

Unit Co-Planning Guide (UCPG)

A. Map Unit Content and Individualized Goals		
State Standard/s:		
Class and unit of study: How many class sessions are in this unit?	Access Skills and Prior Knowledge needed for this unit:	
Essential Vocabulary in this unit:	Student specific Essential Vocabulary: Student 1: Student 2:	
Essential Knowledge (Learning Objectives):	Student specific Essential Knowledge: Student 1: Student 2:	
Essential 21st Century Skills students should have at the end of this unit: Critical Thinking and Problem Solving: Communication: Collaboration: Creativity and Innovation:	Connected IEP goal(s): Student 1: Student 2:	
B. Universal Design of Instruction and Assessment		
Representation: <input type="checkbox"/> Text book <input type="checkbox"/> Lecture <input type="checkbox"/> Power Point <input type="checkbox"/> Pictures <input type="checkbox"/> Audio Recording <input type="checkbox"/> Video <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Vocabulary/Big Idea Charts <input type="checkbox"/> Connections to Previous Units Explain: <input type="checkbox"/> Other Explain:	Engagement: <input type="checkbox"/> Connection to real world use/relevance/value Explain: <input type="checkbox"/> Student opportunities to collaborate and communicate <input type="checkbox"/> Lecture <input type="checkbox"/> Student opportunities to make choices <input type="checkbox"/> Students set personal goals/monitor progress <input type="checkbox"/> Other Explain:	Expression: <input type="checkbox"/> Oral question response <input type="checkbox"/> Physical representation <input type="checkbox"/> Drawing/Pictures <input type="checkbox"/> Debate <input type="checkbox"/> Multi-media creations <input type="checkbox"/> Digital or physical Poll/Vote <input type="checkbox"/> Writing <input type="checkbox"/> Thumbs Up/Down to gauge understanding <input type="checkbox"/> Other Explain:

Assessment (Formative and summative): <input type="checkbox"/> Written Quizzes/Tests <input type="checkbox"/> Summative assessment at the end of the quarter <input type="checkbox"/> Exit Tickets <input type="checkbox"/> Notes on oral participation <input type="checkbox"/> Observation <input type="checkbox"/> Other Explain:	Student specific Assessment: Student 1: Student 2:
Projects and Homework:	
C. Involvement of Student Preferences and Strengths in Instructional Design	
Student-directed goal(s): Student 1: Student 2:	Student-directed choice(s) and decision(s): Student 1: Student 2:
Student specific Access Skills and Prior Knowledge: Student 1: Student 2:	Student interests related to the unit: Student 1: Student 2:
D. Planning for Student Specific Supports	
Peer Supports: Student 1: Student 2:	
Adaptations to support the participation and access to in class lecture/activities/projects/assessment and materials: Student 1: People supports: <input type="checkbox"/> paraprofessional <input type="checkbox"/> peer <input type="checkbox"/> dyad <input type="checkbox"/> small group <input type="checkbox"/> other Special Education Teacher Presentation accommodations: <input type="checkbox"/> text read aloud <input type="checkbox"/> fewer items <input type="checkbox"/> larger print <input type="checkbox"/> checklist <input type="checkbox"/> class notes <input type="checkbox"/> AAC device <input type="checkbox"/> other: Response accommodations: <input type="checkbox"/> scribe <input type="checkbox"/> audio-recorded <input type="checkbox"/> spell check/dictionary <input type="checkbox"/> typed <input type="checkbox"/> AAC device <input type="checkbox"/> other <input type="checkbox"/> organization <input type="checkbox"/> timing <input type="checkbox"/> assignments <input type="checkbox"/> other Student 2: People supports: <input type="checkbox"/> paraprofessional <input type="checkbox"/> peer <input type="checkbox"/> dyad <input type="checkbox"/> small group <input type="checkbox"/> other Special Education Teacher Presentation accommodations: <input type="checkbox"/> text read aloud <input type="checkbox"/> fewer items <input type="checkbox"/> larger print <input type="checkbox"/> checklist <input type="checkbox"/> class notes <input type="checkbox"/> AAC device <input type="checkbox"/> other: Response accommodations: <input type="checkbox"/> scribe <input type="checkbox"/> audio-recorded <input type="checkbox"/> spell check/dictionary <input type="checkbox"/> typed <input type="checkbox"/> AAC device <input type="checkbox"/> other <input type="checkbox"/> organization <input type="checkbox"/> timing <input type="checkbox"/> assignments <input type="checkbox"/> other	

Adult supports:

Student 1:

Student 2: