

University of Nebraska Kearney Teacher Education

Unit Plan Summary Template Resource Guide

Name _____

Date _____

The purpose of this summary is to guide the sequence and pace of skills and knowledge acquisition described in more granular detail by lesson plans. It will help map out the learning journey and destination. It provides a framework from which to teach content in a meaningful, organized fashion. A unit/ instructional sequence is a sequential plan of instruction that integrates skills, concepts, and activities within the context of a theme.

Introduction to Unit	
Unit Name:	
Length of Unit (Number of Days):	
Grade Level:	
Content Area:	
Unit Academic Standards <u>OR</u> IEP Goals: If applicable, include cross-curricular standards	
Unit Learning Objectives	
Audience, Behavior, Condition, Degree (ABCD) -based on the pre-assessment and post assessment.	
Are they aligned with the academic standards?	
What do I want the students to understand at the end of this sequence? What it is that students will know, understand, and be able to do at the end of the unit.	
Students will...	

Unit Assessment/Evidence

<p style="text-align: center;">Attach or describe the pre-assessment instrument.</p> <p>Could be rubrics, observations, performance check-lists, pre-test, written assessments such as journals, etc.</p>	<p style="text-align: center;">Attach and describe the summative assessment instrument.</p> <p>Could be rubrics, observations, performance check-lists, tests, written responses such as reports, etc.</p>
<p style="text-align: center;">Explain how the pre-assessment will be used to inform progression and instructional decisions.</p> <p>How could you use the pre-assessment data for planning subsequent lesson(s) in the unit?</p> <p>How would the data impact the planning of future lessons in this unit?</p>	<p style="text-align: center;">Explain how the summative assessment will produce data/evidence of student achievement of the unit objectives.</p>

Instructional Sequence

<p style="text-align: center;">Sequence of Learning Objectives</p> <p>List the learning objectives for each lesson. Objectives should be aligned with the unit outcomes. Objectives should demonstrate logical progression & sequence.</p>	<p>What students will learn during the lesson. Logical teaching sequence.</p> <p>Example: Students will be able to analyze the causes of World War I.</p> <p>Aligns with unit objectives.</p> <p>Organize topics, themes or big ideas in a manner that is optimal for student learning, and ensure that topics are interconnected and build on each other.</p> <p>What is the sequencing method; job performance, chronological, critical (ordered in terms of their relative importance), simple to complex, comparative sequence (familiar topics taught before unfamiliar ones), relationships between objectives (sequencing done through a dependent or supportive relationships between the LOs), or part to whole (parts taught and mastered before the sets are combined and taught as a whole).</p> <p>Sequence Learning Objectives How To</p>
<p style="text-align: center;">Explanation/Justification</p> <p>Explain and justify the sequential connectivity of the learning objectives across all lessons.</p>	<p>Explain the instructional sequence of learning objectives. Why did you choose this particular sequence of instruction? What research supports your instructional decisions? How might your instructional decisions benefit and/or impact learners?</p>

<p>Sequence of Instructional Strategies</p> <p>Summarize the instructional strategies/best practices used in each lesson. Include a wide variety of research-based strategies that use several modes of learning.</p>	<p>Instructional Strategies are the methods, techniques, procedures, and processes that a teacher uses during instruction.</p> <p>Show a balance and variety to engage and meet the needs of diverse learners. Scaffold instruction to best support learning processes.</p> <p>Examples of strategies and scaffolds: individual learning, centers, group work, hands-on experiments or manipulatives, concept mapping and charts, summarizing, journaling, acronyms, role-playing, discussions, cooperative learning structures, brainstorming, modeling and providing examples, providing skeletal notes.</p>
<p>Explanation/Justification</p> <p>Justify why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.</p>	<p>Explain instructional decisions. Explain why specific strategies were used; how did these strategies support the learning objectives.</p> <p>Why did you make these instructional decisions? What research supports your instructional decisions? How might your instructional decisions benefit and/or impact learners?</p>
<p>Formative Assessments</p> <p>List a variety of formative assessments implemented across all lessons, that allow students multiple ways to demonstrate knowledge and skills. Assessments are aligned to the learning objectives.</p>	<p>Do the formative assessment instruments/techniques measure the knowledge and skills identified in the learning objectives?</p> <p>Show variety. Show a clear progression.</p>
<p>Explanation/Justification</p> <p>Describe how formative assessments are designed to collect evidence of student achievement of the learning objectives in multiple ways across all lessons.</p>	<p>Describes how daily formative assessments/progress data will inform future instruction. Describe how formative assessments are designed to collect evidence of student achievement of one or more of the learning objectives.</p>