**Assignment: Creating a Unit Plan: Template Guide**

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| **Introduction**   * A brief description of your current (or fictional classroom) * Grade Level & Content Area * Total number of students – ability levels, gender, students with special needs, English language learners (ELLs) * Other relevant information (such as socioeconomic status, family background, recurring behavior issues, etc.) |
| **Stage 1: This FIRST stage is to determine the “Big Picture”; what you want students to learn, conceptually, at the unit’s conclusion. (For the purpose of this class, consider a unit to be three days)**     * What is the content area? (e.g.: math, science, social studies, English…) * Common Core State Standard: The state’s required standard of mastery * Measurable Unit Objective: What you want the students to master at the end of the unit   1. The students will (measurable verb) by (activity) with (\_\_\_% of accuracy)   2. The students will (measurable verb) by (activity) with (\_\_\_% of accuracy)     Online Resources: o <http://www.corestandards.org/the-standards>  o <http://teachonline.asu.edu/2012/07/writing-measurable-learning-objectives/> o <http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf> |
| **Stage 2: The second stage outlines evidence of Learning including pre-assessments, formative assessments, and a summative assessment**     * Pre-assessment: explain how you will measure student’s level of readiness and preexisting knowledge specific to the content chosen. Include how you will take into account student strengths, interests, and learning needs * Formative Assessment: Explain how you will use formative assessments to drive differentiated instruction throughout the unit specific to the content you’ve chosen. Be sure to include how these assessments address UDL principals. * Summative Assessment: Design a summative assessment that will measure the student’s level of unit mastery. You must include how this assessment addresses UDL principals, DI theory, and takes into account your diverse student population. |

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| **Stage 3:** **The final stage of the unit plan involves developing the activities and experiences.** | |
| **Unit Goal:** The final demonstration of mastery driven by the CCSS. | |
| **Day 1: Learning Objective**  At the conclusion of this lesson, students will (measurable action verb) by (activity) with \_\_\_\_% accuracy. | |
| **Activity**: A brief description the activity students will complete to master the lesson objective that incorporates differentiation and UDL techniques. | **Formative Assessment**: How will the lesson objective be assessed? (e.g.: worksheet, journal, project, etc…) |
| **Technology**  How will this technology tool be incorporated and how does it address differentiated instruction with supporting evidence from at least one scholarly citation, how it will be used to aid instruction, and how it is an example of universal design. | |
| What self-regulation strategies have been built into the lesson, how they are reinforced, and differentiated depending on the student’s level of need. | |
| **Day 2: Learning Objective**  At the conclusion of this lesson, students will (measurable action verb) by (activity) with \_\_\_\_% accuracy. | |
| **Activity**: A brief description the activity students will complete to master the lesson objective that incorporates differentiation and UDL techniques. | **Formative Assessment**: How will the lesson objective be assessed? (e.g.: worksheet, journal, project, etc…) |
| **Technology**  How will this technology tool be incorporated and how does it address differentiated instruction with supporting evidence from at least one scholarly citation, how it will be used to aid instruction, and how it is an example of universal design. | |
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| **Activity**: A brief description the activity students will complete to master the lesson objective that incorporates differentiation and UDL techniques. | **Formative Assessment**: How will the lesson objective be assessed? (e.g.: worksheet, journal, project, etc…) |
| **Technology**  How will this technology tool be incorporated and how does it address differentiated instruction with supporting evidence from at least one scholarly citation, how it will be used to aid instruction, and how it is an example of universal design. | |

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