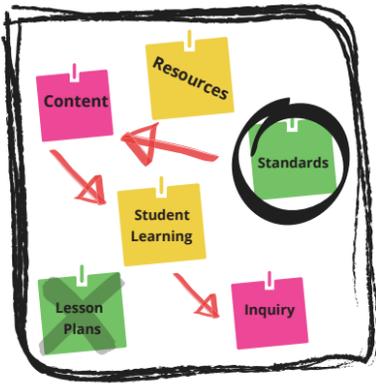


Creating Unit Templates That Work For Non-IB Programmes in ManageBac



1 Start with What Is Important

Brainstorm! Sketch out ideas or use post-its to create a mock-up and ask yourself, your team, and your teachers:

1. What do we base our curriculum on: standards, objectives, content, mission, vision, or something else unique to our school?
2. When we talk about the components of curriculum, what do we talk about?
3. How do we want teachers to think about creating curriculum? What do we start with and with what do we end?

2 Templates Are Like Puzzles

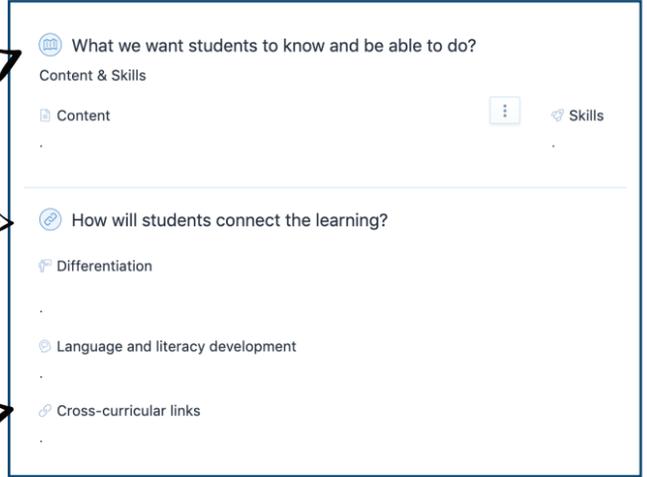
Each piece of a template should be purposeful and relate back to the vision of what curriculum is at your school or district.

- Section Descriptions on a template help break up the different groups of curriculum information

Examples:

What do we want students to know and be able to do?
How will we know students are learning?
How will we design learning experiences for all learners?
How will you know they have learned?

- The categories you use in a template should be in line with the language you use when talking about curriculum. Including making them bilingual when helpful



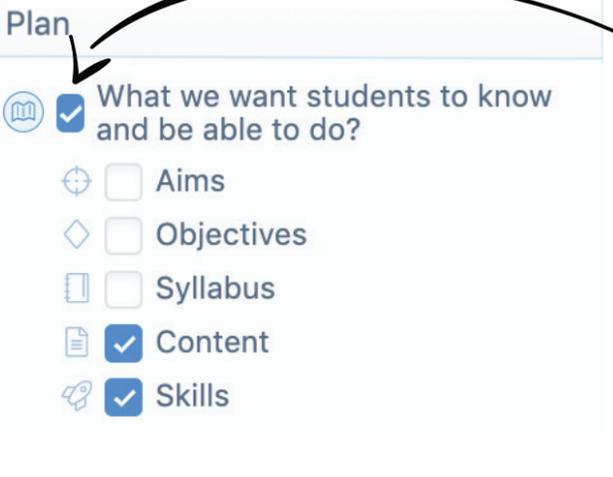
Examples:

Standards	Essential Questions	Assessments	Literacy
Content	Enduring Understandings	Differentiation	Interdisciplinary
Skills	Big Ideas	Resources	Reflections
Objectives	Learning Activities	Assessments	Unit Review

3 Less Is More

Be reflective about what you really want captured and identify a purpose and a reason for having a category.

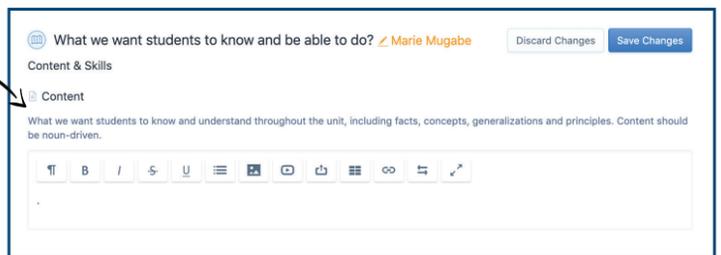
- Determine how the information captured will be used
- If categories are redundant or do not align to your school's curricular focus, remove the category by unchecking the box under "Plan"
- Ensure curriculum writers understand what is wanted in the category and bring in professional learning when needed



4 Provide Clarity with Hints

Create category hints to help define each category and provide clarity on what should be included.

- Add prompting questions or examples to spark ideas
- Consider providing bilingual hints to support multilingual teachers and curriculum writers
- Bring in professional learning that aligns with specific categories, when needed (ex. How to write strong Essential Questions)



5 Varying Templates for Varying Needs

Consider having a few templates for each programme to support different pedagogical approaches or subject specific unit plans, such as:

- School-wide Backwards Design template
- Project-Based Learning template for cross-curricular units
- Reading or writing workshop template
- Special education template
- Early childhood template

Curriculum	
Unit Planner Templates	
Title	
UbD Unit Template	11 units
Project-Based Learning Template	3 units
IGCSE Template	6 units

Different Category Types for Different Purposes

Free Text Category

Used for capturing text that will change with each unit. This is the style for the majority of categories in a template.

Skills

What we want students to be able to do with the content knowledge, including processes, procedures, and skill applications. Skills begin with a measurable action verb.

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- **Determine the theme and central idea of texts**
- **Write narratives to develop experiences or events**
- **Analyze sequencing in text for deeper meaning**
- Annotate the text
 - apply annotation skills to reading
 - draw upon annotations to provide evidence for post-reading activities such as focused discussion or writing.
- Transfer understanding of the hero and the hero's journey to a variety of subjects

Tracking Analytics

Used for capturing very specific information that is tracked and counted for all subjects over the course of the academic year. Analytic categories can vary by programme and are often used to capture specific school focuses and values.



At-a-Glance View

The default unit categories: Central Idea, Guiding Questions & Transdisciplinary Skills are the only categories that will show in the "At-a-glance" view of the unit. This means they will be visible to students and families, as well as in the Whole-School Curriculum view.

The At-a-Glance view shows a unit titled "Heat, thermodynamics, & fluid mechanics" under the subject "Physics". It includes sections for "Enduring Understandings" (e.g., "Energy can be transferred and transformed to provide usable work.") and "Essential Questions" (e.g., "How can energy be measured?", "Is conserving energy important? Why or why not?", "Is it possible to run out of energy?", "What is the significance of renewable energy?").

Assessment Category

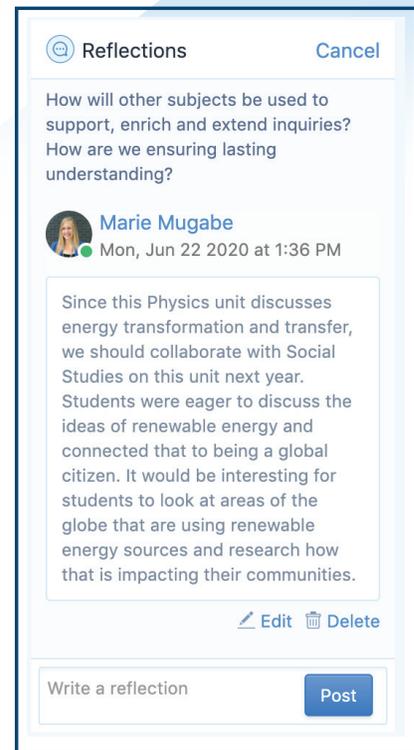
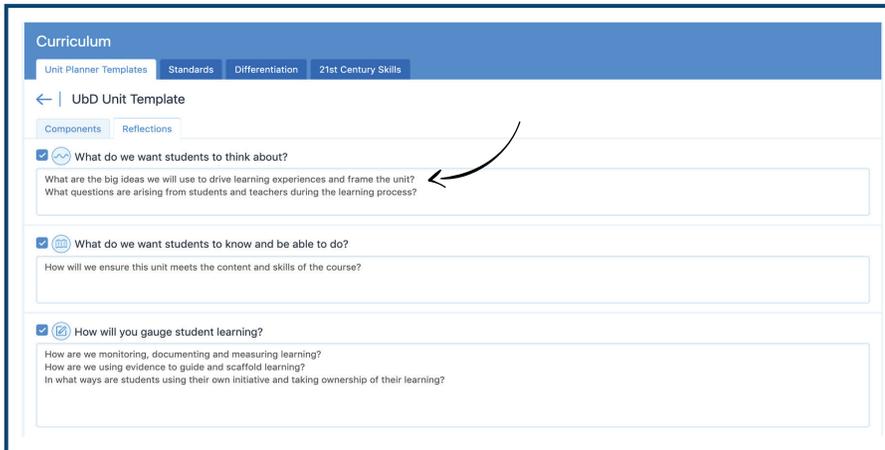
The Assessments category is a dynamic category that allows for assessments to be created within the unit template, or from the Stream & Resources tab. Within the Assessment category, assessments can be marked by Assessment Type (ex. Formative & Summative) and by pre-determined Assessment Categories (ex. Written Product, Transfer Task, Project).

The Assessment creation form shows details for an assessment titled "Heat Lab". It includes fields for "Title", "Unit" (Heat, thermodynamics, & fluid mechanics), "Due date & time" (October 18, 2019, 04 PM), and "Type" (Summative/Formative). The "Category" dropdown is set to "Written Product". The "Assessment" section shows a score of 8/10 points and a "Max Points" of 100. A rich text editor is at the bottom with the text: "Students will work in groups to complete the Heat Lab Assignment. All students are responsible for turning in their own, individual, written lab report. Please see 'Lab Report Requirements' to make sure your report is complete, prior to turning it in."

The Formative Assessment creation interface shows a form titled "Formative Assessment" with the instruction "Outline the formative assessments for this unit." It features a rich text editor and a summary section. The summary shows the unit "Heat Lab" (dated OCT 18) with a "Formative" assessment type and a "Performance / Demonstration" category. It also indicates the assessment is "Submitted by" a user and has "0 students" completed. A large "Add Formative Task" button is at the bottom.

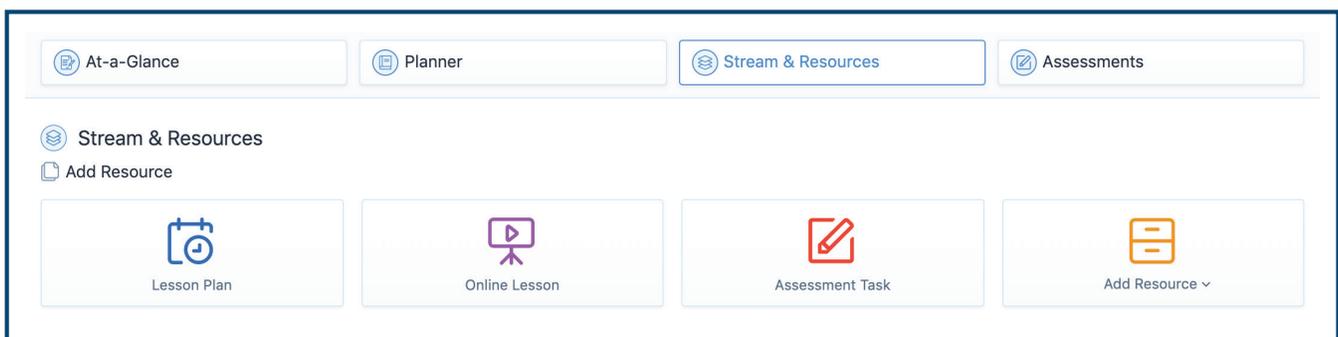
Dynamic Reflections

The reflections tab within the Unit Template provides a place for reflection prompting questions. These questions can align to each section of your unit template and can be customized based on your school's current focuses or initiatives. The teacher reflections can then be carried over to the following year, to support ongoing opportunities for collaboration and teacher growth.



Stream & Resources Category

The Stream & Resources Category has a student-facing component that provides interactive LMS features. Within this category, there are multiple options for teachers to provide class customization at the unit planning level. This includes adding Lesson Plans, Online Lessons, Assessment Tasks, Resources, and Files.



Templates Change

Priorities in schools change based on the needs of students and new research. Don't let the template become stagnant and out of date. A great time to make changes is at the end of the academic year as your school prepare for a fresh start!

Want Examples?

Head to our Padlet! It has a variety of templates and resources to provide inspiration and ideas.



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