Standards-Based Unit of Study Template

Part I: Unit Plan Template

Unit Title _____

Teacher _____

Grade Level _____ **Approximate Length of Unit** _____

Unit Organizer – a statement or question that communicates the content standards in a way that engages students by connecting learning to prior knowledge, skills, experiences, beliefs, and/or customs. *See Appendix B*

Organizer Checklist

Does your organizer meet these criteria?

___ provides relevance; the "why" for learning
___ standards-based
___ inquiry-based
___ connects to prior knowledge

Standards Addressed

Academic Expectations and Program of Studies

(The minimum content required for all students by law)

Standards- *Program of Studies*, Core Content for Assessment (*Combined Curriculum Document), Kentucky World Languages Framework, English Language Proficiency, Technology Student Standards, Kentucky Occupational Skill Standards,* ACT College Readiness Standards, College Board Advance Placement (AP), International Baccalaureate (IB) *See Appendix C*

Targeted Standards - content and skills/processes to be taught and assessed

Supporting Standards - content that is relevant to the unit but may not be assessed; may include connections to other content areas

Note: Academic Expectations and *Program of Studies* contain the minimum content required by law for all students.

What do students have to know and be able to do in order to meet the targeted standards?
The targeted standard(s) should be deconstructed to determine what students should know and be able to do (learning target).
Once the targets are determined, formative and summative assessments are developed and aligned with learning targets. *See Appendix C*

Students will know:	**Students will be able to do:**

Essential/Guiding Questions – are used to gain student interest in learning and are limited in number. They promote critical or abstract thinking and have the potential of having more than one right answer. *See Appendix D*

Do the essential questions:
___ connect to targeted standards?
___ narrow the focus of the organizer?
___ encourage critical thinking skills?

Summative/End of Unit Assessment – the final assessment piece of the unit which should evaluate student progress in achieving each of the targeted standards
See Appendix E

Does the assessment:

___ assess all targeted standards?
___ align to Depth of Knowledge level?
___ demonstrate critical thinking skills?
___ demonstrate learning in different ways?
___ allow for diverse needs of students?

Scoring Criteria

Develop a scoring criteria tool that will evaluate your summative/end of unit assessment.

Questions for Consideration

___ How well do we want them to know it and be able to do it?
___ What do we want students to know and be able to do?
___ How will we know when they know it or do it well?

Entry-level Assessment – Once learning targets are determined and your summative assessment has been designed, students are pre-assessed to determine their strengths, weaknesses, understandings and misconceptions in order to inform instruction. *See Appendix E*

How do I…

___ find out what my students already know and are able to do?
___ find out what additional support students need to meet a given learning target?
___ form flexible groups for instruction based on what students know and are able to do?

Type of Assessments – In addition to your summative/end of unit assessment, what other assessments will you use throughout the unit (e.g., formative, summative assessments, diagnostic assessments, pre-assessment aligned with learning targets, classroom assessments, learning checks)? *See Appendix E*

Assessment	Learning target aligned to assessment	Write F for Formative and S for Summative (may be both)		How Often?
Anecdotal records	_____	_____	_____	_____
Class discussions	_____	_____	_____	_____
Conferences and interviews	_____	_____	_____	_____
End of unit tests (including MC and OR)	_____	_____	_____	_____
Journals, learning logs	_____	_____	_____	_____
Performance events	_____	_____	_____	_____
Performance tasks	_____	_____	_____	_____
Projects	_____	_____	_____	_____
Running records	_____	_____	_____	_____
Selected and/or constructed responses	_____	_____	_____	_____
Self-assessment/reflection	_____	_____	_____	_____
Student revision of assessment answers				
Student work folder	_____	_____	_____	_____
Writing tasks (e.g., journals, memoirs)	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____

Learning Experiences - When designing learning experiences, consider varied and rigorous instructional strategies to teach content. As you design instruction, plan learning experiences that reinforce and enrich the unit while connecting with the standards and assessments. Specific details can be recorded in lesson plans. *See Appendix F*

Indicate your unit learning experiences here.

How do the learning experiences…

___ address individual student needs?
___ consider the perspective of the learner?
___ include varied and rigorous experiences?
___ incorporate appropriate literacy strategies/skills?
___ incorporate appropriate content literacy strategies/skills?
___ integrate inquiry?
___ connect to other content areas as appropriate?
___ integrate technology as appropriate?

Unit Sequencing - Order/sequence your lessons after determining your assessments and learning experiences. This sequencing should build upon students' previous knowledge, allowing them to make connections to their learning. *See Appendix F*

Consider the following questions when sequencing the unit.

- What sequence of instruction will work best for my students to understand this content?
- How will the learning experiences be organized to maximize engaging and active learning?
- How do the lessons move students from foundational to critical thinking skills?

Resources/Tools

List resources/materials that are needed to support student learning.

Do the resources:

___ relate to the identified targeted standards?
___ enhance student learning?
___ allow for the diverse needs of students?
___ move beyond the textbook?
___ help make learning relevant to students?
___ integrate technology in a meaningful way?

Reflection

After teaching the unit, reflect on the strengths and weaknesses of the lessons, activities and assessments. How can I make the unit more effective?

Questions for Reflection

- What worked well and how do I know this?
- What lessons/activities do I need to revise? Why? How?
- How did my assessments (formative/summative) guide/alter my instruction?
- Should/Could I involve other teachers in this unit (cross-content connections)?
- Are there any additional resources I need to include?
- What might I do differently next time?

Click **HERE** to Download the Unit Plan Template