**Course Level**

**Course:**

**Grades:**

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| --- |
| **Course Description**: (What can students expect to more fully understand as a result of taking this course?) |
| **Course Rationale**: (What is the enduring value of this course/ content?) |
| **Enduring Understandings**: (The important understandings that have lasting value beyond the course. What should the student remember years from now?) |

**Key Resources:** (Board Adopted Resources for this course)

**Unit Level**

**Unit Title:**

**Time Frame:**

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| --- |
| **Unit Overview**: (In a short sentence, what do you plan to teach the students in this unit?) |
| **Enduring Understandings of this Unit**: (Big Ideas for the unit that may be more topical in nature. What the students should remember years from now.) |
| **Essential Questions from this Unit**: (“How” and “Why” questions in student friendly language to provoke inquiry to the Enduring Understandings.) |
| **Example Assessment Items:** (How will the Essential Questions be assessed to show student growth) |

**Related Academic Vocabulary terms for this unit**: (Foundation level vocabulary for the unit that support the enduring understands of the unit in 5-15 terms.)

**Topic Level**

**Topic:**

**Time Frame:**

**Learning Target Level**

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| --- |
| **Learning Targets**: (In “The student will…” languages, these are the goals for what you want the student know and be able to do by the end of the topic.) Make sure each learning target it tied to a GLE, CCSS or NETS standard. (You may just use the code for this designation. |

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**Time Frame:**

**Learning Target Level**

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