

# Unit Planning Template

## Definitions/Guidance

Unit Title:

Teacher:

Grade Level/Course:

Approximate length of unit:

Unit summary:

- Brief narrative comprised of 2-4 sentences discussing the unit.

### Stage 1 - Desired Results

Cross-curricular Skills Standards

Graduation Standards (content area standards of primary importance in this unit)

### Primary Performance Indicators

- Define essential knowledge and skills to be assessed in the summative assessment;
- Determine what you intend to teach and assess explicitly.

### Supporting Performance Indicators

- Define content and skills you intend to review or introduce;
- Are assessed only in formative ways.

### Understandings

- Reside at the heart of the discipline and involve “doing” the subject;
- Make sense of information and skills, and help students mentally organize and apply information;
- Help students develop perspective and empathy;
- Are transferrable across contexts, places and times.

### Students will know...

- Learning expectations of the unit based on the primary performance indicators;
- Factual information, vocabulary, and basic concepts of the unit.

### Essential Question(s)

- Stimulate students to engage in inquiry and extended thinking;
- Provide relevance;
- Set the stage for students and preview what the unit is about;
- Are derived from unit understandings;
- Help students articulate those understandings.

### Students will be able to...

- Identify skills or processes that comprise the targeted primary performance indicators;
- Integrate skills and knowledge, and apply in new situations.



## Stage 2 - Evidence of Student Learning *Assessment Design*

### Scoring Criteria

- Are outlined in a scoring guide or rubric format aligned with primary performance indicators;
- Define levels of performance for what students should know and do (e.g., 1-6; exceeds, meets, partially meets, and does not meet);
- Identify the criteria for meeting proficiency first;
- Include student input to ensure student-friendly language and understanding;
- Is exemplified by student work samples that clarify levels of performance (i.e. What does “meets” look like using prior student work samples?).

### Summative Assessment

- Evaluates student progress in achieving the primary performance indicators;
- Addresses the essential question(s) in a thoughtful manner;
- Integrates the identified Guiding Principle(s) in the demonstration of the content performance indicators;
- Aligns to the expected depth of knowledge identified in the primary performance indicators;
- Provide differentiated entry points for students to demonstrate the performance indicators.

### Entry-level Assessment

Conduct an oral, written, or kinesthetic pre-assessment to determine students’ strengths, weaknesses, understandings, and misconceptions in order to inform instruction.

- Includes questions related to each of the primary performance indicators;
- Groups the questions or activities in relation to each performance indicator so that data clearly indicates knowledge or gaps in knowledge per indicator;
- Includes a continuum of questions that transition from simple to complex, concrete to abstract, and recall to open-ended.

## Stage 3 - Instructional Design

### Initial Event or Hook:

- Provides an engaging, entry-level event that ensures students’ interest in the content. This is the hook to the unit.
- Encourages students to access prior knowledge;
- Provides student work exemplars demonstrating an outcome of the unit.

## Provide a skeleton overview of lessons in the unit

Based on entry-level assessment data, a teacher may adjust the sequence, pacing, and student grouping. In this section, list the major learning activities for the unit.

### Learning Target

- Collectively reflects the learning expected to ultimately achieve the performance indicators
- Identifies what students should learn and do in the course of the identified learning experience
- Are explicitly shared with students
- Defines how progress will be monitored through formative assessments

### Formative Assessment

#### For teacher:

- Keeps the end (i.e. summative assessment) in mind
- Provides insight to improve student achievement
- Adjusts instruction based on results
- Involves students in self-assessment and reflection
- Requires clear, descriptive feedback to students in a timely manner

#### For students:

- Allows them to understand, monitor, and reflect on growth of their learning
- Maintains student engagement

### Learning Experience(s)

- Vary in length dependent upon the intended outcome(s);
- Organized to maximize engagement and active learning around the learning target(s);
- Are differentiated to address the needs identified through formative assessment results;
- Provide opportunities for students to make connections between the learning target(s) and the performance indicator(s).

## Stage 4: Resources and Reflection

### Resources

- Are varied and based on student learning styles and needs;
- Include a range of media and print materials;
- Differentiated by levels to support student access.

### Student Reflection

- Informs the learning process and achievement;
- Provides opportunities to reflect on learning in relation to the identified performance indicators and Guiding Principles;
- Occurs throughout the unit and after the summative assessment.

### Teacher Reflection

- Informs changes in instructional practice;
- Uses the Unit Design Tuning Protocol to reflect on and refine the various elements of the unit;
- May occur prior to implementation as well as after the unit is completed;
- Includes a collaborative review of student work using a protocol to consider the elements of the unit design plan that were most effective and identify areas that could be improved;
- Determines additional work needed for the unit to become part of the core curriculum for the course, school or district.