

Unit Plan Descriptions

ELEMENT	DESCRIPTION
Getting Started	<ul style="list-style-type: none"> • The unit plan is a snapshot that allows a teacher to view the lessons within a unit to ensure they are standards based lessons that make connections through interdisciplinary activities and meet the needs of all learners. • By looking at each section, a person can determine what is needed to implement each lesson and the strategies that will be used to fulfill a spiraling curriculum. • The unit plan is a tool to analyze the lessons included in order to determine that students will be exposed to a variety of assessments and teaching strategies. In addition, students will develop higher order thinking skills, and improve each of their multiple intelligences.
Title	<ul style="list-style-type: none"> • A title is a descriptive heading for the unit.
Content Area	<ul style="list-style-type: none"> • Main subject area to be taught (with integration, other subjects may be included, but do not need to be listed here since they will be listed on the individual lesson). The unit should be appropriate for your licensure area.
Grade	<ul style="list-style-type: none"> • Grade level of students
Duration	<ul style="list-style-type: none"> • Amount of time required for the entire unit. It should be appropriately long for the grade level. • It may be helpful to develop a timeline that includes items for consideration. For example, <ul style="list-style-type: none"> ○ 1 month before: Set up field trip and ask for parent volunteers to accompany the students on the field trip ○ 2 weeks before: Begin search for videos ○ Schedule sessions in Computer Lab ○ Discuss with Media Services/Library about pulling books, magazines, etc. • In order to meet the objectives of each lesson in the unit, time must be an important consideration.
Standards/Benchmarks	<ul style="list-style-type: none"> • The teacher needs to know what measures of performance (standards) are to be expected in addition to what type of lesson is to be presented, procedures to be followed, and what students are expected to do. State content standards for students should be included here. Example of a

Unit Plan Descriptions

	<p>standard for mathematics: Standard 5 – Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</p> <ul style="list-style-type: none"> • A well-developed unit will contain a variety of standards. For example, a unit on the Revolutionary War should include Language Arts, Math, and Science activities and perhaps other subjects as well. Therefore, the standards section will have the standards met listed for each of these subjects. • A benchmark represents a certain reference point (sub-standard) on an assessment scale. Benchmarks will be listed in each individual lesson.
<p>Objectives</p>	<ul style="list-style-type: none"> • Objectives are specific, measurable statements aligned with state standards that describe desired student behavior at the end of a unit. • Before the unit is prepared, the teacher should have a clear idea of learner outcomes (objectives) to be addressed in the lessons. Ask the question, “What specifically should the student be able to know, do, and care about as a result of the lesson?” • After each objective, be sure to give the thinking skill level according to Bloom’s Taxonomy. For example, Define each of the themes of geography (Knowledge), or Identify examples of each theme of geography (Comprehension). • Only the main objectives for the unit are listed. However, lessons within the unit may have others that are specific to the lesson.
<p>Pre-Assessment/ Activating Background Knowledge</p>	<ul style="list-style-type: none"> • Teachers have the challenge of meeting the needs of a diverse group of students. Therefore, it is important to assess students to determine their skills and knowledge. • Prerequisite knowledge refers to the knowledge and skills a student must have to successfully participate in the unit. For example, a student must have graphing skills before participating in a unit that has activities that require graphing, or knowledge of longitude and latitude before a geography lesson. • In this section, you will list the knowledge and skills a student needs in order to participate. How will you accommodate those without the prerequisite knowledge while maintaining the interest of those who do? • This information will be a building block for the pre-assessment. Therefore, your pre-assessment will address both knowledge and skills required during the unit. • Be sure to use enduring understandings and essential

Unit Plan Descriptions

	<p>questions in order to activate the learner’s previous knowledge. (Refer to Lesson Plan Template for specifics)</p>
<p>Assessment/ Data Collection</p>	<ul style="list-style-type: none"> • Assessment is the process of collecting and interpreting information about student achievement. • Assessments can be formative or summative: <ol style="list-style-type: none"> 1) Formative: An assessment that gives information about a student’s achievement during a period of instruction. Examples of formative assessment include quizzes, initial drafts and questions during the lesson 2) Summative: An assessment that gives information about a student’s achievement at the end of instruction. Examples of summative assessment include final exams, final drafts and final projects. • Every unit should include a variety of assessments, aligned to standards, in order to determine student achievement before, during and after the unit. • Assessment and data collection should occur several times throughout the unit. These assessments can be in the form of quizzes, worksheets, projects, labs or other teacher observations. (Formative assessments) • The final assessment should consider standards, enduring understandings and essential questions. Final assessments can be in the form of tests, performance-based or authentic activities. (Summative assessments) • Consider whether a variety of assessments should be used to address different student learning styles. (UDL considerations) • With the enactment of No Child Left Behind (NCLB) and requirements of Adequately Yearly Progress (AYP), Colorado SB-191 and specific state requirements, teachers must now have adequate documentation to show student achievement. • A well-developed grading system can provide a teacher with the needed documentation for student achievement as well as a tool for curriculum analysis.
<p>Differentiation/UDL Considerations</p>	<ul style="list-style-type: none"> • To differentiate instruction is to recognize students’ varying background knowledge, culture, readiness, language, preferences in learning and interests, and to react responsively. • The intent to differentiating is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process. • Planning ahead will allow for good design of materials or presentations with a view to Universal Design for Learning. (UDL)

Unit Plan Descriptions

Preparing class for lesson and transitions	<ul style="list-style-type: none"> • Remember to include the UDL Modification Worksheet when planning your unit and writing specific lesson plans. • Discussion of expected behaviors during teaching/transitions
Resources and Materials (Integration of some form of Technology is REQUIRED)	<ul style="list-style-type: none"> • Resources and materials will be listed in each individual lesson; they will not be listed in the unit plan. However, teachers should understand that it is important to view the resources and materials required in all lessons in a unit so they are prepared.
Daily Lessons and Activities	<ul style="list-style-type: none"> • Included in the end of the unit plan will be all daily lesson plans. • Titles of each lesson should be listed in this section. • Within a unit there should be a variety of instructional strategies used to teach the lessons, from teacher input to independent practice. Below are different ways to teach the lesson, including but not limited to, the following: <ul style="list-style-type: none"> ○ Cooperative Learning ○ Role Play ○ Inquiry-Based (question /answer, scientific process) ○ Problem-Solving ○ Group Discussion ○ Case Studies ○ Primary Sources ○ Nine Essential Strategies • The summary below can be an excellent tool to evaluate the unit. <ul style="list-style-type: none"> ○ Have you met all the required standards and benchmarks? ○ Does your unit include activities that align with all the intelligences? ○ Have you developed activities that ensure higher level thinking skills? ○ Have you used a variety of instructional activities? ○ Did you address differentiation? (UDL) ○ Did you include some form of technology to engage/enhance learning?
Summarize/Evaluate/Reflect	<ul style="list-style-type: none"> • Reflect on your unit and on the following: <ol style="list-style-type: none"> a) Classroom environment b) Transitions c) Objectives match assessment and activities d) Meeting the needs of all Learners (UDL) • Summarize, interpret and consider gains in academic

Unit Plan Descriptions

	<p>performance levels of students in relation to where the students were prior to instruction, the context in which teaching and learning occurred and the implications of analysis for one's OWN professional effectiveness and development.</p>
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