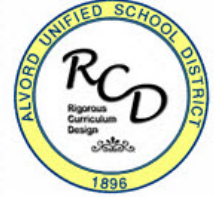




Rigorous Curriculum Design

Unit Planning Organizer



Subject:	English/Language Arts		Grade:	Twelve (12)
Unit Number:	Unit(6)	Unit Name:	The Play's Not the Thing (All the Class Is a Stage)	
Unit Length:	Days: 25		Mins / Day:	
Unit Synopsis:	This unit requires students to use the previous ERWC unit "Language, Gender, and Culture" to develop a critical lens examining the similarities and differences within cultures as they apply to language and gender viewpoints in drama. The culminating task requires that students adapt a pivotal scene based on their previously developed ethnographic studies.			

ELA CCSS	
Priority Standards	<p>Reading for Literature:</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>
	<p>Writing:</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
	<p>Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Supporting Standards	<p>Reading for Literature:</p> <p>7. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Reading for Information:</p> <p>7. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking and Listening:</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Language:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Target ELD Standards	<p>Collaborative</p> <p>Interpretative</p> <p>Productive</p>

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
RL.11-12.2 *Determine * Analyze *Provide	*Two or more themes or central ideas of a text, *Development over the course of the text, including how they interact and build on one another to produce a complex account; * Objective summary of the text.	Analyze	3
RI. 11-12.6 *Determine *Analyzing	*Author’s point of view or purpose in a text in which the rhetoric is particularly effective * How style and content contribute to the power, persuasiveness, or beauty of the text.	Analyze	3
RI.11-12.7 *Integrate and evaluate *Address	*multiple sources of information presented in different media or formats as well as in words *question or solve a problem	Analyze	3
W. 11-12.2 * Write * Examine and Communicate	*Informative/explanatory texts *Complex ideas, concepts, and information clearly and accurately through effective... *selection *organization *analysis	Create	4
SL.11-12.1 *Initiate and Participate, *Build, *Express	*a range of collaborative discussions *on others’ ideas *own ideas clearly and persuasively	Apply	2

Learning Progressions of Skills and Concepts

Anchor Standard			
Previous Grade	Current Grade	Next Grade	
	RI. 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
Anchor Standard			
Previous Grade	Current Grade	Next Grade	
	RL. 11-12.6 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
Anchor Standard			

Previous Grade	Current Grade	Next Grade
	W.11-12. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Anchor Standard		
Previous Grade	Current Grade	Next Grade
	SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	

Essential Questions	Corresponding Big Ideas
<p><i>*Why are themes (patterns of meaning) essential to analysis of a text?</i></p> <p><i>*Why don’t authors just say what they mean?</i></p> <p><i>*How do we explain others’ ideas in writing?</i></p> <p><i>*Why should I share my ideas with others?</i></p>	<p><i>Patterns of meaning (theme and central ideas) develop and interact throughout the texts in complex ways.</i></p> <p><i>*What is written and what is meant are not necessarily the same.</i></p> <p><i>*Complex ideas from content need to be written clearly and accurately in a structured manner.</i></p> <p><i>*Individuals use group discussion to build on others’ knowledge and to express their own ideas.</i></p>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> • Allegory • Alliteration • Antagonist • Character • Conflict • Connotation • Denotation • Diction • Exposition • Falling Action • Figurative Language • Flashback • Foreshadowing • Hyperbole 	<ul style="list-style-type: none"> • Aside • Chorus • Comedy • Comic Relief • Denouement • Dramatic Monologue • Foil • Fourth Wall • Gesture • Monologue • Soliloquy • Stage Direction • Staging • Subplot

<ul style="list-style-type: none"> • Imagery • Irony • Literal Language • Metaphor • Narrator • Onomatopoeia • Parody • Personification • Plot • Point of View • Protagonist • Resolution • Rising Action 	<ul style="list-style-type: none"> • Tragedy • Tragic Flaw • Tragic Hero • Satire • Setting • Simile • Stanza • Symbol • Theme • Tone
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<ul style="list-style-type: none"> • Frayer Model • Topic Matrix (See unit resource folder)* • Sentence Frames (see unit resource folder) • Vocabulary Tree • Analogies • Tri-chart (Word, prediction, and meaning) • Vocabulary Map (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Word Study Map (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Concept Map (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Contrasting Vocabulary Log (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Enhanced Definition (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Budget Vocabulary Matrix (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Picture Dictionary (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Word Mapping (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Match-up (ALS Literacy Solution PDF in Unit 5 Resource Folder) • Quizlet • Flashcards • Heads-up App <p>*See Unit 5 Resource Folder for some play-specific Topic Matrices.</p>	
Unit Assessments	
Pre-Assessment	Post-Assessment
Please see http://www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.	Please see http://www.alvordschools.org/cfa for the most current EADMS CFA ID Numbers.
Scoring Guides and Answer Keys	
Assessment Differentiation	
SWD	Reference IEP

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Situation: At this point, you have read a play and analyzed . . . Now it is time to take someone else’s creation and adapt for a different audience than was originally intended. Challenge: Role: Audience: Product/Performance:		Days: Mins/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Says, Means, Matters (graphic organizer) See resources , including rubric for grading purposes	Days: 5 Mins/Day:
Task 2:	Critical Lens Composition (essay) Includes: rough draft, peer review, formal draft	Days: 5 Mins/Day:
Task 3:	Disneyfication poster Includes: Disney Cinderella, cultural Cinderella, poster, and presentation	Days: 5 Mins/Day:
Task 4:	Adaptation of drama scene Includes: writing of scene and planning of presentation	Days: 5 Mins/Day:
Interdisciplinary Connections	<ul style="list-style-type: none"> • Psychology & Sociology • History • Performing Arts 	
Scoring Rubric	For specific task rubrics, see the Unit 5 Resources, “Rubrics” folder.	
21 st Century Skills		
<input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy		<input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21st Century Skills, CCCSS, and Unit Overview: <i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

Task Description	Graphic Organizer (Says, Means, Matter)	Suggested Length	Days: 5 Mins/Day:
Standards Addressed	Priority Standard(s)		
	Reading Literature: 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		
	Supporting Standard(s)		
	Reading for Information: 7. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
	Bloom's	DOK	Scoring Rubric

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Article: “His Politeness Is Her Powerlessness” by Deborah Tannen is a foundation; students should then choose two additional articles to help form information/opinion/argument.

Teacher resource: PowerPoint for Says, Means, Matters included in resources section

Rationale for this task: Once the students are finished reading the play, they will write an essay using a critical lens to evaluate/interpret the play with a new insight (task 2). Essentially, this task helps lead the students to make connections between the ideas from the “Language, Gender, and Culture” (LGC) unit and the play. Completing both tasks will help the students begin looking at the play in a different light, which will help with later tasks and the engaging scenario.

Step 1 (Reading the play and taking notes):

- Pass out the graphic organizer.
- As you are read the play with your students, fill out the organizer.

Step 2 (Make connections with the articles from LGC unit)

- Find a quote from three of the LGC articles.
- Connect with quotes from the play.

(Consider weaving step 1 and step 2 together)

There are two graphic organizers included in the resources, but feel free to choose your own:



Says Means Matters Explained 011215.doc



Says-Means-Matters with Sentence Frame:

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

[Trifles](#)

[A Doll’s House](#)

[The Glass Menagerie](#)

[Twelfth Night](#)

[Merchant of Venice](#)

[Much Ado about Nothing](#)

[Macbeth](#)

Taming of the Shrew


The Tempest

Strategies for Differentiation

All Students	SWD	ELs	Enrichment

Scoring Rubric

Authentic Performance Task 2

Task Description	Critical Lens Composition (essay) Applying the lessons from the Language, Gender, and Culture Unit, use what you learned as a critical lens for analyzing the play. Drawing from the insights in Tannen’s article “His Politeness is Her Powerlessness,” as well as two other articles of your choice (from the same unit), take a critical look at the plot, characters, and situations in the play. Write an informative essay that explores an original interpretation of the plot, characters, and situations the play. (W 12.2, 12.4, and RL 12.2) Suggested Parameters: 3	Suggested Length	Days: Mins/Day:
Standards Addressed	Priority Standard(s)		
	Writing: 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Supporting Standard(s)		
	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
Bloom’s	DOK	Scoring Rubric	
Create	4	 Critical Lens Rubric.doc	

(Suggested Instructional Strategies and Tasks)

Article: “His Politeness Is Her Powerlessness” by Deborah Tannen is a foundation; students should then choose two additional articles from the “Language, Gender, Culture” (LGC) unit to help form information/opinion/interpretation.

Step 1—Instructions:

- Give the prompt: 
- Teach the critical lens: 
- Demonstrate how to apply the LGC articles as a critical lens to the play read in class.

Step 2—Prewriting:

- Generate a thesis statement for the essay.
- Organize the body of the essay using information generated in the organizer from Task 1.
- Begin building the body paragraphs, adding topic sentences, reasons, details, facts, and elaborations.

Step 3—Writing:

- For the introduction, add a **hook** and **IVF**.
- Insert a reference, paraphrase, or quote from the play in each paragraph.
- Include quotes from the play and LGC articles in at least three of the body paragraphs that support the writer’s thesis.
- Using the body’s organization from step two, write out using a variety of sentence types.
- Add a conclusion to the essay.

Step 4—Peer Review

- Students submit papers to one another for peer review.
- Students will fill out the rubric and make comments on the essay.
- Students will receive their essay back to write the final draft.

Step 5—Submit the essay

Teaching and Learning Sequence

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Refer to vocabulary section for Glossary of Drama Terms to review with students

The film, *The Merchant of Venice*, while on DVD, can also be found in its entirety on YouTube

Thug Notes for Macbeth

The only play that does not have a film attached to it is *Trifles*.


Critical Lens PowerPoint: 

Resources and Materials

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Scoring Rubric			

Authentic Performance Task 3

Task Description	<p>Disneyfication visual presentation (can be a poster, PowerPoint, Prezi, PowToon, Zine, etc.).</p> <p>Choose a Disney story and break into groups. Trace the story back through several adaptations to the original story (if possible). Compare and contrast the original story with Disney’s adaptation, demonstrating how the concepts of the “Language, Gender, and Culture” (LGC) unit can be used to interpret similarities and differences in the original story with Disney’s version. Design a poster that visualizes the similarities and differences between the two texts (the original story and Disney’s version), examining each interpretation with the LGC critical lens.</p>	Suggested Length	Days: Mins/Day:
Standards Addressed	Priority Standard(s)		
	<p>Reading Literature:</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>		
	Supporting Standard(s)		
	<p>Language:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
Bloom’s			Scoring Rubric
			 Disneyfication Poster Rubric.docx

(Suggested Instructional Strategies and Tasks)

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Teaching and Learning Sequence

Suggestion of how to introduce the task:

- Choose the Cinderella story;
- Discuss the Disney version;
- Bring in versions from different cultures and show how language, gender, and culture is brought in to each version;
- Create a poster that shows similarities and differences.

[This is intended to help students understand more clearly what adaptation is.]

Step 1—Choose a Disney story.

Step 2—Break into groups.

Step 3—Trace the story back through several adaptations to the original story.

Step 4—Compare and contrast the original story with Disney’s adaptation.

Step 5—Demonstrate how the concepts of the “Language, Gender, and Culture” (LGC) unit can be used to interpret similarities and differences the original story with Disney’s version.

Step 6—Design a poster that visualizes the similarities and differences between the two texts (the original story and Disney’s version), examining each interpretation with the LGC critical lens.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

NOTES FOR THE TEACHER:

- The purpose of this task is to prepare the students to produce their own adaptation of the play.

- Rubric: When we designed the scoring guide, we assumed a 100 point assignment. Of course the valuation of the assignment is up to each individual teacher, and anyone is encouraged to change the point values to fit his/her grade book.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Scoring Rubric			

Authentic Performance Task 4

Task Description	Adaptation of drama scene	Suggested Length	Days: Mins/Day:
Standards Addressed	Priority Standard(s)		
	<p>Speaking and Listening: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		
	Supporting Standard(s)		
	<p>Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		
	Target ELD Standard(s)		
Essential Question(s)			
Big Idea(s)			
Bloom's	DOK	Scoring Rubric	
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)*		
	<ol style="list-style-type: none"> 1. Students will group up (students can self-select or teachers can assign groupings). 2. Teachers can assign scenes from the play read in class, or groups can select. 3. The amount of class time spent on this task is up to teacher discretion. 4. Groups should submit plan for time period and cultural adaptation of text to teacher for approval by end of third day after assignment is given. 5. Employing the elements of drama including stage directions, blocking, props, etc., students will submit an adapted script. <p>*This is a draft section, to be revisited with the next meeting of the Fantastic Four.</p>		

Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
Scoring Rubric			

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)
<p>Adapting a Scene for a Particular Audience</p> <p>Situation: At this point, you have read a play and analyzed . . . Now it is time to take someone else’s creation and adapt for a different audience than was originally intended.</p> <p>Instructions: For this assignment, you will be broken into groups, and each group will choose a scene from _____ that you will have to adapt for a new audience: the group you identified for your ethnographic symposium in Unit 4. You will create a script of this adapted dialogue from the play and then practice and perform it for the class.</p> <p>The guiding question for this assignment: What are all the elements you need to adapt in order to appeal to the audience? Consider the following:</p> <ul style="list-style-type: none"> • Language of the script • Props • Physical location of the scene • Costume • Hair and Make Up <p>Requirements:</p> <ol style="list-style-type: none"> 1) Each member of the group must have an assigned duty within the group. (Examples: One student can reread the original play and take notes on what is said/done, one student can adapt the play’s dialogue, one student can be the director who plans the action for the performance, one student has to plan out what materials are needed/can be used, etc). 2) Each student should keep notes of his or her participation in the group on the handout provided. 3) Each student needs to be involved in the acting process of the performance (meaning, each student should have a character role to play during the performance.) 4) As a group, students need to keep a list of all materials they use during their performance. 5) On your performance day, each group must turn in an adapted/rewritten “script” of the play. <p>☒ Scripts should include: Setting, Characters, Dialogue, and Actions.</p> <p>☒ With the script should be a 2/3 to 1-page explanation of the choices made in adapting the play and why they were made.</p>

☐ The script should list which group member is playing which characters from the excerpt.
 6) Students cannot use materials/costumes/props that are inappropriate or not allowed within the school building. (Meaning if you want to use a sword/gun it should be VERY OBVIOUS that it is a toy and cannot go against the schools regulations, and all clothing that goes against school policy must be brought to class to change into, you do not wear it to school.)

☐ Should your group have trouble with finding materials/costumes/props to use during their performance, speak with me and if I give permission, the group may instead write a 1-2 page project paper about what kind of materials they could or would have used to help enhance your performance.

Performance Excerpts:

Group ___: ACT ___ Scene ___	Group ___: ACT ___ Scene ___
Group ___: ACT ___ Scene ___	Group ___: ACT ___ Scene ___
Group ___: ACT ___ Scene ___	Group ___: ACT ___ Scene ___
Group ___: ACT ___ Scene ___	Group ___: ACT ___ Scene ___
Group ___: ACT ___ Scene ___	Group ___: ACT ___ Scene ___

PERFORMANCE DATE: _____

IMPORTANT NOTE: Please remember that EACH PERSON does not have to do each requirement. If one person’s role in the group is to write the reflection paper, while one person writes the script, and one person gets the props and materials that is perfectly fine. This is a group effort.

☐ Each group will be graded on the performance as a whole and the final packet (due the day of your group’s performance).

☐ Each individual student will be graded on their specific performance and their participation worksheet (due the day after your performance).

Strategies for Differentiation

All Students	SWD	ELs	Enrichment

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		