

Core Knowledge[®] K-8 Unit Format Description

TITLE

Grade Level or Special Area:

Written by: (Name, School, City, State)

Length of Unit: (Number of Lessons)

I. ABSTRACT

(Provide a concise summary [100 words or less] of your unit on a Core Knowledge topic. Describe the focus of your unit and the Core Knowledge content taught in it.)

II. OVERVIEW (Concepts, content, and skills below should match those listed in each lesson.)

A. Concept Objectives (*These can come from state/district guidelines or standards. If state/district guidelines or standards are used, identify where they come from i.e. Colorado History State Standard 2.2. Two to three concept objectives are enough for most units. Use the same concepts within your lessons.*)

1.

B. Content from the *Core Knowledge Sequence* (*List specific topics from the Core Knowledge Sequence that are covered in the unit. Be sure to cite the page number from the 1999 Core Knowledge Sequence.*)

1.

C. Skill Objectives (*List specific skills strongly emphasized in each lesson. Skills listed in each lesson should be tied indirectly to the evaluation/assessment. These can come from state/district guidelines or standards. If state/district guidelines or standards are used, identify where they come from i.e. Colorado History State Standard 2.2. Use the same skills within your lessons.*)

1.

III. BACKGROUND KNOWLEDGE

A. For Teachers (*Cite up to three resources to increase the teacher's knowledge for teaching this unit. These should be resources that you would recommend a teacher read in order to be able to teach this unit.*)

1.

B. For Students (*Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.*)

1.

IV. RESOURCES (*PROVIDE A LIST OF KEY RESOURCES -- LITERATURE SELECTIONS, ACTIVITY BOOKS, AUDIO VISUAL MATERIALS, ETC. -- THAT ARE CRITICAL FOR TEACHING THIS UNIT. THIS SHOULD BE A LIST OF THE MATERIALS NECESSARY FOR EACH LESSON.*)

A.

V. LESSONS

(Organize each day into a lesson incorporating the following):

Lesson One: Title *(Each lesson title should reflect specific Core Knowledge content)*

- A. *Daily Objectives (Concept objectives, lesson content, and skill objectives should be the same as those listed in the Overview section.)*
1. Concept Objective(s):
 - a.
 2. Lesson Content:
 - a.
 3. Skill Objective(s): *(Skill objectives listed here should only be those that are strongly emphasized in the lesson. The skills should be measurable and tied to the evaluation/assessment in the lesson. If state/district guidelines or standards are used, identify where they come from i.e. Colorado History State Standard 2.2.)*
 - a.
- B. *Materials (List the materials a teacher must have in order to teach this lesson. Itemize the list and reference the item if it is included in the handouts i.e., Appendix A, B, etc. This should include books and videos, as well as supplies such as construction paper, crayons, scissors, etc.)*
- 1.
- C. *Key Vocabulary (List and define Core Knowledge vocabulary (and sayings) that will be introduced in the lesson. Unless it is a vocabulary lesson, keep vocabulary words between five and eight. If students already know a word, don't include it here.)*
- 1.
- D. *Procedures/Activities (List the steps on how a teacher would proceed when teaching this lesson. Include procedures for integrating subjects (if appropriate), a motivating activity to introduce the lesson, and additional, sequential activities and assignments that will lead to student learning. Provide step-by-step directions for all activities.)*
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- E. *Assessment/Evaluation (Identify the method used—or provide the actual assessment used—to assess learning in this lesson. Provide any follow-up activities through which the children can demonstrate their understanding/mastery of the concepts, content, and skills addressed in the lesson. **We are looking closely at unit assessments this year!**)*
- 1.
 - 2.

VI. CULMINATING ACTIVITY (Optional) *(Describe how to end the unit and make connections to student learning. These could include field trips, guest speakers, project options, etc. Be sure these connect back to and/or apply to lesson concepts, content, and skills.)*

A.

VII. HANDOUTS/WORKSHEETS (PLEASE MAKE A LIST OF ALL HANDOUTS, WORKSHEETS, TEACHER-MADE TESTS, ETC., NEEDED TO TEACH THIS UNIT.)

A.

VIII. BIBLIOGRAPHY (*All books and materials used in writing and teaching this unit should be cited in the Bibliography. This includes books in the Background Knowledge for the Teachers section, books in the Resources section, as well as any books used in writing the unit. Provide complete bibliographic information when available, addresses, ISBN numbers and telephone numbers, i.e., Hirsch, Jr. E.D. What Your First Grader Needs to Know. New York: Dell Publishing, 1991, ISBN 0-385-31026-9.) See the “Style Guide for Citing References In Core Knowledge Units.”*
A.

Appendices

IMPORTANT: Copyrighted material should only be cited by source in the lessons, not photocopied and included as an appendix. If you want participants to find a particular page out of a book, be sure to include the page number(s) at the end of the information listed below!

Palumbo, T. *Integrating Literature*. Carthage, IL: Good Apple, 1991. 0-86653-610-8, p. 37.

Directions for Appendices

1. *Any handout should be labeled as an appendix.*
2. *Position all appendices at the end of the unit.*
3. *Appendices should be labeled in alphabetical order according to their position in the unit.*
4. *If a handout consists of more than one page, each page should be labeled with the same letter, i.e. Appendix A, cont.*
5. *“Appendix” should be centered at the top of each page, allowing for a one-inch margin.*