

## UNIT PLAN GUIDELINES

PRACTICE TASK:	TPE's 1B, 4, 6BC, 7, 9
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DUE DATE: 4/28/2021

ASSIGNMENT VALUE: 15%

GOALS: This fieldwork exercise provides you the opportunity to:

1. Use Understanding by Design for Long Term Planning.
2. Apply understanding of developmentally appropriate practice, SDAIE instruction, and ways to maximize student engagement in lesson planning.
3. Experience the benefits of self-assessment and reflection in your professional development as a teacher.
4. Learn about common misconceptions for your content and incorporate strategies for student understanding.

REQUIREMENTS: The following documents should be submitted online. Items more easily submitted by scanning (or taking a photo) can be attached as appendices. The items listed in bold type should be included (written as) in the narrative, even if supporting documents are in the appendices. However, please submit all items in the same upload.

*Opening Section/Introduction*

\_\_\_ **Title Page**

\_\_\_ **Table of contents with page numbers**

\_\_\_ **Brief summary of the unit—give overview, context and rationale for unit (why this unit/topic? How might it be of relevance or interest to the student?)**

*Stage One Planning – all from templates, please write as narrative*

\_\_\_ **Established goal(s)**—Please give standards used (may include parts of more than one)

\_\_\_ **Big Idea(s)**—State the Essential Understandings or Big Ideas

\_\_\_ **Essential Questions**—Give 2 or more essential questions that relate to the big idea and help to “hook” the students into the unit

\_\_\_ **Knowledge and Skills**—List what you want students to know and be able to do

\_\_\_ **Worth Being Familiar With**—List additional information that may be included, but is not essential for all students to have as an enduring understanding from the standard(s) chosen

\_\_\_ Stage One Templates Used (e.g. finding Essential Questions) – Attach here or as appendix. These are the actual templates themselves

*Stage Two Planning- written from the templates should be written as narrative copied from Stage 2 Templates. Remember to also include templates at the end of each section or as part of appendix.*

- \_\_\_\_\_ **Collection of Assessment Evidence**—List Performance tasks, other evidence (such as tests, observations, etc.) and student self-assessment and reflection tasks
- \_\_\_\_\_ Description of Performance Task
- \_\_\_\_\_ Rubric for Performance Task
- \_\_\_\_\_ A Collection of Assessment Evidence Template(s) (p.151)
- \_\_\_\_\_ Brainstorming Assessment Ideas Using the Six Facets of Understanding Template(s) (p.166)
- \_\_\_\_\_ Constructing a Performance Task Scenario Using GRASPS Template(s) (p. 172)
- \_\_\_\_\_ Generating Ideas for Performance Tasks Part 1 & 2 Template (pp.204-205)
- \_\_\_\_\_ **Performance Task One** Using GRASPS + Analytic-Trait Rubric (p.191)
- \_\_\_\_\_ Design Checklist (p.207)

(You can attach the Stage 2 Templates here or as part of Appendix)

*Stage Three Planning: Three to 5 days of instruction. You are only required to complete ONE lesson using the MSMU Lesson Plan and the other days may be done using the WHERETO sequence.*

- \_\_\_\_\_ **WHERETO-Sequencing the Learning** Template ( see p.227) - TYPED
- \_\_\_\_\_ **WHERETO-Sequencing the Learning Calendar** (see p. 229)-TYPED
- \_\_\_\_\_ Three Types of Classroom Assessments Template (p.233)
- \_\_\_\_\_ Assessing and Addressing Misunderstandings Template (p. 235)

**GRADING:** The assignment will be graded by the teacher based on the attached rubric. The content area coach will also offer feedback.

	<b>3</b>	<b>2</b>	<b>1</b>
<b>UNDERSTANDING</b>	All tasks and design elements clearly relate clearly to Stage 1 understandings, questions, knowledge, and skills. Big ideas are well defined. Standards are well used and parsed. A significant number of key/guiding questions are included and encourage critical thinking and inquiry.	Most tasks and design elements relate clearly to Stage 1 understandings, questions, knowledge, and skills. Big Ideas are well defined. Uses standards as a base for big ideas. Some use of key/guiding questions to encourage critical thinking and inquiry.	It is unclear how some tasks and design elements relate to Stage 1 understandings, questions, knowledge, and skills. Some connections between standards and lesson.
<b>STUDENT-CENTERED UNIT DESIGN</b>	Unit plan design is highly engaging for most students, incorporating in the vast majority of the sequence the qualities of variety, personalization, authenticity, and relevance. Lesson plan fits within unit and supports assessment in performance task. Source of activating students' prior knowledge is creative/unique, appropriate for readying students, and addresses diverse learners.	Unit plan design is engaging for many students, incorporating in most of the sequence the qualities of variety, personalization, authenticity, and relevance. Lesson plan fits within unit and gives adequate support for assessments. Appropriate level of activating students' prior knowledge, including all students.	Unit plan design will engage some students, incorporating in parts of the sequence the qualities of variety, personalization, authenticity, and relevance. Some connections between lesson plan and other unit elements.
<b>THOROUGHNESS/COMPLETENESS</b>	Every assignment on checklist (or alternative) is completed and the vast majority are outstanding in thoroughness. All materials are described. All resources are identified. All materials appropriate for lesson and include adaptations for diverse students. Materials/resources are unique or exceptionally relevant to students.	Most assignments on checklist are completed and the majority are well-done in thoroughness. All materials are described. All resources are identified.	Most assignments on checklist are completed though many lack thoroughness
<b>INSTRUCTIONAL GOALS, OBJECTIVES, and STRATEGIES</b>	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do. Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction. Instructional strategies are missing or strategies used are inappropriate.
<b>ASSESSMENTS -FORMATIVE/SUMMATIVE</b>	Varied types of assessments, which evaluate student attainment of each objective, are evident throughout the lesson, including at the end of the lesson.	One or more effective means of assessing student attainment of most objectives is evident throughout the lesson, including at the end, but may need further explanation.	Means of assessing student attainment of objectives throughout the lesson (formative and /or summative) are ineffective or missing.

0-5 points will be taken off for work that does not meet professional standards, including poor spelling and grammar.