**The University of Mississippi School of Education**

**Written Unit Plan**

**Understanding by Design (UBD)**

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| **Unit Cover Page** |
| Unit Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Subject/Topic Areas: List one major subject area here incorporating 1 or 2 other subject areas EX: Social Studies with Language Arts and Visual Arts integrated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Key Words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Designed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Length of Unit: \_\_\_\_\_\_\_\_\_\_\_  School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Brief Summary of Unit:**  Tell the purpose of your unit. What is the focus? What is it designed to teach? |
| **List and attach Print Materials/Resources**  **List and attach Internet Resources/Links**  Be sure to include the titles of text books and other resource books.  Name each practice sheet and refer to that practice sheet by that specific name throughout the lesson plan. EX: Compound Words Practice Sheet  Avoid using an excessive number of any one source, ie., internet sources, read aloud books, practice sheets, etc.  These are print resources, do not list pencils, art supplies, crayons etc. |

**All information should be written in complete sentences using Standard English and a 12 pt font.**

**Contextual Information**

**1. Knowledge of characteristics of students**

*Use the spaces provided below to address indicated characteristics of your students.*

* Age-Range, Gender, Total number of students

This information is usually available from your CI or obtainable from enrollment forms giving the year of birth.

***( EX.)*** *The students in Class A are from 10 – 12 years of age.*

*This class is almost equally divided in regard to gender. There are # males and # females*

*making up this class of ## students.*

* Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)

Use clear statements. Your statements should be evidence based. Get your evidence from: achievement tests scores, individualized assessments given by special area teachers, individualized assessments of phonemic analysis, unit tests, and end of the book tests, etc. Get as much info from as many sources as you can. You should identify by description which students will make up the Enrichment & Remediation Groups.

(**EX.)** *There are 21 students in this 1st grade class. Teachers have administered the*: *Dynamic Indicators of Basic Early Literacy Skills –*DIBELS *test to determine individual student reading abilities. These assessment results show that 10 of the students are functioning at the expected first grade level in reading/language arts. 3 students are functioning at the second grade level or above. These three students will comprise the Enrichment group throughout my unit. Assessment results indicate that the remaining 8 students are functioning below grade level and that they lack the necessary phonemic awareness skills to begin to learn to read. These students will comprise the Remediation Group throughout the 5 day unit.*

* Socio-Economic Description

Remember to refer to socio-economic levels. You can find this info from enrollment forms, rolls that tell the number of students in the free/reduced lunch program, and from information from the CI. Document information. **\*\*\*** Please do not use the term “class” as in “upper class” or “middle class”. In the United States, technically, there is no “class” system. That is why it is best to refer to levels based on socio-economic status.

This is also a good place to include information about how many students eat free/reduced price lunches.

**EX.** *The students in this class come from upper, middle, and lower socio-economic levels. Some parents have the advanced degrees required to be doctors, lawyers, or teachers; others work in plants/factories, work at various minimum wage jobs, and some are employed at the local university in both academic areas as well as support staff.*

* Typical Demeanor of Students

Refer to specific student behaviors that are observed. You may also refer to the classroom management plan (i.e.: how often students get to certain consequences /rewards). Avoid using negative terms to describe students. Describe your students’ demeanor, achievement levels, and approaches to learning and social interactions in professional terms. Example: Not Professional--My students talk all the time and don’t pay attention when the teacher is teaching. Professional---My students often engage in verbal interactions at inappropriate times. They become easily distracted during teacher lectures and demonstrations. (If you feel the need to identify these students’ weaknesses in the Contextual Context, I will be looking in your unit plans for the strategies you incorporated to assist your students in gaining more appropriate classroom behaviors.) So think carefully about what you say and how you say it.

**EX.** *Based upon teacher observation, characteristics of students include the desire for recognition, developing relationships with peers, curiosity, extreme mood swin*gs, *low levels of self-confidence, the desire to conform, and a desire to be accepted by peers. An interest inventory administered revealed that the students enjoy going to movies, shopping, participating in competitive sports, and “hanging out with friends”.*

* Typical Interest and Involvement of Students

Talk to your students. Administer an interest Inventory. Find out what after school programs or church programs they are involved in. Find out if they participate in city/county athletic programs, take music lessons or art lessons. What do the students like to do when they have free time?

**2. Knowledge of students’ varied approaches to learning (Include information from learning styles inventory)**

What can you see/know from observations? Is there a child who always likes to work alone? Which children perform better when teacher modeling is used during explanation? Identify students who struggle with specific subjects.

**3. Knowledge of students’ skills and prior learning**

Use results of all the previously administered tests and assessments. Talk to CI about what was studied previously. Use the MS College and Career Ready Standards or the MS Frameworks.

4. **Knowledge of community and school district (Include a description of the community and school district)**

Look for this information on the Chamber of Commerce website and school/district website. Ask your clinical instructor or local residents of the community. What drives the local economy? Is the community involved in the school system? Is there an active PTA/PTO? Are there parks and organized recreational activities for the community?

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| **Stage 1 – Identify Desired Results**  **(Stage 1 completed once for the unit)** |
| **Goal: Identify overall goal (s) of the unit based on the College and Career Ready Standards or Mississippi Curriculum Frameworks.** Your emphasis should be on one main subject area while integrating one or more other subject areas into your unit. Each objective listed here must be shown as being taught, practiced, and **assessed** by the students throughout the entire unit.  Copy and paste directly from CCSS or Frameworks;. |
| **What understandings are desired?**  Students will understand that…..   * What are the big ideas? * What specific understandings about them are desired? * What misunderstandings are predicted?   Evidence of understanding is a greater challenge than evidence that the student knows a correct or valid answer.E |
| **Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Standards. Label objectives with the DOK level of learning.** |
| ***The students will***  **Make sure that what you list here is directly correlated to your instruction in your teaching procedures. What you list here should be assessed in Stage 2. Make sure you are teaching what you test. Make sure the students practice what you teach.**  These daily objectives are written by the teacher to break down/develop the standards/goals listed above. Use the DOK Wheel to write these daily objectives. Do NOT use the verbs “understand” or “know” in your daily objectives. Instead use verbs that tell what the students will do to practice what you have taught or verbs that tell what the students will do to show you that they understand and know what you have taught. Be sure to include the DOK levels. If you see that you have excessive DOK 1 objectives, rethink what you are asking the students to do so that you include higher levels.  The objectives listed here will also be written exactly as they appear here at the top of your Daily Lesson Plans. If the objective is listed here, it should be listed there. |
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| **Stage 2 – Planning Assessment**  **(Stage 2 completed once for the unit)** |
| **Performance Task(s):** *List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.*  There should be one performance task per unit.  The performance task is basically a project that allows students to demonstrate what they have learned throughout the unit.  There should always be a rubric or checklist to assess the performance task.  The title of the performance task (ex=solar system travel guide) should be listed here on stage 2 of the unit and then the directions and rubric should be attached.  You should always show the grading rubric for the performance task at the onset of the assignment. You should explain the rubric so that students know exactly what they should do and how they should perform. In this activity, you are not trying to “catch” the students to see what they’ve missed. You are giving them an opportunity to showcase what they do know. Essentially with a performance task, you tell the students what the task is, you explain and give a copy of or display the grading rubric. Some type of product should be the result of the students completing the performance task.  Make sure that the Performance Task is named, described, and attached. A copy of the grading rubric should also be attached. |
| **Formal Assessments:**  Each item listed should be attached to your plans. Each item listed should be labeled by name and the day it will be used. Focus on skills & knowledge.  Tests, Quizzes, Graded Homework  Name the tests/quizzes/Homework EX: Fraction Quiz |
| **Informal Check(s):** *List ways you will check for understanding throughout your unit.*  Each item listed here should be labeled by the day of use. You should have at minimum one informal check each day. Use your Daily objectives to make sure you are assessing what you are teaching. Make sure you are teaching what you are assessing.  Day 1- Students will solve for X on white boards  Day 2- Students complete a learning log entry describing the process of photosynthesis (teacher reads the entries) |
| **Academic Prompt(s):** *List**higher level thinking questions used throughout the unit.*  Use the DOK Wheel to help you design questions. These should be open ended questions that require the students to think critically. There is usually no one single answer to these types of questions. Plan ahead to insure that you have good questions. |

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| **Stage 3 – Daily Lesson Plans**  ***(******Stage 3-*****attach lesson plans*)*** |
| **Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.** |

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| **STAGE 3: Daily Plans** | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| TSW name, in order, the parts of the digestive system.  Video clip and human model activity |  |  |  |  |
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**Daily Lesson Plan**

*Your daily plans should include the following:*

**Day: (Day 1)**

**Objectives:**

Objectives state what you want the students to accomplish. List selected objectives from Stage One that will be met with this lesson. **Label DOK level of learning**

**Materials:**

List all the materials (no matter how minor) that you and the students will need for the lesson.

**Opening (Set):**

The anticipatory set gets students focused and interested in the content of the lesson.

It is usually only two to five minutes in length. When writing your set you should:

1. Review the previous day’s learning (optional).
2. State the objective clearly- preview the current lesson. Make this relevant to your students’ age/level or learning.
3. Involve the students with questions, activities, or interaction to get them interested.
4. Make the material relevant by connecting it to real life.

**Learning Tasks (Procedures):** It is good to include a generalized length of time for this part of the lesson.

Procedures are a detailed list of what *you* and the *students* will do to accomplish the objective. Before the students can do anything, you must show where you are teaching them. This should not merely be a list of what the students will do. I need to see what you are doing to teach them first. Write your procedures as if you are writing them for someone else who will teach the lesson i.e., a substitute. If they can follow your procedures without questioning you, then your procedures are clear.

List your procedures in order.

Example:

1. Provide books about the state government of Mississippi.
2. Divide the students into pairs, making sure the slower readers are paired with a more advanced reader.
3. Let each pair of students choose a book about the state government of Mississippi.
4. Direct the students to look for requirements of state representatives.

**Closure:**

The closure of the lesson should refocus the learner on what was learned. When writing your closure you should:

* 1. Restate the objective
  2. Review the days learning The review should not be the teacher restating the objectives, but rather getting the students involved in restating the objectives along with supplying all the details of what was learned in class. #3 below.
  3. Involve the learner with questions, summarizing, or performing a review task
  4. Preview what will be learned next in an upcoming lesson

**Differentiated Instruction:**

**Differentiated Instruction** is when you have the same objective for all students, but the way that the students arrive at an end result, practice a skill, perform a task, or respond to a question is different.

**Enrichment:** What will you do during the lesson to challenge advanced students? These are activities that are challenging for the students you specifically identified in your contextual information as being above grade level. Enrichment activities should not be more work or longer assignments.

**Intervention:** What will you do during the lesson to support struggling learners or those in the Tier process/RTI? Intervention should be more than simply asking student to complete only part of an assignment. These students may need to complete an assignment in a small group with teacher guidance rather than independently. These students may have a different grading rubric for a writing assignment.

**Accommodation** (Students in Special Education with IEP)**:** What will you do to accommodate students?

\* Enrichments and interventions should be some change in the ***content*** taught, the ***process*** in which the material is taught, or the ***product*** produced by the student.