

## TEC 674: Unit Calendaring Spring 2024

As we also jump into the specifics of lesson planning, we need to map out the entirety of our units. In order to do this, we need to be specific in terms of how long each of you thinks your unit will take and how you plan on getting to your end goals. Your overall unit should be roughly 3-6 weeks total (however you can go longer than this if you feel your unit may take longer). Also, before you write anything on a calendar, **revisit *WHERE TO***. Chapter 11 of Wiggins & McTighe also has useful tips if you are struggling.

**Step 1: Calendaring** (I recommend these steps, but you do not have to follow them in order to get to your desired result):

Start with your final product, performance, examination, or demonstration of student knowledge. Estimate how many days this activity or set of activities may take you and your students to complete. What is the essential question(s) that they should be able to answer? Once this is clear, place it on a calendar.

Possible pathways towards getting to your goals:

1. Create weekly goals and assessments that will lead to your students successfully demonstrating their understandings for the final. Make sure to link these, explicitly to the final and make sure that they are revisited in subsequent weeks. Use the “Students Will” framework.
2. For each week, list the guiding/essential question that you are working towards (this can be your larger unit question or sub questions related to the larger question). Overarching EQs can run over multiple days/weeks. Topical EQs can run over multiple days, but shouldn’t run over multiple weeks.
3. For each day, list out the activities and experiences that your students will do, how you plan on assessing them (formative, summative) and what you will have them do to self-assess and/or revise their work.
4. For each day, ask yourself how many of the WHERE TO elements does the lesson have. If possible, write these on the day. Across several days you should be able to meet the entire WHERE TO process (but it’s optimal if a single lesson can do it).
5. Again, starting with the end, work backwards until the first day. OR, start at the beginning and work towards the end.
6. Feel free to do activities over multiple days.
7. Feel free to have regular things that you will do on particular days across the unit (Tuesday is oral presentation day, Wednesdays are group work days, Fridays are reflection and revision days, etc.).
8. Make sure to incorporate time for reflection and revision *after* the final performance/summative evaluation, where you can gather data on the entirety of the process and solicit feedback from your students on what they believed worked well for them and what they believe could be changed if you all were to do this again.

Note: for your daily plans, you can be very broad. You will do two detailed lesson plans for your final unit that you turn in, but for the purposes of calendaring, we do not need that level of detail. Think of the three topics that you want to spend most time thinking about and fleshing out. These should be the topics you want to do detailed lessons for.

[Sample Unit Calendars](#)

[Calendar Templates](#) (feel free to adapt any of these or create your own)