

ADL

Meaningful Teaching & Learning

This design template modifies a traditional approach to curriculum design by focusing on the most important information teachers need to make strategic decisions about classroom practices regardless of whether instruction takes place in-person, remotely, blended or hybrid. It is designed so that teachers can consider the disrupted learning of students while still moving student learning forward.

Essential Question:		Big Idea:
<p><i>The essential question and big idea set the context for learning. The essential question and big idea describe the most important learning for the unit.</i></p>		
Foundational Content/Skills:	Priority Content/Skills (standard):	Quality Assessment Practices:
<p><i>The foundational skills are pre-requisite skills or content. They identify the skills and understanding from the previous grade level.</i></p>	<p><i>The priority content and skills are the expectations for the unit. They can be written as learning targets so they can be shared with students. Together the individual learning targets can be used as the checklist for the performance assessment.</i></p>	<p>Diagnostic: <i>The diagnostic assessment is used to determine what students know and can do and should align to the foundational skills and content. Information from the diagnostic assessment gives teachers a starting point for instruction.</i></p> <p>Curriculum-Embedded Performance Assessment with formative assessment moments: <i>A curriculum-embedded performance assessment is one that produces as well as measures learning because it naturally includes formative assessment moments. These formative assessment moments provide opportunities for students to receive feedback from their peers and/or teacher and for teachers to adjust instruction to meet student needs.</i></p>
Core Active Learning Strategies:		
<p><i>The learning strategies focus on what students can do to engage with the skills and content for the unit. They are specifically tied to the learning targets and can be used repeatedly throughout the unit using different texts, resources and information. When students use the same strategies, it frees up cognitive space so they can focus on what they are learning rather than the tool or activity.</i></p>		