

Unit Plan Template

Click on any descriptive text, then type your own.

First and Last Name	
School District	
School Name	
School City, State	
Unit Title	
<i>A descriptive or creative name for your unit</i>	
Unit Summary	
<i>In 3-5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in a project scenario.</i>	
Subject Area	
<i>The subject area you are specifically targeting for the unit (addressed in the standards, objectives, and instructional procedures)</i>	
Grade Level	
<i>The targeted grade level(s) for the unit</i>	
Approximate Time Needed	
<i>Example: 8 50-minute class periods, 6 weeks, 3 months, and so forth</i>	
Targeted Content Standards and Benchmarks	
<i>Paste your standards here. After refining and reducing the list of standards for this specific unit, the resulting standards in this section should include prioritized, targeted standards that your students are expected to meet (not just lightly address) and which you will assess by the end of this unit.</i>	
Student Objectives/Learning Outcomes	
<i>Enter a prioritized list of content objectives that are assessed and students are expected to master by the end of your unit.</i>	
Curriculum-Framing Questions	
Essential Question	<i>A broad, overarching question that can bridge several units or subject areas</i>
Unit Questions	<i>Guiding questions for your unit</i>

Content Questions

Content area or definitional questions

Assessment Timeline

Before project work begins

<i>Enter assessments that help determine a student's background, skills, attitude, and</i>	<i>Enter assessments that help determine a student's background, skills, attitude, and</i>
<i>● misconceptions</i>	<i>● misconceptions</i>

Assessment Summary

Describe the assessments that you and your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning throughout the learning cycle. These might include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning, and rubrics. Also describe the artifacts of student learning that you assess, such as products, presentations, written documents, or performances and the assessments you use. Describe in the Instructional Procedures section who uses the assessments, how they are used, and where they occur.

Prerequisite Skills

Conceptual knowledge and technical skills that students must have to begin this unit

Instructional Procedures

A clear picture of the instructional cycle—a description of the scope and sequence of student activities and an explanation for how students are involved in planning their own learning

Accommodations for Differentiated Instruction

Special Needs Students

Describe accommodations and support for students, such as extra time for study, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists. List specific resources you will use. Also describe modifications in how students express their learning (for example, oral interview instead of a written test).

Nonnative Speakers

Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. List specific resources you will use. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.

Gifted/Talented Students

Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects. List specific resources you will use.

Technology – Hardware (Click boxes of all equipment needed)

- | | | |
|--|--|--|
| ☐ Camera | ☐ Laser Disk | ☐ VCR |
| ☐ Computer(s) | ☐ Printer | ☐ Video Camera |
| ☐ Digital Camera | ☐ Projection System | ☐ Video Conferencing Equip. |
| ☐ DVD Player | ☐ Scanner | ☐ Other |
| ☐ Internet Connection | ☐ Television | |

Technology – Software (Click boxes of all software needed.)

- | | | |
|---|---|---|
| ☐ Database/Spreadsheet | ☐ Image Processing | ☐ Web Page Development |
| ☐ Desktop Publishing | ☐ Internet Web Browser | ☐ Word Processing |
| ☐ E-mail Software | ☐ Multimedia | ☐ Other |
| ☐ Encyclopedia on CD-ROM | | |

Printed Materials

Textbooks, curriculum guides, story books, lab manuals, reference materials, and so forth

Supplies

Essential items that have to be ordered or gathered to implement your unit and are specific to the course of study. It is not necessary to include everyday items that are common to all classrooms.

Internet Resources	<i>Web addresses (URLs) that support the implementation of your unit</i>
Other Resources	<i>Field trips, experiments, guest speakers, mentors, other students/classrooms, community members, parents, and so forth</i>

Additional Unit Plan Information

Standards Crosswalk

Strand/Grade Level

Using instructions and examples, analyze the lesson/unit plan and show how lesson/unit outcomes align with both Common Core Standards and Grade-Level or Course-Level Expectations. Provide a brief explanation to justify your crosswalk.

[illegible]

Online Resources

Using Classroom Topic Library, list additional resources for the lesson/unit plan or related lesson plans that map to the Common Core Standards in the lesson/unit plan.

Common Core Standard	Resource

Describe any adaptations or “tweaks” to the resource or lesson plan that were needed:

New Topic Creation

Include any additional information such as detailed instructions, topic structure (yes/no, multiple choice, vote or suggest, forum) and any multi-media (images, videos, documents) that are included with the lesson/unit plan.

Student-Centered In-class Follow-up

Describe ways the lesson/unit plan might connect to other subject areas or thematic units