**Education 495: Unit Plan (2018-2019)**

**General Information**

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| **Name:** | **Unit Title:** |
| **Course:** | **Grade:** |
| **Level:** Standard/Honors/AP | **Dates/Timeframe:** |

**Brief Overview**

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| **Unit Summary** |
| **Summary of Students**  *Note: Be sure to identify the range and aspects of diversity of students in the classroom, as well as demonstrate your understanding of the influence of diversity and how you have planned instruction accordingly* |

**Part I – Identify Desired Results** (*What do you want students to be able to do/know/understand*?)

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| **NC Course of Study Standards** (Established Goals): | |
| **Essential Questions**: | **Understandings**: Students will understand that… |
| **Knowledge**: Students will know: | **Skills**: Students will be able to: |
| (edTPA) **Content-Specific Central Focus** | (edTPA) **Content-Specific Language Function** |

**Part II – Assessment** *(“How will you know if ALL students “got it?”)*

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| **Formative Assessment Strategies:** |
| **Summative Assessment Strategies:** |

**Part III. Learning Plan** *(What strategies / activities/ assignments / modes of class will facilitate engagement of ALL students?)*

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| **LEARNING ACTIVITIES**: Whereto is an acronym for Where is it going?; Hook the students; Explore and Equip; Rethink and Revise; Exhibit and Evaluate; Tailor to student needs, interests, and styles; and Organize for maximum engagement an effectiveness  **W:**  **H:**  **E:**  **R:**  **E:**  **T:**  **O:** |
| **\*DIFFERENTITION:** How will you adjust aspects of the lesson to accommodate *student readiness, learning profiles, and interests*? Note and describe specific lessons that clearly demonstrate efforts to differentiate instruction.  **Readiness—**  **Learning Profiles---**  **Student Interests--** |
| **\*STUDENTS WITH SPECIAL NEEDS:** How will you adapt the unit to meet the needs of students with individualized education plans (IEPs) and English-as-a-Second Language (ESL) students? |
| **\*21st CENTURY SKILLS AND CONTENT:** How do you plan to incorporate 21st century skills and content, including technology and global awareness, into this unit? Note specific lessons that incorporate 21st century content, themes, and skills.  THEMES  *…we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving****21st century interdisciplinary themes****into core subjects (*[*http://www.p21.org/about-us/p21-framework/61*](http://www.p21.org/about-us/p21-framework/61)*).*  **Global Awareness—**  **Financial, Economic, Business, and Entrepreneurial Literacy—**  **Civic Literacy—**  **Health Literacy—**  **Environmental Literacy—**  LEARNING AND INNOVATION SKILLS  *Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future (*[*http://www.p21.org/about-us/p21-framework/61*](http://www.p21.org/about-us/p21-framework/61)*).*  **Creativity and Innovation—**  **Critical Thinking and Problem Solving—**  **Communication and Collaboration—**  INFORMATION, MEDIA, AND TECHNOLOGY SKILLS  *People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology (*[*http://www.p21.org/about-us/p21-framework/61*](http://www.p21.org/about-us/p21-framework/61)*).*  **Information Literacy—**  **Media Literacy—**  **Information, Communications, and Technology Skills—**  LIFE AND CAREER SKILLS  *Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills (*[*http://www.p21.org/about-us/p21-framework/61*](http://www.p21.org/about-us/p21-framework/61)*).*  **Flexibility and Adaptability—**  **Initiative and Self-Direction—**  **Social and Cross-Cultural Skills—**  **Productivity and Accountability—**  **Leadership and Responsibility—** |
| **\*STUDENT GROUPS:** How will you organize student learning teams for the purpose of developing cooperation, collaboration, and student leadership? |
| **\*INTERCONNECTEDNESS:** How will relate your content to other disciplines? Note specific lessons that connect content to other disciplines. |

**Full submissions should include:**

* **A calendar** mapping out an overview of your plan (you can represent this calendar/overview in whatever format makes the most sense to you).
* **Lesson plans** for each day
* **Materials:** Handouts, assignments, rubrics, assessments, PowerPoints, and other materials referenced in your lesson plans. These materials should immediately follow the corresponding lesson plan. Please cite any appropriate references.

**Important Reminders:**

*🡪 Keep in mind that activities and lessons should build on each other, reflecting progression in learning skills and understandings (consider making lists of strategies/activities first).*

*🡪 Keep in mind that formative assessments and processing/closure activities should connect to the Essential Questions and NC Standards.*

*\*Unit Plan modified from the Duke MAT Program.*