

Unit Planning Template for Culturally Responsive-Sustaining Mastery-Based Learning

How To Use This Template:

This template is designed to help you craft a unit that:

- Is grounded in clear learning outcomes and designed to give students power to track and direct their learning;
- Enables students to practice, get feedback, and access support and re-teaching when needed;
- Is engaging, connected with student's lives, and includes meaningful student input;
- Enables students to engage with rigorous material and practice the habits of independent learners
- Affirms students' racial, linguistic and cultural identities and empowers them as agents of change

As you plan, use Dr. Gholdy Mohammad's [Five Pursuits](#) as a North Star. Continually work with students to make sure that you are planning ways to center students' learning experience in:



Identity	Knowledge and affirmation of self and others
Skills	Content-area skills and proficiencies
Intellect	Knowledge put into action
Criticality	Lens on justice, equity, and anti-racism
Joy	Play/human connection, as well as truth and beauty in representations/narratives of self/others

These websites have strong exemplars of project-based units:

■ [PBLWorks-Sample Projects](#)

■ [Expeditionary Learning- Models of Excellence](#)

■ [Pacific Education Institute - FieldSTEM Resources](#)



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Please make a copy - this is a template

[link to exemplar unit using this template](#)

Unit Overview

Unit Title	
Teacher/Teachers	
Short unit summary - grade level, time needed, overview	

Learning Outcomes (both academic and transferable)

List the WA State Standards/ learning outcomes and “I can” statements that this unit will address: **These learning outcomes will provide the foundation and throughline for the entire unit.**

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Big Idea/Guiding Question:

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Evidence of Student Learning (Summative Assessment/assessments)

In the space below, describe the summative products/ evidence that students will produce. Ask yourself:

- *How can you give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not discussed in class?*
- *How might you design a task that lets students demonstrate many performance indicators in an integrated way?*
- *How can you give students the opportunity to apply their skills and knowledge in ways that will feel authentic to them – in a way that is connected to their own lives, their goals, their school, their community, or the world?*
- *How might students have opportunities to think critically and apply sociopolitical consciousness within this project or task?*

Task Description/Instructions: *[the task may be multi-part; for example, it might include a creative portion along with a more traditional test of vocabulary knowledge or mathematical problem-solving]* **If students will co-design the final assessment/product/performance, link in or**

describe your plan for how you will invite their ideas.

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Rubric(s) that will be used to assess the learning outcomes (Insert link here)

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Introductory Activities:

In this space, describe the activity or activities that you will use to get students excited and curious about the unit or project, to get them moving, making connections, looking through new lenses, and to answer the question, “**Why do we need to learn this?**”

Learning Plan

I Can Statements

or targets that will be taught through your instructional activities. These “I Can” statements should come from the scoring criteria/rubric/proficiency scales associated with the learning outcomes

Instructional Design:

In the spaces below, describe or include links to the instructional activities, texts/videos, or practice opportunities that you will use to get students excited, enable them to grapple with content, and help them learn material.

As you design instructional activities, ask: How can materials/instructional activities/items on my classroom walls/guest speakers reflect the identities of my students? How can these things connect with our community?

Formative Assessments & Multiple At-Bats

How will students demonstrate what they’ve learned in a low-stakes environment and get feedback before attempting the summative task?

- How will students reflect on their work, before or after educator/peer feedback?
- How will students revise or retake after feedback?
- Which of these assessments will be entered in the gradebook/counted towards a final grade?

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Academic Vocabulary/Subject Specific vocabulary	How will students practice vocabulary words - through conversation, the arts, games, music, reading, writing, or other modalities?	
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<p>How will instructional activities and materials provide <u>windows, mirrors, and sliding doors</u> that offer students ways to see the world through many lenses? Use this space to add notes or links.</p>

<p>Student Voice: How will students participate in envisioning/designing these learning experiences? Feel free to skip any of these if they are addressed above.</p>	
How will students help design, envision the final project or assessment?	
What are the opportunities for goal-setting and self assessment in this unit?	

How will students give feedback about the unit?	
How will teachers reflect on the unit?	

Instructional Resources for this Unit: (texts, data sources, videos, etc.)	
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Appendix				
Exemplars of Strong Project-Based Units/Assessments	Exemplars of Guiding Questions/Big Ideas	Exemplar Rubrics	Exemplar Introductory Activities	Resources on curriculum design, MBL, CRSE, etc.
		Glow/Grow rubric from Frank McCourt HS in NYC		Learning That Lasts by Ron Berger
Clarity Planner for multiple at bats in a unit				Cultivating Genius: An Equity Framework by Dr. Gholdy Muhammad