



Equitable CS Teacher Unit Planning Guide

This unit planning guide supports teachers in organizing, developing, and calculating all aspects of a unit of learning. Teachers can use this tool to thoroughly and thoughtfully plan entire curricular units in the classroom with students.

Part I guides teachers to consider content, instructional strategies, pedagogical skills, and adaptations for inclusion throughout the unit.

Part II prompts teachers to engage with and incorporate culturally responsive-sustaining practices and inclusive teaching strategies within each unit of student learning. Recommended resources to accompany this unit planning guide can be found below the worksheet portion of the checklist.

Part I.

Question	Notes/Information
Which standards will be covered during this unit?	
What are the overall objectives of this unit?	
What are some examples of the essential questions and/or learning targets for lessons in this unit?	
What will be the formative, summative, and/or ipsative assessments for this unit?	
What are some resources (videos, graphic organizers, worksheets, articles, etc) that will be needed for this unit? <ul style="list-style-type: none"> • <i>How might the readable resources be modified for students?</i> 	
How many class periods will this unit take (approximately)? <ul style="list-style-type: none"> • <i>How should I structure and create a pacing guide for this unit?</i> • <i>Which school/district calendar events or holidays may impact the pacing of this unit?</i> 	
What key vocabulary terms/words will students engage with during this unit? <ul style="list-style-type: none"> • <i>Which of these terms will be completely new to students?</i> • <i>Which of these terms have synonyms or derivatives that connect to vocabulary students already know?</i> 	

Question	Notes/Information
<p>In what ways will this unit be differentiated to support academic language development and elevate students' multilingual skills? What are ways this unit will be differentiated/modified for emergent bilingual (ELL) students?</p> <ul style="list-style-type: none"> <i>How can translanguaging concepts be implemented?</i> 	
<p>In what ways will this unit be differentiated/modified to be more accessible for students with disabilities (SWD)?</p> <ul style="list-style-type: none"> <i>How can activities and content be scaffolded in a variety of ways?</i> <i>How can UDL principles be integrated throughout this unit?</i> 	
<p>What could mastery/success in this unit look like for all students?</p> <ul style="list-style-type: none"> <i>What should all students know and understand after this unit?</i> <i>Will a summative assessment score/grade be used as the marker of unit mastery?</i> 	
<p>In what ways will this unit allow students to build on prior learning and skills and apply concepts to prior learning?</p> <ul style="list-style-type: none"> <i>What vocabulary and concepts from this unit connect with prior learning?</i> 	

Part II.

Concept <i>Does this unit examine, introduce, or explore:</i>	Status	Notes/Adjustments/Reflections
<i>race, racism, and/or racial justice?</i>		
<i>gender, sexism, and/or gender justice?</i>		
<i>disability, ableism, and disability justice?</i>		
<i>current and/or historical sociopolitical event(s)?</i>		
<i>technology's role in impacting society (ethically, on justice, and/or politics)?</i>		
<i>the variety of (cultures, ethnicities, nationalities, etc.) of students in the classroom?</i>		
<i>the variety of (cultures, ethnicities, nationalities, etc.) of historically marginalized identities not represented in the classroom?</i>		
<i>peer-to-peer teaching and learning?</i>		
<i>student voices, ideas, perspectives, agency, and/or choices?</i>		
<i>historically underrepresented family and community member voices, ideas, and/or perspectives?</i>		