

**DIXIE STATE UNIVERSITY – DEPARTMENT OF EDUCATION
UNIT PLAN TEMPLATE**

*****PLANNING TEMPLATE*****

Teacher Candidate _____

Grade Level _____ Content Area _____

Step 1 – DESIRED RESULTS
A. Contextual Factors
<ul style="list-style-type: none">• Describe the demographics of the classroom (race/ethnicity, gender, IEP, ELL, GATE, etc.).• Describe the academic data results of the students thus far (grades, attendance, discipline factors, etc.)• Describe physical environment of teaching space.
B. Utah State Core or Common Core Curriculum Standard
<ul style="list-style-type: none">• Provide the core standard as written by USOE (Include pertinent standard <u>and</u> objectives for this unit)
C. The Enduring Understanding/Big Idea is:
<ul style="list-style-type: none">• Aligned with the core standard.• Is written in student-friendly language (can the students understand it?).• The key generalization or <i>enduring</i> understanding students will take with them.• Identifies the larger concepts you want students to wrestle with and understand at a deep level across time and cultures.• Is brief (One sentence is best).• Is conceptual
D. Essential Questions for the unit
Essential Questions for the unit: <ul style="list-style-type: none">• Contain “emotive force” and “intellectual bite” (e.g., <i>Whose America is it? When are laws fair?</i>)• Are open-ended, yet focus inquiry into a specific topic.• Non-judgmental, but answering them requires high-level cognitive work.

- An essential question should mirror the Big Idea of the unit.
- 1 or 2 essential questions are expected

Guiding Questions for the lessons

- Guiding questions are aligned to the lesson objectives.
- Are used to guide assessments and instruction.
- Invite students into the learning process.
- Succinct – a few words that demand a lot.
- Include one or two that align with each lesson objective.

E. Concepts

- Based upon the Utah State Core or Common Core standard, what do students need to know?

F. Skills

- Based upon the Utah State Core or Common Core standard, what will students be able to do?
- Must include reading, writing, **and** speaking (discuss, argue, explain, describe, etc.)

Step 2 – ASSESSMENT EVIDENCE

A. Pre-Assessments

- Aligns with enduring understanding/big idea and key concepts and skills.
- Aligns closely with standard (criterion-reference).
- If applicable, includes the scoring guide/rubric.

B. Formative Assessments/Evidence

- Aligns with all key concepts and skills.
- Aligns closely with standard (criterion-reference).
- Includes scoring guides/rubrics.

C. Summative Assessments/Evidence

- Aligns with enduring understanding/big idea and comprehensive concepts and skills.
- Aligns closely with standard (criterion-reference).
- If applicable, includes scoring guide/rubric.

Step 3 – INSTRUCTIONAL STRATEGIES/LEARNING ACTIVITIES

- Identifies each lesson objective that completely aligns with the standard, then lists the instructional strategies and learning activities that will provide students with the information and activities that will allow them to proficiently understand the enduring understanding/big idea and are aligned with the standards-based assessments.
- Makes certain that strategies are developmentally appropriate for the age and grade-level.
- Utilizes research-based strategies that produce high-yield results.
- Utilizes expository and persuasive writing.
- Focuses on strategies and learning activities that have the students actively do the content.

Adapted from: McTighe, J., & Wiggins, G. (2005). *Understanding by design, 2nd ed.* Alexandria, VA: ASCD.; Ainsworth, L. (2003). *Unwrapping the standards: A simple process to make standards manageable.* Denver, CO: Advanced Learning Press.