The unit plan should include a similar outline as indicated in the lesson plan format since the Unit represents a related sequence of lesson plans organized around a unifying theme or topic. The Unit includes several more headers than the individual lesson plan because it requires a unifying theme or topic, an extended time frame greater than one class period and will likely include more than one subject area.

UNIT THEME OR TOPIC:

Identify a theme or topic that is developmentally appropriate for the students being taught. Be certain to relate the theme or topic to the Pennsylvania Academic Standards as well as to the specific curriculum and content area that students are studying.

TIME FRAME AND NUMBER OF LESSONS:

Determine the amount of time that is needed to implement all the goals and objectives of the Unit. Consider the 36 weeks of the school year, the 18 weeks in each of the semesters and the 9 weeks in each quarter of the school year. Decide what percentage of time is available to teach the Unit. Consider the amount of time students will need to complete the culminating activity or project.

CONTENT AREAS:

Consider all the content areas across the entire school curriculum: Art, Careers and Work, Computer Science, Economics, English, Family and Consumer Science, Geography, Health and Safety Education, History, Mathematics, Music, Physical Education, Reading and Language Arts, Science and Technology Education. Decide which of the content areas and to what extent each will be included in the interdisciplinary unit.

LEARNING GOALS BASED ON THE PENNSYLVANIA ACADEMIC STANDARDS:

What are the overall purposes for this unit? What is the essential learning that you want students to remember about this lesson in the future? Relate these goals to the Pennsylvania Academic Standards. To access the Pennsylvania Academic Standards, visit the Pennsylvania Department of Education website at www.pde.state.pa.us

OBJECTIVES:

What specific, measurable, behavioral objectives will you use to ensure that students attain the Learning Goals? Behavioral objectives include content: what is to be learned; method: how it is to be learned and evaluation: how it will be assessed. What do you expect students to know and be able to do? What are the knowledge and skills you expect of the students? How will you differentiate objectives based on students’ individual or group needs for enrichment, acceleration and/or
remediation? Consider the length of the class period. Focus only on the realistic number of goals and objectives that can be effectively taught by the teacher and attained by the students.

MATERIALS AND EQUIPMENT NEEDED:

List the materials that you as the teacher will need to use to teach this lesson as well as which materials and supplies students will need for this lesson. Be certain all the necessities are prepared and available well in advance of the class time. Include textbooks, supplemental resources, audiovisual equipment and any other items such as consumable materials.

ADAPTATIONS AND ACCOMMODATIONS TO DIFFERENTIATE INSTRUCTION:

Determine the individual needs of students in class based on their Individual Education Plans or other information that is available. Decide what types of teaching, learning and curricular modifications are necessary to ensure that students are able to achieve academic success. List the adaptations and accommodations that you will include in your teaching.

PROCEDURES:

REVIEW: Review and assess students’ prior knowledge of the topic being taught. Determine what students already know about the subject and build on that knowledge.

INTRODUCE: Introduce the new Learning Goal and Objectives. Describe the motivational activity that you will use to create an environment for learning, engage and interest students and to prepare them for the lesson.

DEVELOP: Develop each lesson using a detailed and specific, step-by-step outline that includes key content presentations, questions that stimulate higher level critical thinking and experiences and activities that will be used to help students achieve the Learning Goals and Objectives.

ASSESS: Assess and evaluate students’ understanding of the content informally and formally. Be observant as you teach. How will you know that the students learned what you taught? How will students demonstrate that they have attained the expected Learning Goals and Objectives? How will you measure student achievement? How will you provide feedback to students on their level of achievement? What rubrics will you use to measure student success?

ASSIGN CULMINATING PROJECT AND/OR ACTIVITY: Plan ahead as to the nature of the project and/or activity that student will be required to complete or accomplish to determine the extent of their learning. Consider differentiating the project or activity so that students of higher, lower ability levels can effectively participate and demonstrate success at their own certain to develop a rubric that can be used to evaluate the quality of the project or activity.

Provide informative feedback to students on the quality of their work.

CLOSE: Close the unit with an oral review of the Learning Goals and Objectives with the students. How will you pull the whole unit together in the context of the grade level or content area curriculum? How and why does it all fit together?

REFLECT: Reflect on the unit, its preparation and implementation. Conduct a self-evaluation by analyzing strengths and areas that need to be improved both in relationship to students’ and the teacher’s behavior. Use this analysis to guide your future planning. Confer with the cooperating Teacher and the field supervisor to obtain affirmation, feedback and suggestions for improvement.

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