How is a **unit designed** when we prioritize depth of learning & the Inner Core?

Skyline Co-Lab: Curriculum Study - Unit Progression

Grade/Subject	Grade 6-12/Math	**Length**	*45 minutes*
Driving Questions	• Are our planning decisions responsive to student perspectives and outcomes? • Is our unit designed to support students in showing their understanding at the depth expected by the standard(s)?		
Objectives	• Refine planning decisions around the **progression of tasks** to support depth of student learning • Strengthen alignment of standards, objectives, tasks, and student work in upcoming unit		
Resources	Co-Lab Intranet Page **Video of a Unit Study done with the Math Team** **End-of-Unit Assessment** **Quick Quizzes** (after every 3 lessons) **Learning Progression of the unit** - find these on our Google classroom by going to the Classwork tab, clicking Unit Launch Resources, and selecting the unit you'd like to study: Math 6 Math 7 Math 8 HS 6-12 Math Co-Lab Guidance and Roadmap		
Team Collaboration Focus	*To be filled out by the team lead. Note that each meeting should not just dive into knowledge and skills but should support the team's cultivation of their culture.*		
Quarters 1 Suggested Implementation Timeline	BOY Course Study	⭐ Unit Study	Lesson Study	Data Study

Agenda

Title/Time	Topic (what)
Set Purpose & Connect to Previous Work 2 min	• **Learning Cycle Focus:** How is a **unit designed** when we prioritize depth of learning and the Inner Core? • **Focal Unit:**

Internalizing the Unit
10 min
	Describe in your own words and share:
	Use the appropriate content from the recommended resources or based on your pacing.
	• To determine the purpose of the unit, we will answer the following about the assessments that we looked at:
	  ○ What did you **notice** about **Quick Quiz 1?**
	  ○ What did you **notice** about **Quick Quiz 2?**
	  ■ Do the same above for all of the quick quizzes in the focal unit.
	  ○ What did you notice about the **End-of-Unit Assessment?**
	Quick Quiz 1: *Have the teacher(s) assigned to this quick quiz share the standards assessed in student-friendly language.*
	Quick Quiz 2: *Have the teacher(s) assigned to this quick quiz share the standards assessed in student-friendly language. If applicable, quickly highlight standards that are re-addressed in this assessment from previous assessments.*
	End-of-Unit Assessment: *Have the teacher(s) assigned to this quick quiz share the standards assessed in student-friendly language. If applicable, quickly highlight standards that are re-addressed in this assessment from previous assessments.*
	• Where should students show mastery of certain standards within the unit we're reviewing? *Consider the standards that are addressed on multiple assessments. (Consider both content standards and WIDA ELD/E-ELD and/or SLD standards for ELs.)*
	Other Considerations:
	This can be a brief conversation to ensure everyone has a common understanding of the focal unit. Deeper understanding of the content will surface in the next steps.
	See the resources section for a sample video of this Co-Lab.

Unit Flow 15 min	• **Task Progression:** Each of the formative tasks we reviewed as pre-work represent key points in student learning throughout this unit. Today, we will review the Unit __ cool downs from your section/assigned Quick Quiz to better understand the flow of this unit and identify opportunities to be more intentional around addressing student misconceptions & student thinking before they engage with the end-of-unit assessment. *Assign groups of teachers the set of cool downs that are aligned to each Quick Quiz (i.e., group 1 gets cool downs #1 - #3 because Quick Quiz #1 covers these 3 lessons, etc.) and have each group identify the **most important** cool down. Teachers will then share:* ▪ *Their reasoning with the whole group* ▪ *The learning progression, from their cool downs, as it relates to the respective CCSS being assessed* ▪ *As each teacher shares their focal cool downs, record their focal cool down in the first column and their reasoning in the second column of this table.* ○ *Have the whole group identify a **critical** point in the unit.* ○ *Discuss as a group: When is mastery expected?* *Other considerations:* *You may want to have each of the tasks printed for team members so they don't need to toggle between multiple digital documents. You could also make the table on a large sheet of chart paper or a whiteboard for the team to complete together. If teachers need clarification on what **"2 most important Cool Downs"** means, have them reflect on which lessons solidify and/or extend mastery of major Unit __ standards.*
Planning & Reflecting 10 min	**Discussion & Planning:** • *Ask the following questions of the group for each focal cool down. Jot down their notes in columns 3-5:* ○ *What do we want students to understand by this point in the unit?* ○ *What misconceptions do we anticipate at this point in the unit?* ○ *How will we plan to address those misconceptions within the flow of the unit and without lowering the grade-level expectations?*
Closing & Next Steps 7 min	**Debrief** *Pick one of the following questions to discuss with your team:* • *As a result of this discussion, what is one action you will take while you teach the unit referenced here?* • *What has surfaced that is most important for us to respond to?* Note: You may want to use the same Unit Study Protocol as you unpack other units either individually or as a teacher team. **Feedback**: Your feedback on this Co-Lab is valued. Please let us know your thoughts here!

Unit Flow

Use the table below to capture your thinking about the progression of this unit.

	How will this task contribute to student mastery of the focal standard(s) on the end-of-unit assessment?	What do we want students to understand by this point in the unit?	What misconceptions do we anticipate at this point in the unit?	How will we plan to address those misconceptions within the flow of the unit and without lowering the grade-level expectations?
cool down _____				
cool down _____				
cool down _____				