

Backwards Design Unit Planning

A Week at a Glance – Copy as Necessary

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: What are cells? Hook: Daily Assessment:	Content Focus: Compare and contrast animal and plant cells. Hook: Daily Assessment:	Content Focus: How do we use a microscope to find the size of the cell? Hook: Daily Assessment:	Content Focus: How are living things organized? Hook: Daily Assessment:	Content Focus: Hook: Daily Assessment:
Weekly Assessment: What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)				

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Content Focus: Lab: Measuring skin surface.</p> <p>Hook: Which is the biggest organ in you body?</p> <p>Daily Assessment:</p>	<p>Content Focus: What is the major function of the muscular system?</p> <p>Hook: What makes you move?</p> <p>Daily Assessment:</p>	<p>Content Focus: What are the major functions of the skeletal system?</p> <p>Hook: How do you get your structure?</p> <p>Daily Assessment:</p>	<p>Content Focus: What are the major functions of the nervous system?</p> <p>Hook: What do you need to survive?</p> <p>Daily Assessment:</p>	<p>Content Focus:</p> <p>Hook:</p> <p>Daily Assessment:</p>
<p>Weekly Assessment:</p> <p>What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>				

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Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: Lab: Skin sensitivity Hook: Is your skin sensitivity same at all places? Daily Assessment:	Content Focus: Mini-unit TEST Hook: Daily Assessment:	Content Focus: Explain how blood moves in the body. Hook: Can you think of anything that travels everywhere in your body? Daily Assessment:	Content Focus: How does the digestive system break down food? Hook: How do the nutrients get in your blood? Daily Assessment:	Content Focus: What is the relationship between diet and health? Hook: Daily Assessment:
Weekly Assessment: What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)				

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Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus: Lab: Identifying Vitamin C content Hook: Daily Assessment:	Content Focus: Describe the functions of respiratory system. Hook: Daily Assessment:	Content Focus: Distinguish between excretory and urinary system. Hook: Daily Assessment:	Content Focus: Hook: Daily Assessment:	Content Focus: Hook: Daily Assessment:
Weekly Assessment: What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)				

Books:

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Websites:

Teacher Materials:

Other: An alternative culminating project would be for groups of students to create a public service announcement about various unhealthy habits.