Development - What are the consequences of our common human actions?
- Fairness and Development - What are the consequences of our common human actions?
- Globalization and Sustainability - How is everything connected?
- Identities and Relationships - Who am I? Who are we?**
- Orientation in Time and Space (Location) - What is the meaning of where and why?
- Personal and Cultural Expression - What is the nature and purpose of creative expression?
- Scientific and Technical Innovation - How do we understand the world in which we live?
- Fairness and Development - Human capability and development
- Fairness and Development - Social entrepreneurs
- Fairness and Development - Rights, law, civic responsibility and the public sphere
- Fairness and Development - Law, civic responsibility and the public sphere
- Fairness and Development - Civic responsibility and the public sphere
- Fairness and Development - The public sphere

C) Choose one **Global Context**. The contexts are organized by categories—pick a category from the drop-down first, then select a particular idea within that category that will help provide **context and relevance** for students.

Please edit your item below (3)

Concepts are big ideas, that provide a lens through which we can reach beyond subject-specific content to achieve a deeper understanding.

Choose a selection category

- Individuals and Societies - History
- Individuals and Societies - Economics
- Individuals and Societies - History**
- Individuals and Societies - Integrated Humanities (dr)
- Individuals and Societies -Geography
- Culture
- Governance
- Identity** **B**
- Ideology
- Innovation and revolution
- Interdependence
- Perspective
- Significance

4) **Inquiry Statements:** The Concept Statement and the Statement of Inquiry utilize the Key Concept, Related Concept and Global Contexts. Forming statements with these ideas help to clarify how they can be used to help shape instruction.

D) When the **Concept Statement** box opens, above the text box you will see listed the **Key Concept** and the **Related Concepts** you selected earlier in the unit plan.

Please edit your item below (3)

The statement of inquiry is written by combining the Key Concept, one or both Related Concepts and a Global Context. The Concept Statement can be used as a framework for the Statement of Inquiry.

Global Context:
Identities and Relationships - Identity formation

Concept Statement:
The idea of personal identity within an individual's culture can affect the types of relationships they make.

Enter descriptive text here

Relationships, themselves a result of cultural ideas of identity, further contribute to a person's sense of individual identity.

E

SAVE CLOSE

Use them to write a statement. This statement should demonstrate how the ideas relate

Please edit your item below (3)

The Concept Statement is a statement that ties together the Key Concept and Related Concepts that will help guide instruction

Key Concept:
Relationships

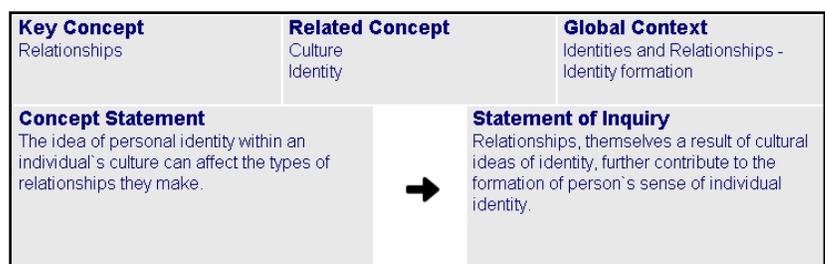
Related Concepts:
Culture
Identity **D**

Enter descriptive text here

The idea of personal identity within an individual's culture can affect the types of relationships they make.

SAVE CLOSE

E) In the **Statement of Inquiry** area, you will add the **Global Contexts**, and the issues and ideas involved within that idea, to develop the inquiry plan you've already made with the **Concept Statement**.



The Three Lines of Inquiry:

- I. Factual – A factual line of inquiry will help direct student learning in terms of factual content that will be taught and learned in the unit.
- II. Conceptual – A conceptual line of inquiry focuses on the ideas that will be shared in the unit.
- III. Debatable – The debatable line of inquiry will help to set up open-ended questions and discussions that can arise in the unit

4. Lines of Inquiry: The Lines of Inquiry help to determine tracks or paths through which teachers will direct students to help them to develop their understanding of content through concepts.

Lines of Inquiry

A B

Factual Students (please select) (please select)

Conceptual Students (please select) (please select)

Debatable Students (please select) (please select)

A) Lines of Inquiry focus on student **action**—what will students be doing to help direct and discover their own learning? The first selection box (the one right after the word “Students”) is a menu of **actions**.

There are three lines of inquiry

1. Factual – A factual line of inquiry

2: Conceptual

Choose from this list to move it

- acquire
- analyze
- apply
- appraise
- argue
- arrange
- assemble
- assess
- calculate
- categorize
- characterize
- choose

B

SAVE CLOSE

Select the action that describes how students will be learning.

Please edit your item below (L)

There are three lines of inquiry, to match three different types of teaching and learning in the unit.

1. Factual – A factual line of inquiry will help direct student learning in terms of content that will be taught and learned in the unit.

2: Conceptual

Key Concept:

Relationships

Related Concepts:

Culture

Identity

Verb

Students argue

Enter descriptive text here

whether cultural expectations help or hinder an individual in developing a sense of self.

A

SAVE CLOSE

individual's culture can affect the types of ideas

B) In the second section, use the **Key Concept** and **Related Concepts** to devise **three paths** (factual—content-related; conceptual—ideas-focused; and debatable—analyzing perspectives) to help guide students toward the ability to understand and utilize the concepts identified as important within the unit.

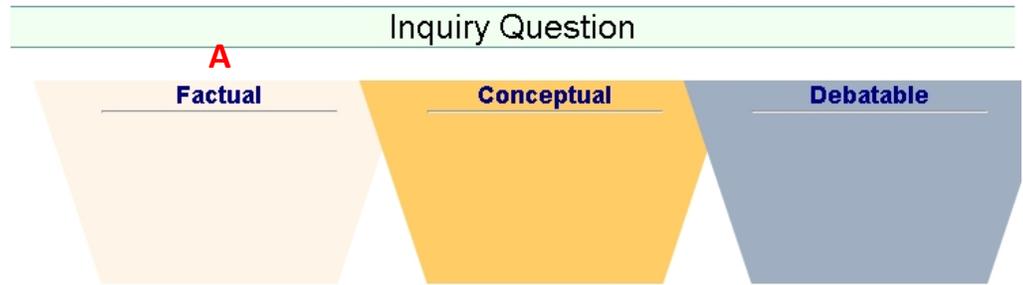
Lines of Inquiry

Factual Students list the effects of cultural expectations on individual identity.

Conceptual Students differentiate between cultural identity and individual self-perception.

Debatable Students argue whether cultural expectations help or hinder an individual in developing a sense of self.

5. **Inquiry Questions:** The Lines of Inquiry are developed into Inquiry Questions, which are posed to help learners direct their thoughts in such a way as to develop an understanding of important concepts.



A) Each of three **Lines of Inquiry** are each used to create three corresponding **Inquiry Questions**. Teachers can use these questions to further develop the unit concepts, and to give students (and themselves) a specific focus or method as to *how* to develop each line of inquiry.

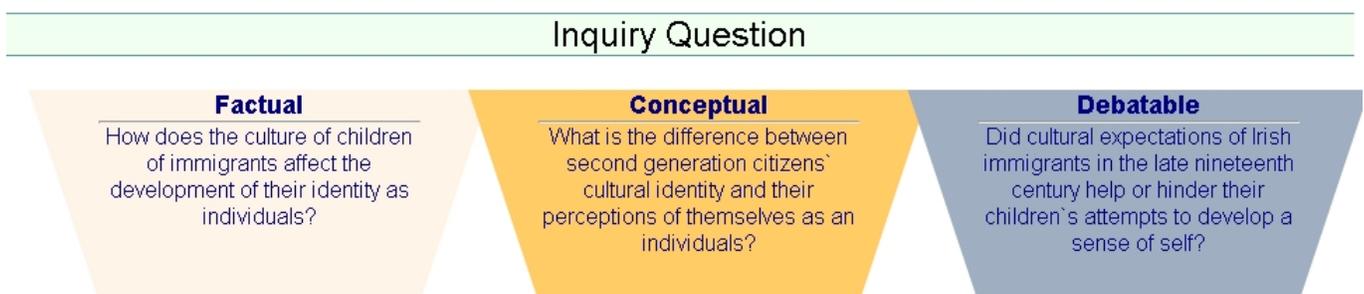
The Three Lines of Inquiry:

- I. The **Factual Inquiry Question** (from the Factual Line of Inquiry) will usually start with “What” and involve broader content information that can be looked up .
- II. The **Conceptual Inquiry Question** (from the Conceptual Line of Inquiry) will likely begin with “How” or “Why” and will have multiple answers but should not lead students to an answer by the way the question is asked.
- III. The **Debatable Inquiry Question** (developed from the Debatable Line of Inquiry) may start with words such as “should, could, do” and sets up a debate/discussion.

Please edit your item

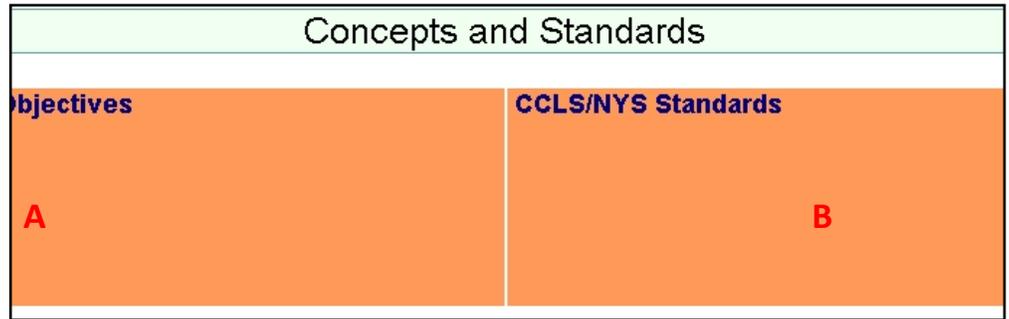
Each of the lines of inquiry will be formulated into a specific question, to further help students understand the concept.
The Factual Inquiry Question will come from the Factual Line of Inquiry.
The question will usually start with What and
Line of Inquiry (Factual): A
Students list the effects of cultural expectations on individual identity.
 Enter descriptive text here
 How does the culture of children of immigrants affect the development of their identity as individuals?

SAVE CLOSE



6. Concepts and Standards:

The MYP and DP Objectives and the CCLS (including the literacy standards for the content areas) and NYS content area standards provide important structure to units, in identifying specific content and skills that will be taught and assessed in the unit.



This screenshot shows a software interface for selecting objectives. At the top, it says "Please edit your item below (OBJ)". Below that is a bold instruction: "Select the IB Objectives that will be taught and assessed in the unit. Reminders: This unit will transfer to be visible on the matrix. Remember that you will have to de". Underneath is a "Choose a selection category" dropdown menu with the text "MYP Objective: Individuals & Societies - Communicating". Below the dropdown is another "Choose from this list to move items to the selected list" section. It contains a scrollable list of three items: "[MYP.IS.V.C.1] communicate information and ideas effectively using an appropri", "[MYP.IS.V.C.2] structure information and ideas in a way that is appropriate to the", and "[MYP.IS.V.C.3] document sources of information using a recognized convention.". At the bottom left are "SAVE" and "CLOSE" buttons. A red letter "A" is positioned in the bottom right area of the interface.

A) Click on “**Objectives**” to see the IB Objectives available for the content Group and grade level chosen. Objectives detail broad skills-based goals that the teacher is setting for the students’ learning within the unit. Select the objective area from the drop-down, then the click on the individual objectives. Selected objectives will appear in the right-hand box. Choose as many categories from the drop-down and individual objectives as desired.

B) Click “**Standards**” to access the New York State and Common Core Learning Standards associated with the Group and Year selected. Again, select the set of standards desired from the drop-down, then click on the individual standards to select.

Common Core Literacy Standards

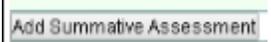
Remember! There are reading and writing standards for all content areas, to ensure students are learning reading strategies and writing styles that apply to different content areas, (for example, in Individuals & Societies they will learn to read primary source documents, and write up science labs. In Chemistry!)

Choose the Reading/Writing Standards Listed Below:

- Common Core Learning Standards for ELA**—Use in Language and Literature and Language Acquisition
- Reading in History**—Use in Individuals & Societies Units
- Reading in Science and Technical Subjects**—Use in all content areas but Language and Literature and Individuals and Societies and Language Acquisition
- Writing in History, Science and Technical Subjects**—Use in all content areas except Language and Literature and Language Acquisition

This screenshot shows a software interface for selecting standards. It has the same header and instruction as the previous screenshot: "Please edit your item below (OBJ)" and "Select the IB Objectives that will be taught and assessed in the unit. Reminders: This unit will transfer to be visible on the matrix. Remember that you will have to de". The "Choose a selection category" dropdown menu is set to "MYP Objective: Individuals & Societies - Communicating". The "Choose from this list to move items to the selected list" section contains the same three items as the previous screenshot. At the bottom left are "SAVE" and "CLOSE" buttons. A red letter "B" is positioned in the bottom right area of the interface.

7. Summative Assessments: Summative Assessments should offer students the opportunity to demonstrate the learning that has been accomplished in the unit. The learning goals have been set through the Concepts/Context selection, the Inquiry Questions, and the IB Objectives and CCLS/NYS standards identified within the unit. The Summative Assessment should measure whether these goals have been accomplished.

A 

A) The area to record the Summative Assessment, and the instructional tasks related to it, are added to the unit plan by clicking the “Add Summative Assessment” button beneath and to the left of the Objectives/Standards boxes.. More than one Summative Assessment block can be added to each unit.

| | |
|----------------------------|----------|
| Task | B |
| New Task | |
| Goal | |
| Role | |
| Audience | |
| Situation | |
| Product | |
| Success | |
| Standards Assessed | |
| Objectives Assessed | |
| Attachments | |

B) In the left-hand column of the Summative Assessment area is a series of text boxes where teachers can explain the assessment.

i) **Task**—Here should be a brief, written description of the assessment. This will transfer to the curriculum matrix

ii) **GRASPS**—define the task according to the GRASPS model (see sidebar)

iii) Clicking “**Standards Assessed**” to see the standards identified as being taught in the unit. Identify which of these standards will be assessed through this task. These will transfer to the matrix.

iv) **Objectives Assessed**” will show the objectives identified for the unit. Indicate which objective skills the tasks assesses. These will transfer to the matrix.

v) **Attach** copies of the assessment or related materials here. They will NOT show on the matrix.

GRASPS

GOAL: Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.

ROLE: Define the role of the students in the task. State the job of the students for the task.

AUDIENCE: Identify the target audience within the context of the scenario. Example audiences might include a client or committee.

SITUATION: Set the context of the scenario. Explain the situation. P

PRODUCT Clarify what the students will create and why they will create it.

Please edit your item below (REL)

Using the Statement of Inquiry formulated earlier (visible below), write a statement explaining how this task demonstrates that students have accomplished the goals laid out in that inquiry statement. Use the key concepts/related concepts and the global

Key Concept: Relationships **C**

Related Concepts: Culture Identity

Global Context: Identities and Relationships - Identity formation

Statement of Inquiry: Relationships, themselves a result of cultural ideas of identity, further contribute to the formation of person's sense of individual identity.

Enter descriptive text here
Students have examined questions of culture and identity in relation to immigrants and their children from different time periods and different cultures. Students will apply this understanding by reading brief biographies of famous Americans who are the children of immigrants, and identifying cultural elements and experiences that may have helped to develop those individuals' identity.

SAVE | CLOSE

C) In the **Relationship to Inquiry** area of the Summative Assessment block, teachers re-examine the Statement of Inquiry (which will appear in that pop-up box). Taking that statement, they will show how the assessment allows students to demonstrate what they've learned about the ideas identified in the Statement on Inquiry.

Relationship to Inquiry

Students have examined questions of culture and identity in relation to immigrants and their children from different time periods and different cultures. Students will apply this understanding by reading brief biographies of famous Americans who are the children of immigrants, and identifying cultural elements and experiences that may have helped to develop those individuals' identity.

Concepts addressed Identities and Relationships - Identity formation Culture Identity **D**

Approaches to Learning - Implicit Through Instruction Show All Objectives

In order to formulate and follow an action plan to investigate a research question, students must **ATL.AS.08** Practise strategies to prevent and eliminate bullying **E**

ATL.AS.09 Practise strategies to reduce stress and anxiety **E**

Approaches to Learning - Implicit Through Instruction Show All Objectives **E**

D) The **Concepts Addressed** area allows teachers to

Approaches to Learning - Implicit Through Instruction Hide U

In order to formulate and follow an action plan to investigate a research question, students must

In order to evaluate the research process and results., students must (please select) **F**

choose which of the four ideas (Key Concept, Related Concepts and Global Context) are incorporated in the assessment.

Please edit your item below (ATL)

In this section, for each specific IB Objective (Strand) identified as being assessed in the unit, select the specific ATL skill that students will develop and/or practice to help them reach the goals set by that objective. Select the ATL skill from the

Choose a selection category **G**

Affective Skills - Managing state of mind - Emotional Management: How c

Choose from this list to move items to the selected list Selected Items (click an item to remove it)

| | |
|---|------------------------------|
| [ATL.AS.07] Practise strategies to overcome impulsivene | [ATL.AS.08] Practise strateg |
| [ATL.AS.08] Practise strategies to prevent and eliminate | [ATL.AS.09] Practise strateg |
| [ATL.AS.09] Practise strategies to reduce stress and anxi | |

H

8. Approaches to Learning: ATL skills are skills students develop as they become better learners. This section of the planner allows teachers to identify them as they relate to the summative assessment.

E) In the **Approaches to Learning** are identified through IB Objectives that were chosen as unit goals earlier in the planner. Clicking “Show

All Objectives” in the ATL area of the Summative Assessment box brings up all the objectives

F) Click the “please select” heading next to objectives-related skills used in this assessment.

G) In the drop-down at the top of the box, choose the **category** of ATL skills

H) **Click** on specific ATL skills learned in the unit and assessed through this task. Click “Save” at the bottom when complete.

9) **Content**—The Content blocks all focus on specific pieces of the instructional unit—perhaps a chapter in a book, a particular skill in a math unit, part of a chapter... The content pieces are the “chunks” of the unit that focus on teaching specific skills and content. Content blocks could represent different lengths of instructional time. There will be multiple content blocks per unit.

Add Content

A

- A) To open a Content block, click the “Add Content”
- B) In the “Content” box, write a brief description of the content/skills that will be learned in this portion of the unit.
- C) In “Content and Skills” teachers will identify specific skills and content knowledge acquired by students in this section, and specific learning activities employed by the teacher.
- D) Consider the ATL skills identified earlier in the planner. What skills will students use to learn during this instructional period? The “Skill Indicators” box contains the selected ATL skills that teachers can identify as necessary to accomplish the desired learning.
- E) Select the “Length of Instruction” to indicate the amount of time it will take to complete instruction of this content piece.
- F) In “Strategy Description”, teachers can record specific instruction strategies, techniques or practices for teaching the identified content.
- G) **Attach** any teaching materials (presentations, notes, handouts, activities) used in this content block.

| | |
|--------------------------------|--|
| Content: New Content | |
| B | |
| Content and Skills | Skill Indicators Length of Instruction |
| C | D E |
| Strategy Description | Attachments |
| F | G |

10) **Formative Assessment**—There will be at least one Formative Assessment for each Content block (there can be more than one). Formative Assessments are any ways in which teachers check that students are learning the skills and content identified within the Content block.

H Add Formative Assessment to the Content Above

H) Click the “Add Formative Assessment...” button beneath the content box

| | | |
|---|--------------------------------|---|
| Formative Assessment New Formative Assessment | Question | J |
| I | Attachments | K |
| Feedback | Differentiation | N |
| Feedback Details | Differentiation Details | O |
| M | | |

- I) In the “Formative Assessment” box, type a brief description of the assessment activity.
- J) In the “Question” box, indicate whether the Factual, Conceptual or Debatable Inquiry Questions will be guiding instruction/assessment in this task
- K) **Attach** any materials (handouts, question sheets, activities, word lists) utilized in this Formative Assessment
- L) From the drop-down, select the type of **Feedback** teachers will provide students as to their performance on this assessment

- M) “Feedback Details” provides space to elaborate on how teachers will provide students with feedback, and why this type of feedback will be helpful
- N) In “Differentiation,” choose from the drop-down the ways in which teachers will differentiate for all learners on this assessment
- O) “Differentiation Details,” is where teachers describe the method and rationale for these types of Differentiation

11) **Summary**—In this area, teachers are able to identify related skills students learn in the unit, record ways in which students could extend their learning, save resources utilized within the unit, and record their personal reflections about the unit at pre-, during-, and post-teaching points.

- A) **Technology Skills**—Use the drop-downs to select Technology Skills categories, and to identify technology skills that are taught, assessed or practiced within the unit. These skills are from the CPP K-12 Technology Skills Curriculum.
- B) **Service Learning Opportunities**—In what ways could students utilize skills and content learned in this unit to benefit others? What opportunities exist within our community? What could students do on their own? How can teachers make students aware of these opportunities?
- C) **Resources**—List websites, books, videos or other Resources utilized within the unit
- D) **Reflection Prior to Teaching**—record any “notes to self” to remember in the course of teaching the unit—days off, assessment dates, lab or tech needs, student notes...
- E) **Reflection During Teaching**—Anything teachers want to remember for the next time the unit is taught (either things that went well, or areas that should be changed) can be recorded here
- F) **Reflection After Teaching**—Reflections encompassing the unit as a whole can go here. How did the Inquiry focus work? Do the Inquiry Questions need to be revised? Were the identified ATL skills taught? Was more or less time needed?

| | | |
|--|--|---|
| Technology Skills A | Service Learning Opportunities B | Resources C |
| Reflection Prior to Teaching D | Reflection During Teaching E | Reflection After Teaching F |

Contact Cathy, Kristie, Michelle or Lori with any questions regarding the unit planner, it’s components or how to use it!