Unit Plan Template

Unit Author	
First and Last Name	
School District	
School Name	
School City, State	

Unit Overview	
Unit Title	
A descriptive or creative name for your unit	
Unit Summary	
In 3-5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in a project scenario.	
Subject Area	
The subject area you are specifically targeting for the unit (addressed in the standards, objectives, and instructional procedures)	
Grade Level	
The targeted grade level(s) for the unit	
Approximate Time Needed	
Example: 8 50-minute class periods, 6 weeks, 3 months, and so forth	

Unit Foundation	
Targeted Content Standards and Benchmarks	
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.	
Student Objectives/Learning Outcomes	
Enter a prioritized list of content objectives that are assessed and students are expected to master by the end of your unit.	
Curriculum-Framing Questions	
Essential Question	*A broad, overarching question that can bridge several units or subject areas*
Unit Questions	*Guiding questions for your unit*
Content Questions	*Content area or definitional questions*

Module 1: Think of topic and possible project for unit. Revise this section as you work through the remaining modules.

Module 2: Write first draft of Unit Summary

Module 2: Choose standards, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

Assessment Plan

Assessment Timeline

> **Module 2**: Draft an Assessment Timeline and create an assessment to gauge student needs.

Before project work begins		Students work on projects and complete tasks		After project work is completed	
Enter assessments that help determine a student's background, skills, attitude, and misconceptions	*Enter assessments that help determine a student's background, skills, attitude, and misconceptions*	*Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and collaboration*	*Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and collaboration*	*Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction*	*Enter assess assess unders and sk encou metac and ga studen future instruction*

> **Module 5:** Write Assessment Summary and create a summative assessment for student sample.

> **Module 6:** Create assessment to foster student self-direction and update Assessment Plan section.

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.

Unit Details

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

> **Module 4:** Create student sample and draft Instructional Procedures.

> Update Instructional Procedures to include:
> **Module 5:** Assessment methods used throughout unit
> **Module 6:** Differentiation strategies
> **Module 7:** Facilitation material and implementation strategies

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.*

Materials and Resources Required For Unit

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		☐ Other
☐ Encyclopedia on CD-ROM	☐ Multimedia	

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. Do not include everyday items that are common to all classrooms.*
Internet Resources	*Web addresses (URLs) that support the implementation of your unit*
Other Resources	*Field trips, experiments, guest speakers, mentors, other students/classrooms, community members, parents, and so forth*