

# Unit Planning Guide

Grade Level: \_\_\_\_\_

Subject: \_\_\_\_\_

Unit Title/Number: \_\_\_\_\_

Projected Dates: \_\_\_\_\_

## State I- Desired Results

### Transfer

*The student will be able to independently use their learning to.....*

#### UNDERSTANDINGS

*Students will understand that...*

#### ESSENTIAL QUESTIONS

*Students will keep considering.....*

### Acquisition

*Students will know...*

*Students will be skilled at...*

## Stage II- Assessment Evidence

**Performance Indicator(s):**

**Student Self-Evaluation/Self-Assessment:**

**Questions to ask:**

***Other types of assessments:***

***Unit assessments and....***

## Implementation of Technology

| Learning Activities/Plan                 |      |
|--|------|
|  |      |
| Instructional Vocabulary                 | ELPS |
| Materials/Manipulatives/Resources needed |      |

| Reflection on Unit |  |
|--------------------|--|
|                    |  |

### 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?