Unit Plan

Integrated Theme/Topic:
Duration of Unit:
Curriculum Outcomes:
Essential Questions:
Stage 1 – Setting Goals
1. Performance Goal(s): *Students will be able to. . .*
2. Demonstration: *Students will demonstrate. . .*
3. Product: *Students will produce. . .*
4. Classroom Process: *Processes on which we will focus*

Stage 2 – Assessment Evidence (Assessment AS/OF/FOR Learning)			
Please indicate the purpose of your strategy by using a check mark under the appropriate category.	Assessment For (Formative)	Assessment Of (Summative)	Assessment As
Strategy *(Performance Task, Observation Checklist, Interview, etc.):*	☐	☐	☐
Criteria *(Please list i.e. Rubric, Achievement Indicators from Curriculum, Student or Teacher Generated):*	☐	☐	☐
Adaptations (What about students who require adaptations to this unit? What will you do?)			

Stage 3 – Planning for Learning

Design Must Include Consideration From Differentiated Instruction, Adaptations and Accommodations To Meet All Learner Needs

AT THIS STAGE YOU SHOULD BE INSERTING ALL OF YOUR BUNDLED LESSON PLANS THAT CONSTITUTE THE ENTIRE UNIT.

Some units may have cross-curricular connections. This unit has curricular connectors in the following subjects:

Subject Area	Strategy to Support Subject Area
☐ English Language Arts	
☐ Mathematics	
☐ Science	
☐ Social Studies	
☐ Physical Education / Health	
☐ Information and Communication Technologies	
☐ The Arts	

Learning Resources/Sources

Primary Sources *(Field Trips, Experts, Artifacts, etc.):*

Secondary Sources (*Text Set*, *Multimedia, Print, Web, etc.):*

Inquiry Process (Optional)

When a Unit involves an Inquiry Process, indicate the leadership responsibilities of the various activities within the process.

Teacher-Led	Shared/Negotiated	Student-Led

Culminating Event

FINAL STAGE – Reflections of the unit. . .

What worked? What didn't?

Supportive Ideas for Lesson Plan and Unit Plan Development

1. **Gardner's Multiple Intelligences** include:
   a. Linguistic (reading, writing, telling stories)
   b. Logical / Mathematical (experimenting, working with numbers, questioning)
   c. Spatial (drawing, building, creating, very visual)
   d. Musical (singing, listening to music, using instruments)
   e. Bodily / Kinesthetic (moving, touching, interacting, acting)
   f. Naturalistic (interacting with one's environment and surroundings, enjoying the outdoors)
   g. Interpersonal (talking with peers, mediating, sharing, organizing)
   h. Intrapersonal (thinking inward, working independently, pursuing personal goals)
   i. Existential (understanding religious & spiritual needs, naturalistic, see the big picture in life and the universe)

2. **Learning Styles to Consider:**
   a. Visual (spatial): prefer using pictures, images, and spatial understanding.
   b. Aural (auditory-musical): prefer using sound and music.
   c. Verbal (linguistic): prefer using words, both in speech and writing.
   d. Physical (kinesthetic): prefer using your body, hands and sense of touch.
   e. Logical (mathematical): prefer using logic, reasoning and systems.
   f. Social (interpersonal): prefer to learn in groups or with other people.
   g. Solitary (intrapersonal): prefer to work alone and use self-study.

3. **Groupings (Taken from MB Education & Training)**

   A variety of groupings facilitate differentiation in a multilevel classroom, including *flexible* and *cooperative groups*.

   Flexible groups:
   a. meet a particular need or interest of a small group of learners for strategic or explicit instruction, guided practice, or independent inquiry.
   b. will change frequently throughout a day or a learning/teaching sequence.
   c. may be formed by and across developmental levels and by student choice.

   Cooperative groups:
   a. develop a collaborative "micro" learning community within the larger classroom community (Johnson and Johnson).
   b. may stay together for an entire term.
   c. offer valuable opportunities for independent learning, thereby also allowing the teacher more time to work with flexible groups.
   d. require thoughtful role assignment in cooperative groups is essential so that younger students are not overshadowed by older ones. Assign roles that are based on students' skills (e.g., reader, recorder, reporter, helper) and rotate them. Alternatively, suggest a "share-the-pen" strategy, with each member taking a turn at recording an idea while the others are coaches, assisting with spelling, and encouraging thinking.
   e. may be formed across developmental levels. Select students who have a range of social and academic abilities that will foster interdependence.

Class Review Recording Form

Multiple Intelligence Theory and Bloom's Taxonomy

	Bloom's Six Levels of Educational Objectives					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Verbal Linguistic						
Logical Mathematical						
Visual Spatial						
Body Kinesthetic						
Musical Rhythmic						
Natural						
Interpersonal						
Intrapersonal						