

TaJu's Dual Language 3-Pillar and UbD Aligned Curriculum Mapping Process @ a Glance

Course I:

1. Determining the type of map.
2. What cross-disciplinary practices will need to change in order for these units to work?
3. UbD Stage I: Developing the scope (priority standards).
4. Stage I: Developing the sequence (ordering the standards).
5. Stage I: How can I let the standards do some of the work by creating thematic bundles & essential questions?
6. Stage II: What authentic & aligned performance task & rubrics will measure learning across all standards?

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Course II:

1. Developing a 3-pillar and UbD Stage III aligned integrated biliteracy model unit
2. The unit learning plan
 1. How do oracy, background knowledge, and the four types of resources fit in (human, print, community, & technology)?
 2. What will the sequence of learning for the unit need to include?
 3. Aligning and planning for cross-linguistic connections and transfer
3. 3-pillar aligned biliteracy unit self-assessment & rubric
4. Model unit feedback & next steps