



Curriculum Development Tool Kit

Welcome

The Curriculum Development Tool Kit was designed to support emerging language immersion schools in the creation of effective, student-centered curriculum materials. This resource relies on backwards design and provides practical templates to facilitate curriculum development.

Inside this tool kit, you will find:

Backwards Design Infographic: A visual guide to the principles of backwards design to help you start curriculum planning with a clear road map in mind.

Unit Overview Template: A structured framework for designing and organizing units of study, including essential questions, learning objectives, and more.

Lesson Plan Template: A versatile template for crafting individual lessons that align with your unit plan and meet the specific needs of your students.

Unit Reflection Template: A tool for reflecting on completed units, assessing their effectiveness, and identifying areas for improvement.

We encourage you to explore the contents of this tool kit, adapt the templates to your teaching context, and use them to create curriculum materials that engage students and promote deep learning experiences.

Using the Tool Kit

This tool kit is designed to guide you through the curriculum development process step by step. Begin with the Backwards Design Infographic to understand the core principles of curriculum design, then use the provided templates to plan and implement your curriculum. The Unit Overview Template will help you create a bird's eye view of your curriculum, as described in Step 2 of the Backwards Design Infographic. The Lesson Plan Template will guide you through Step 3 of the infographic as you drill down to the specifics of your curriculum. Lastly, the Unit Reflection Template will help you assess and refine your curriculum materials for continuous improvement as described in Step 6 of the Backwards Design Infographic.

Additional Resources

Throughout this tool kit, you will find references and links to additional resources, including articles and websites. Explore these resources to assist in curriculum development, particularly as you work on unit and lesson plans.

Backwards Design

1

DEFINE

Define the language skills and cultural knowledge students should gain to create learning goals. Start with the end in mind by building culture and language standards for the highest grade level before identifying scaffolding for these skills in the lower grade levels.

3

PLAN LESSONS

Build lesson plans to support the overarching information identified as the focus for each unit. When designing a new curriculum, decide whether lessons will be created by teachers or prepared and provided to teachers. Lesson plans should be specific about the day-to-day details of instruction. These details include activities, materials, and formative assessments.

5

IMPLEMENT

Implement the curriculum. Deliver instruction to students according to the lesson plans and associated teacher training. Continue to train teachers through group professional development and consistent observation and feedback. Monitor student progress toward the defined learning goals throughout implementation.

2

ORGANIZE

Develop a scope and sequence by grouping learning goals and creating aligned unit overviews. Use a unit planning template to organize overview information such as focused learning goals and conceptual understandings, essential vocabulary, connections, and end-of-unit assessment. Units typically span four to nine weeks, depending on the school's instructional calendar.

4

TRAIN

Train instructional staff on the curriculum. Training should be hands-on and include follow-up or teacher coaching throughout implementation. Depending on the specifics of your curriculum design, training may include lesson planning, lesson delivery, technology use, or tracking student data.

6

ADJUST

Based on student progress toward the learning goals, adjust lesson plans and unit overviews, reorder units, or add scaffolding throughout the year. Use quantitative data from formative and summative assessments and qualitative data from teachers and students to inform curricular adjustments.



Unit Overview Template

Overview

The heart of effective education, a well-structured curriculum serves provides a road map to guide educators in content delivery and assessment design that support student achievement of specific learning outcomes. This Unit Overview Template will help you ensure consistency and quality in your programming.

This template can assist educators, instructional designers, and curriculum developers as they craft comprehensive and well-organized unit plans. Whether you want to create a brand-new curriculum or enhance an existing one, this structured framework encourages thoughtful planning and alignment with learning objectives.

The template's flexible structure accommodates a wide range of subjects, grade levels, and instructional approaches. It helps to streamline curriculum development with its clear sections for essential components such as standards, essential questions, vocabulary, connections, and a weekly breakdown to help you bundle standards before writing lesson plans.

How to Use

Begin with the goals in mind by identifying the length of units and the standards for each unit. Units typically span four to nine weeks, depending on the school's instructional calendar. Then, work through the template section by section based on the knowledge and skills that students should develop in each unit of curriculum. Once you have determined the broad overview of a unit, bundle the covered standards by week. In your weekly overview, consider which standards influence one another or are natural pairings. For instance, in a Native language course, vocabulary knowledge often enhances speaking and listening skills. Keep in mind that you may revisit a standard or consistently review a standard, like those that reference speaking and listening skills. While the vocabulary may change from week to week, the goal of enhancing students' conversational skills in a Native language may persist from week to week.



Unit Overview

Content

Standards

These are the content and/or language standards addressed in this unit. When planning and outlining a unit, start with the end in mind.

Example: Initiate and participate in basic conversations, introducing themselves, asking and answering simple questions, and engaging in everyday dialogues in Cherokee.

Enduring Understandings or Essential Questions

What larger conceptual understandings and question(s) will we address through this unit?

Example: Language is a bridge to cultural connection and understanding. Through the ability to initiate and participate in basic conversations, introducing themselves, asking and answering simple questions, and engaging in everyday dialogues in Cherokee, learners gain not only the practical skills for communication but also a profound appreciation of the Cherokee culture.

Unit Vocabulary

Teachers will cover these important terms and phrases and students should understand them for content and/or skill development.

Vocabulary can include domain-specific words (e.g., Mitochondria, slope, usdi — moon) or academic vocabulary (e.g., empathy, evaluate, hypothesis).

Examples: *kalatisgaisa* (how are you), *gigageusdi* (family),
wadvosmiga (friend), *0^bVT\$JoDVT\$V.AT\$A* (clan)



Unit Overview Template

Connections

Real-World Connections

What real-world connections and relevant examples can you create for students through this unit?

Example: Clans are foundational to the social structure of the Cherokee people. Cherokee society historically consisted of several matrilineal clans, and individuals were born into their mother's clan. Clan membership was crucial in shaping a person's identity and sense of belonging in the community.

Interdisciplinary Connections

What connections to other content areas will occur throughout this unit? For example, are there connections between language and science? Culture and history? How will these connections be made intentionally throughout the unit?

Example: Cherokee clans often had individuals who specialized in the knowledge of plants and their uses. These individuals, often referred to as "plant medicine people," belonged to specific clans and held expertise in the medicinal, culinary, and practical applications of local flora. Through clan networks, this knowledge was shared and passed down through generations, contributing to Cherokee understanding of local plant life.

Clans also played a role in tracking celestial events and seasonal changes. Certain clans had members who were particularly attuned to the patterns of the moon, stars, and seasonal changes. This knowledge was essential for agricultural practices, timing ceremonies, and navigating their environment effectively.



Unit Overview Template

Weekly Overview		
Week #	Focus Standards	Brief Description
Week 1		
Week 2		
Week 3		



Unit Overview Template

Unit Overview

Content Area		Unit Title	
Grade Level		Unit Duration	
Teacher			

Content

Standards <i>These are the content and/or language standards addressed in this unit. When planning and outlining a unit, start with the end in mind.</i>	Enduring Understandings or Essential Questions <i>What larger conceptual understandings and question(s) will we address through this unit?</i>
	Unit Vocabulary <i>Teachers will cover these important terms and phrases and students should understand them for content and/or skill development.</i>



Unit Overview Template

Connections

Real-World Connections

What real-world connections and relevant examples can you create for students through this unit?

Interdisciplinary Connections

What connections to other content areas will occur in this unit? For example, are there connections between language and science? Culture and history? How will these connections be made intentionally throughout the unit?

Weekly Overview

Week #	Focus Standards	Brief Description
Week 1		
Week 2		
Week 3		



Lesson Plan Template

Overview

After you've designed a unit overview, lesson plans are more specific, daily plans within the unit structure. This comprehensive tool is designed to assist educators and emerging language immersion school curriculum designers as they develop organized, effective, and engaging lesson plans to facilitate meaningful student learning experiences.

A well-structured lesson plan becomes your road map for each class, ensuring that you cover essential content, employ effective teaching strategies, and meet the diverse needs of your students. Use this template for a clear framework to guide you through the planning process.

Remember that a lesson plan is not a rigid script but a flexible guide. Adapt it as needed based on your students' responses and the dynamic nature of the classroom. You can customize this lesson plan template to suit your specific subject, grade level, and teaching style. By doing so, you can ensure that your plans align with your curriculum, teaching goals, and students' unique needs.


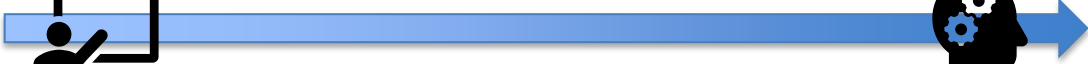


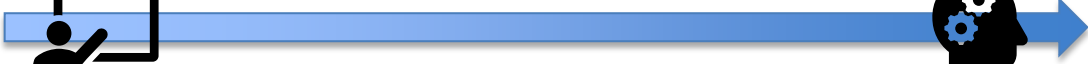

How to Use

Once you have developed a unit plan, the curriculum development team or teachers can use this template to create the associated lesson plans. There are several types of lesson models that can be used as a structure. This template uses the gradual release model, also referred to as "I Do, We Do, You Do." You can learn more about the gradual release model [from this blog](#). Other important components of a lesson include the demonstration of learning and differentiation strategies.

Lesson #	Lesson Title
Unit	<i>Put the name of the unit this lesson goes with here.</i>
Time	<i>How long will this lesson take? This is usually the same amount of time as a class period or instructional block but sometimes a lesson may extend beyond one day. Note the total lesson time here in minutes or days based on your instructional calendar and the demands of the learning objective(s). You will also want to break out the time in minutes for each lesson component (Opening, I Do, We Do, You Do).</i>
Learning Objective(s)	<i>Learning objectives or learning outcomes are measurable and specific standards-based statements that outline what is expected of students and how their performance will be assessed. Before identifying lesson activities and materials, clearly define learning objectives based on the learning standards identified and organized in the unit plan. Clear learning objectives help you know if students have accomplished the objectives and what you can do to help students reach the objectives. While learning objectives serve as an instructional design compass for teachers, they should also be accessible for students, so that students can use them to monitor their learning.</i>

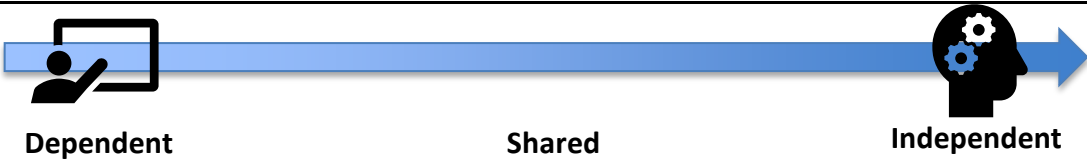


Lesson Plan Template

	<p><i>Example: Students will interact and make meaning in spoken and written conversations to share information and opinions.</i></p> <ul style="list-style-type: none"><i>In this example, the skill, methods of assessment, and context of those assessments is clearly identified. You may also want curriculum developers or teachers to add a measurement component. For instance, in the example a teacher could add “as measured by a 4-point rubric.”</i> <p><i>For more information on effective learning objectives, visit Boston College's article.</i></p>
Demonstration of Learning	<p><i>Backwards design is a process for course design that begins with the end in mind. In other words, it asks course developers to start with where they hope students will end up. One piece of where students will end up in a lesson plan is learning objectives. The other component is the demonstration of learning. Demonstration of learning refers to a student project, presentation, or product that gives a teacher data to check for student understanding and assess student mastery. For examples of demonstrations of learning in action, review this TNTP resource with videos and descriptions.</i></p>
Opening	<p><i>This part of a lesson is sometimes referred to as the “hook.” It introduces the lesson in a way that grabs students’ attention. Ensure that lesson openings are connected to the learning objectives, engaging, and relatively quick in proportion to the time spent on the rest of the lesson’s components. For a few opening ideas, review this University of Iowa Center for Teaching resource.</i></p>
I Do	<div></div> <p>Dependent Shared Independent</p> <p><i>The “I Do” is the dependent portion of the lesson, when activities focus on teacher demonstrations of concepts, teacher modeling of skills, or teacher-led mini-lessons. The teacher connects to prior learning, provides background knowledge, provides input to students, explains, demonstrates, or thinks aloud when demonstrating concepts. Students observe, listen, process, and ask questions. If you are using another lesson model, use this box to document the first lesson activity.</i></p>
We Do	<div></div> <p>Dependent Shared Independent</p> <p><i>“We Do” is the portion of the lesson when activities focus on co-creating and clarifying</i></p>



Lesson Plan Template

	<p><i>meaning with students. Teachers and students share in the activity, and the teacher guides and provides feedback along the way. “We Do” or shared activities often consist of guided practice. Students observe, listen, process. Examples of guided practice activities include completing graphic organizers together, performing experiments or exploratory learning activities alongside students, working through math problems together, practicing conversations in small groups and getting immediate feedback from the teacher, and whole-group discussion formats with the teacher as facilitator. If you are using another lesson model, use this box to document the second lesson activity.</i></p>
You Do	<div><p><i>“You Do” is the portion when activities focus on independent student activities. Now, students complete practice and tasks aligned to the other two portions of the lesson independent of the teacher; however, you may choose to have students collaborate with one another. “You Do” activities could include students writing, recording practice conversations, preparing or giving a speech, preparing or facilitating a presentation, conducting an experiment on their own, researching, completing math problems, and completing a project or exploratory learning task on their own or in small groups.</i></p></div>
Materials	<p><i>List texts and any supplies needed to successfully carry out the activities. Even if anchor or main texts are chosen for you, you should include thoughtful and grade-level appropriate supplemental texts and any supplies for exploratory learning activities. There are several resources for finding culturally relevant anchor/main or supplemental texts. Here are a few:</i></p> <ul style="list-style-type: none">• <i>Native American Children’s Literature Recommended Reading List</i> from First Nations Development Institute (Grades Early Childhood-12)• <i>100 Native American Children’s Books</i> from Colors of Us (Grades Early Childhood-12)• <i>26 Children’s & YA Books That Celebrate Native American Heritage</i> from Brightly (Grades Early Childhood-12)
Differentiation	<p><i>Differentiation describes adjustments to curriculum and instruction that help maximize learning for all students. Adjustments can include using images for language learners, incorporating scaffolding, providing extensions, and differentiating texts by Lexile levels. To learn more about differentiation in the classroom, review the Iris Center at Vanderbilt University’s module.</i></p>
Vocabulary	<p><i>Vocabulary describes the content-specific (e.g., mitochondria, slope) and any academic vocabulary (e.g., industrious, measure) that will be new or focused on for the lesson.</i></p>



Lesson Plan Template

Lesson #	Lesson Title
Unit	
Time	
Learning Objective(s)	
Demonstration of Learning	
Opening	
I Do	
We Do	



Lesson Plan Template

You Do	
Materials	
Differentiation	
Vocabulary	



Unit Reflection Template

Overview

Reflection is a powerful catalyst for growth and learning, and it plays a pivotal role in shaping effective teaching practices and enhancing student learning. Our journey toward continuous improvement is marked by thoughtful examination of our teaching strategies, the assessment of student progress, and the exploration of what worked well and what could be refined. This resource can facilitate reflection by providing a structured framework suitable to various subjects, grade levels, and teaching contexts.

This versatile tool encourages introspection at the end of a teaching unit to conduct a thoughtful analysis of instructional methods, assessment outcomes, and student engagement. This template provides a user-friendly structure for capturing and reflecting on insights and observations about a unit's design and teaching practices. From evaluating the alignment between instructional design and student outcomes to assessing the impact of classroom interactions on student understanding, this template guides educators through a comprehensive reflective process.

How to Use

This template guides teachers through reflections during the “implement” and “adjust” phases of backwards design. Student data and faculty reflections should be used during the adjust phase to improve upcoming units, spiral standards that students did not perform well on into future units and adjust the current unit for the coming year.



Unit Reflection Template

Overview

Content Area		Unit Title	
Grade Level		Unit Duration	
Teacher			

Reflections

During the unit...

What have students found particularly compelling?

Document standards, enduring understandings or essential questions, activities, or demonstrations of mastery where students showed high interest or engagement.

When did students feel challenged or need more scaffolding?

Document standards, enduring understandings or essential questions, activities, or demonstrations of mastery where students were challenged and instances when they needed more scaffolding than initially expected.

When were there opportunities for additional extension or connection activities?

Document places when you added activity extensions or found real-world or interdisciplinary connections that were impactful for students.

When was your teaching knowledge or skill set challenged?

Document places when you felt challenged or needed more support. Identify specific support requests, such as additional training, books, co-teaching with a colleague or administrator on a specific topic, or coaching in a specific practice area.



Unit Reflection Template

After the unit...

How did the assessment tasks support or hinder students' ability to demonstrate learning?

Note whether the tasks and assessments were well-connected and if students were able to demonstrate learning effectively.

What data were collected? Were the data useful? What did they show about student learning?

Describe the formative and unit assessment data collected and discuss how useful these data were. Reflect on whether the type and frequency of data collection may need to change for future units or if this unit is retaught in the future.

If you were to teach this unit again, what would you adjust?

Describe any additional adjustments you recommend.

When was your knowledge or skill set challenged? What support do you need moving forward?

Discuss what supports from school administration, the governing organization (e.g., school district), colleagues, and the community would help as you continue to implement the curriculum.