



Standards-Aligned Unit Planning Process - ANNOTATED

1. Unit Overview	
Content Area: <i>List the content area</i> Grade Level: <i>List the grade level or grade band for which the unit is written</i>	
1a. Brief description of the unit of study	Provide a title/topic and description of a unit, defined as a series of lessons organized around a single theme or topic that aligns to grade level/band standard. <div style="border: 1px solid black; padding: 5px;"> <p>Resources:</p> <ul style="list-style-type: none"> • SAS Portal: Voluntary Model Curriculum • General Education Curricular Materials • LEA Curriculum Maps aligned to standards </div>
1b. Grade level standard(s) to be addressed in this unit of study	List the grade level PA Academic and/or PA Core Standards that are focused on in the unit. Include coding of standards as a point of reference. List Big Ideas that will be addressed via the unit. <div style="border: 1px solid black; padding: 5px;"> <p>Resources:</p> <ul style="list-style-type: none"> • SAS Portal: PA Academic Standards • SAS Portal: PA Core Standards • SAS Portal: PA Core Curriculum Frameworks • PA Alternate Eligible Content • General Education Curricular Materials • LEA Curriculum Maps Aligned to Standards </div>

Maximizing Academic Access, Expectations, and Learning

2. Learning Targets

2a. Learning targets (concepts and competencies) for all students

Describe what all students are expected to know (concepts) and be able to do (competencies) at the completion of the unit of study.

Resources:

- [SAS Portal: PA Core Curriculum Framework](#)
- [PA Alternate Eligible Content](#)
- General Education Curriculum Unit Objectives

2b. Prioritized learning targets (concepts and competencies) for students with complex instructional needs

Identify prioritized learning targets by identifying a subset of the concepts and competencies for all students. Maintain alignment to the grade level content and the depth of knowledge but reduce the complexity. You may identify learning targets leading to some, but not all of the competencies and/or identify portions of the competencies.

Consider learning targets aligned to both content area standards AND aligned to applicable ELA and Math standards

Individualize the learning targets appropriately for each student with complex instructional needs included in the instructional group. Collaboration between special educators to consider student strengths and interests, background knowledge and present levels of performance with general educators/content experts who have deeper content knowledge is critical in this step to ensure that alignment is maintained.

Resources:

- [SAS Portal: PA Assessment Anchors and Eligible Content](#)
- [PA Alternate Eligible Content](#)
- [SAS Portal: Learning Progressions](#)

Maximizing Academic Access, Expectations, and Learning

2c. Key vocabulary for all students - List key vocabulary that students will learn in this unit.

Resources:

- [PA Alternate Eligible Content](#)
- [SAS Portal: ELL Overlays](#)
- General Education Curriculum
Unit Objectives
- [SAS Portal: PA Core Mathematics Glossary](#)
- [SAS Portal: PA Core ELA Glossary](#)

2d. Prioritized key vocabulary and ideas for students with complex instructional needs

Identify and describe/define prioritized vocabulary and ideas for students with complex instructional needs. This vocabulary should include a subset of the key vocabulary that all students will learn in this unit as well as foundational and high frequency core vocabulary that students will need to understand in order to comprehend prioritized concepts.

Resources:

- [PA Alternate Eligible Content](#)
- [SAS Portal: ELL Overlays](#)
- [SAS Portal: PA Core Mathematics Glossary](#)
- [SAS Portal: PA Core ELA Glossary](#)
- General Education Curriculum Unit Objectives
- IEP Goals and/or Objectives, Targeted Vocabulary
- High Frequency core vocabulary list

Select from vocabulary for all:
Important words, ideas and concepts

Select additional vocabulary and ideas:
Other words/ideas that build background knowledge

Identify language to define or describe:
*Brief "student-friendly" definitions
Familiar words and uncomplicated sentence structure*

Identify expressive vocabulary for AAC

High Frequency
Core vocabulary

Unit-specific "extended"

Maximizing Academic Access, Expectations, and Learning

3. Instructional Process					
Instructional Components	Universal Design for Learning (UDL) Principles: Multiple Means of Representation, Expression and Engagement <i>BEFORE identifying barriers, consider options and multiple pathways for ALL students as they access the general curriculum. Consider: the modes in which instruction and materials are presented, how students will interact, respond, and demonstrate what they know, and ways to adjust levels of challenge and maintain engagement.</i>			Barriers to Access	Accommodations and Modifications
	Instructional Practices	Materials, Resources and Tools	Assessment		
<p><i>Describe each critical instructional component that will be included in a sequence of instruction within this unit to guide students in achieving the prioritized learning target(s).</i></p> <p><i>Instructional components include those that address prioritized learning targets as well as those that students will participate in but may not be assessed on. Including both allows planning for meaningful participation in all instructional components of the unit.</i></p>	<p><i>Identify effective and evidence-based instructional practices that will describe how to:</i></p> <ul style="list-style-type: none"> • <i>Teach the concepts and skills (present the information to the students)</i> • <i>Provide student practice with corrective feedback (how correct responses will be acknowledged and how errors will be corrected)</i> • <i>Design formative assessment</i> • <i>Reteach concepts and skills when necessary</i> <p><i>Provide distributive review of previously learned skills</i></p>	<p><i>Identify flexible materials, tools and resources that will support educators to meet the varied needs of all students.</i></p>	<p><i>Identify flexible assessments that will support educators to meet the varied needs of all students.</i></p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>How will the educator monitor student engagement, participation and learning?</i> • <i>How will students communicate their responses?</i> 	<p>After UDL Principles are discussed, list additional instructional and curricular barriers that students may encounter in the areas of access to learning and meaningful participation.</p>	<p><i>After barriers to access are discussed, list potential accommodations and modifications that may support overcoming the barriers in the areas of access to learning and meaningful participation</i></p>
		<p>Resources:</p> <ul style="list-style-type: none"> • TDR: Formative Assessment • TDR: Effective Instruction • SAS Portal: Formative Assessment • SAS Portal: Instructional 		<p>Resources:</p> <ul style="list-style-type: none"> • SaS Consideration Toolkit • PA SaS Toolkit: An Overview for Parents • SDI section of the students' IEPs • Pathways to Learning • TDR: Supplementary Aids and Services • Supplementary Aids & Services Fact Sheet 	

Maximizing Academic Access, Expectations, and Learning

4. Individualized Student Planning			
Student	Standards-Aligned IEP Goals	Student-Specific IEP Goals	Individualized Student Supports
<p><i>Student A</i></p>	<p><i>List IEP Goals from each student's IEP that are aligned to the prioritized learning targets. At this time, there may not be IEP Goals that are aligned to the prioritized learning targets addressed in a unit.</i></p>	<p><i>List IEP Goals from each student's IEP that address unique student needs and that will be taught and/or assessed during this unit. This may include academic IEP Goals that are linked to other content areas (e.g. literacy or numeracy during a science unit) and/or IEP goals that may address, but are not limited to: communication, assistive technology, behavior, motor, and/or social skills.</i></p>	<p><i>Describe the individualized supports that each student with complex instructional needs will be provided to allow for meaningful participation and access to learning.</i></p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> • <i>Identifying features of instructional materials, tools and resources for each student;</i> • <i>Describing how each student will use the materials, tools and resources (including adult roles such as prompts, position, and response);</i> • <i>Detailing a plan for preparation and use of materials, resources and tools</i> • <i>Assigning responsibilities for preparing materials in a timely manner</i> <p><i>Describe additional supports and services that need to be provided during this unit to address unique student needs.</i></p>

Resource:
[PaTTAN Standards-Aligned IEP training materials](#)