UNIT/Theme OVERVIEW

**OTES in Action**

Teacher:

Grade:

Subject:

Unit of Study:

|  |  |  |
| --- | --- | --- |
| How does this unit/theme demonstrate instructional planning  (standards based learning target) | How will summative assessment drive instructional implementation? (plan with the end in mind) | How will lesson specific formative assessments drive instructional implementation? |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| How does what you know about your students inform instructional decisions? | What techniques will you employ to drive student levels of critical thinking? | What differentiation techniques will support student growth and understanding? |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| How will resources support student understanding and engagement? | What procedures and protocols will you employ to promote student learning? | What techniques will use employ to support positive relationships with and among students? |
|  |  |  |

Rationale for Unit of Instruction:

UNIT CONTENT

**Instructional Focus**

Standards:

Unit of Study:

Enduring Understanding: (What will kids know and be able to do)

Essential Question(s):

Time & Activity Overview

|  |  |  |
| --- | --- | --- |
| Day | Time Allotment | Activity |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
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|  |  |  |

DAILY LESSON PLANS

**Instructional Practice**

I Do, We Do, You Do

Day \_\_\_\_\_\_\_\_\_\_

Learning Targets:



Questions that promote Critical Thinking [this should link to the enduring understanding & essential question(s)]:



Instructional Process: (these are the instructional steps including assessment)








Differentiation:



Resources: