

Unit Planning Guide

Grade Level: _____

Subject: _____

Unit Title/Number: _____

Stage I- Desired Results	
Transfer of Learning	
<i>The student will be able to independently use their learning to.....</i>	
<p>UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> • 	<p>ESSENTIAL QUESTIONS Students will keep considering.....</p> <ul style="list-style-type: none"> •
Acquisition	
<i>Students will know...</i>	<i>Students will be skilled at...</i>
Stage II- Assessment Evidence	
<p>Performance Assessment(s): <i>Look at the Performance Assessments on the Instructional Focus Document.</i></p> <p>Student Self-Evaluation/Self-Assessment:</p> <p><u>Questions to ask:</u></p>	
<p>Other types of assessments: <i>Unit assessments and....</i></p> <p><u>Questions to ask:</u></p>	

Implementation of Technology

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Learning Activities/Plan

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Instructional Vocabulary

ELPS

Materials/Manipulatives/Resources needed

Questions to ask:

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Reflection on Unit

What worked? What didn't work? What needs to be adjusted for next year? What can I do differently? Was the lesson engaging to ***all*** students? What misconceptions did the kids have before/after the unit?

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Student Learning Target(s)

Essential questions to ask yourself as you work through the Student Learning Target(s) section of the Unit Planning Guide:

- What should students leave being able to do, on their own (transfer)?
- What understandings about key ideas should they leave with?
- What do Content Standards (TEKS) imply for learning goals – i.e. What should students know and be able to do, given the content targeted?
- What *big ideas* should anchor and organize the content, framed as Essential Questions? What common/predictable misunderstandings suggest what the desired understandings ought to be?

Assessment Evidence

Essential questions to ask yourself as you work through the Assessment Evidence section of the Unit Planning Guide:

- What evidence must be collected and assessed, given the student learning target(s)?
- What is considered evidence of student understanding (as opposed to recall)?
- What important transfer tasks should anchor the assessment since transfer is the essence of understanding?
- What criteria (rubric) should be used to assess work related to the student learning target(s), not just the particulars of the task?

Learning Activities/Plan

Essential questions to ask yourself as you select the Learning Activities/Plan section of the Unit Planning Guide:

- What can I do to make the work maximally engaging and effective for **all** students?
- If the 'content' is the answer, then what were the original questions?
- What content should we cover? What content needs to be 'uncovered'?
- When should the 'basics' come first? When should they be on a 'need to know' basis?
- When should **I teach**, when should **I coach**, and when should **I facilitate** student 'discovery'?
- How do I know who and where the learners are in their learning?
- What should I do if they already know/can do what I've planned? What should I do if they don't know what I've planned?
- In order to truly meet the verb of the TEK, what should students be able to do *independently* (transfer)? What should I be doing to make them more independent and able to transfer?