STEM SUMMER LEARNING ACADEMY

Unit Title: _____

Team Members: _____

Grade Level: _____ Allocated Time:_____

SECTION I: Identifying Standards, Level of Application and Central Theme

SECTION I: A UNIT THEME	What is the theme of this unit in terms of rigor and relevance? How will this unit be applied to real world? What is the culminating activity students will demonstrate?
SECTION I B: Identifying Standards: What content standards does this unit address? List all common core standards below that this unit will address:	
Science/ELA	
Technology/ELA	
Engineering/ELA	
Math/ELA	
SECTION I C: Define the instructional purpose for the unit of study in terms of relevance to real life applications.	
SECTION I D: Record below what students have to know and be able to do in order to demonstrate standards. (*Write these statements in student friendly language*.)	
Students will know	**Students will be able to do**
SECTION I E: Identify essential/driving questions used in gaining student interest.	

SECTION II: Complexity of Learning Task and Lexile Range

Section II A: Identifying the level of complexity for each task as matched to both common core and NET standards. Use the side menu to determine the rigor and relevance of each task. Task should be culminating events demonstrating a student's skills at the end of an event/unit. Include in these experiences what technology students will use when demonstrating their learning.

Identify Depth of Knowledge	**Identify the learning task that the students will be experience.**
☐ 1 Awareness(Recall/Memorize) ☐ 2 Comprehension ☐ 3 Application(Demonstrate Understanding) ☐ 4 Analyze/Hypothesize ☐ 5 Synthesize/Process Information/Investigate ☐ 6. Evaluation (Make Connections)	
Identify Level of Application	
☐ Quadrant A: Acquisition ☐ Quadrant B: Application ☐ Quadrant C: Assimilation ☐ Quadrant D: Adaptation	
Select Matching NETS for Students	
☐ 1.Creativity/Innovation ☐ 2.Communication/Collaboration ☐ 3. Research/Information Fluency ☐ 4. Critical Thinking, Problem Solving, /Decision Making ☐ 5. Digital Citizenship ☐ 6. Technology Operations/ Concepts	

Section II B: What level of language will need to be identified in this unit?

Determine Lexile Level for Resources	**Determine key vocabulary words for this unit.**

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K–1	N/A	N/A
2–3	450L–725L	450L–790L
4–5	645L–845L	770L–980L
6–8	860L–1010L	955L–1155L
9-10	960L–1115L	1080L–1305L
11–CCR	1070L–1220L	1215L–1355L

SECTION III: Technology Resources and Methods of Presentation

SECTION III A: Describe Substitution Level: How will new technology tools replace old ones? (Replacing one tool for another.)

Presentation Types	Available Technology Resources	Methods of Presentation

SECTION III B: Describe Augmentation Level: What functionality skills will students need to perform a given technology task? (Understanding the functionality of the tool)

Presentation Types	Available Technology Resources	Methods of Presentation

SECTION III C: Describe Modification level: How will the technology be used to collaborate & share resources digitally? (Collaborate and share feedback on a given task)

Presentation Types	Available Technology Resources	Methods of Presentation

SECTION III D: Describe Redefinition Level: Describe how students will use technology to create new task. (Use of multiple tools to creative a product of learning)

Presentation Types	Available Technology Resources	Methods of Presentation

SECTION IV: Identifying Summative and Formative Assessment Types

Identify methods of summative assessment	Identify the performance assessment content standards measured.
Develop Scoring Criteria	Identify tools that will evaluate end of unit assessment.

Identify formative assessment types

Assessment Type	Learning Target	Frequency
Anecdotal records Quizzes and essays reports Surveys, observations Rubrics Quizzes, essays, questioning Essays, observations	Knowledge Reasoning Performance Product Development	