

College of Education Unit Plan Template



Details Overview Section

Unit Title:			
Teacher:	Content Area:	Grade Level:	Time Frame:
Standards Addressed: <i>(1c)</i> List and cite each curricular standard that is being addressed in the unit.			
Unit Instructional Outcomes: <i>(1c)</i> Provide objective, measurable goals as academic outcomes of the unit.			
Description of Unit including Essential Questions and Enduring Understandings: <i>(1a)</i> Provide a brief (approx. 1 paragraph) description of the unit. Then, provide the Essential Questions and Enduring Understandings.			
Pre-Assessment: <i>(1f)</i> Provide a brief description and rationale (approx. 1 paragraph) for a pre-assessment that measures student proficiency on the unit topic prior to instruction using technology as appropriate.		Summative Assessment: <i>(1f)</i> Provide a brief description and rationale (approx. 1 paragraph) for a summative assessment that measures student proficiency on the unit topic after instruction using technology as appropriate.	

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Demonstrating Knowledge of Students

Content, Process, Product, and/or Learning Environment Differentiation Considerations: <i>(1b)</i> Describe strategies used in this unit to differentiate for content, process, product, and classroom environment to meet your individual learners' needs.
Culturally Responsive/Revitalizing Pedagogies: <i>(1b)</i> Describe pedagogies used in the unit that support the learning needs of students who are culturally and linguistically diverse.
Trauma-Informed Practices: <i>(1b)</i> Describe practices used in the unit to support the social-emotional needs of your students.

Classroom Environment

Classroom Expectations: <i>(2d)</i> List positively stated behavioral expectations which are communicated to all learners and consistent with school-wide behavior plans.	Positive Behavior Supports: <i>(2d)</i> Identify supports and procedures for encouraging expected behavior.
Physical Classroom Environment: <i>(2e)</i> Describe how the physical classroom environment supports learning specific to this unit (e.g., desk arrangement for student grouping, anchor charts, bulletin boards).	

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Outlining Coherent Instruction: For 3-5 lessons, provide an overview of the following:

Lesson Standard(s): (1c) Curriculum standards and/or IEP goals that are specifically addressed in this lesson.

Lesson Instructional Outcome(s): (1c) The goal of the lesson written in objective, measurable terms.

Lesson Assessment(s): (1f) Assessments used during the lesson to determine student prior knowledge and/or learning.

Prerequisite Skill(s): (1f) Identify skills students need to know or be able to do to successfully meet the lesson's objective.

Instructional Strategies: (1e) Identify evidence-based practices that guide instruction and student learning.

Lesson Resources: (1d) Identify any resources required during the lesson beyond what is typically available in the classroom.

Lesson Differentiation: (1b) Identify specific differentiation practices for this lesson.

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Lesson Standard(s):	Lesson Standard(s):	Lesson Standard(s):	Lesson Standard(s):	Lesson Standard(s):
Lesson Instructional Outcome(s):	Lesson Instructional Outcome(s):	Lesson Instructional Outcome(s):	Lesson Instructional Outcome(s):	Lesson Instructional Outcome(s):
Lesson Assessment(s):	Lesson Assessment(s):	Lesson Assessment(s):	Lesson Assessment(s):	Lesson Assessment(s):
Prerequisite Skill(s):	Prerequisite Skill(s):	Prerequisite Skill(s):	Prerequisite Skill(s):	Prerequisite Skill(s):
Instructional Strategies:	Instructional Strategies:	Instructional Strategies:	Instructional Strategies:	Instructional Strategies:
Lesson Resources:	Lesson Resources:	Lesson Resources:	Lesson Resources:	Lesson Resources:
Lesson Differentiation:	Lesson Differentiation:	Lesson Differentiation:	Lesson Differentiation:	Lesson Differentiation: