

Unit Plan Format

1. Unit Author(s)/First and Last Name:

Course/School Name:

2. Introduction/General Information

- Unit Title/Theme
- Number of Lessons w/in Unit
- Subject Areas of Interdisciplinary Integration
- Grade Level(s)
- Unit Summary and Rationale

3. Standards/Anchors

4. Unit Goals

5. Essential Question(s) for the Unit

6. Pre-Assessment: Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

7. Content—Daily Lesson Plans (Use the prescribed lesson plan format)

8. Integration of Resources and Technology: List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

9. Differentiated Learning Activities: Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

- Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency (as defined by Field Experience Diversity Requirements).
- Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners.
- Explain the accommodations made for learners with disabilities (IEPs).

Differentiation within the unit plan for a university course is up to the discretion of the professor (e.g., simulation experience).

10. Summative Assessment/Post-Assessment - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

11. Reflection—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Within a university course, provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

- **ANALYSIS OF STUDENT LEARNING:** Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
- **ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

Student Name: _____ **Student ID:** _____

Scoring Rubric for Unit Plans

Elements	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
Introduction/ General Information	Complete title page; rationale for teacher and importance (goal and relevance) to the learners; provides areas of integration.	Partially complete title page; rationale or importance; integration areas proposed, but not detailed.	Minimal title page lacking at least three (3) critical parts with rationale and/or importance that miss the mark; no evidence of integration.	Minimal title page lacking at least three (3) critical parts with rationale and/or importance that miss the mark; no evidence of integration.
Standards/Anchors	PA Core Standards are listed and fully reflect a direct correlation to individual lesson objectives.	PA Core Standards are listed and partially correlate to individual lesson objectives.	PA Core Standards are listed with little or no correlation to individual lesson objectives.	PA Core Standards are not specifically identified and listed.
Unit Goals	Performance-based; written with general condition and performance (learning outcome).	Performance-based; lacks condition, but provides learning outcome.	Condition missing; performance is not assessable or unclear.	No unit goals provided.
Essential Questions (EQs)	Unit-specific; clearly described; EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically. EQ(s) also prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they've learned previously.	Unit-specific; described; EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically.	EQ(s) are listed but not described; encourage some higher order thinking.	The EQ(s) is too simple and will not help students think critically.
Pre-assessment	Pre-assessment aligned with lesson objectives and adapted, as needed.	Pre-assessment marginally aligned and adapted, as needed.	Pre-assessment unclear and not adapted for all learners.	No evidence of pre-assessment.
Lesson Plans (Content)	Contains at least three (3) lesson plans that follow all elements contained in the lesson plan rubric; use diverse instructional methods/strategies; progress in a logical order.	Contains at least three (3) moderately diverse lesson plans with all elements or three diverse lessons with one or two elements missing; progress in a logical order.	Contains at least three (3) minimally diverse lesson plans with all elements or three (3) moderately diverse lessons with one (1) or two (2) elements missing; lack logical progression.	No lesson diversity (all three [3] are lectures or all three [3] are discussion, etc.); lack logical progression

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Scoring Rubric for Unit Plans

Elements	Distinguished (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
Integration of Resources and Technology	A range of resources, materials and technology are effectively integrated into the context of the lesson, engaging to learners and provide for optimal student learning. Additional resources are listed for extended learning activities.	Resources, materials and technology are utilized, appropriate for the learners and provide for optimal student learning.	Resources, materials and technology are utilized to support instruction.	Use of resources, materials and technology is limited or absent. Materials fail to fully fit the context of the lesson and needs of the students.
Differentiated Learning Activities	Specific activities that differentiate the content, process, product, and/or learning environment are designed to provide advanced achievement for all learners. Research-based strategies are effectively described to challenge all learners.	Specific activities that differentiate the content, process, product, and/or learning environment are designed to improve achievement for all learners. Research-based strategies are described to meet the needs of all learners.	General activities that differentiate the content, process, product, and/or learning environment are identified. Detail is lacking in one or more of the critical areas.	Activities that differentiate the content, process, product and/or learning environment are not identified.
Summative Assessment/Post-Assessment	Assessment matches lesson objectives; higher-thinking skills tied to pre-assessment; answers provided.	Assessment matches lesson objectives; limited higher-thinking skills tied to pre-assessment; answers provided.	Assessment matches lesson objectives, but only includes knowledge and comprehension items; answers not included.	No evidence of assessment.
Reflection	Thoroughly analyzes evidence of student learning. A reflection of teacher performance encompasses the domains of planning, instruction, environment and professionalism. All areas of performance receive in-depth objective reflection. Data or products are utilized; describes relevant modifications.	Analyzes evidence of student learning and teacher performance in planning, instruction, environment and professionalism. All areas of performance receive objective reflection; provides relevant modifications.	Partially analyzes student learning and teacher performance in planning, instruction, environment and professionalism. Some reflection is evident; modifications identified.	Inaccurate, limited or no evidence related to an analysis of student learning and teacher performance in planning, instruction, environment and professionalism; modifications missing.