**The University of Mississippi School of Education**

**Written Unit Plan**

**Understanding by Design (UBD)**

|  |
| --- |
| **Unit Cover Page** |
| Unit Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject/Topic Areas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Key Words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Designed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Length of Unit: \_\_\_\_\_\_\_\_\_\_\_School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Brief Summary of Unit:**  |
| **List and attach Print Materials/Resources** **List and attach Internet Resources/Links**  |

**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
* Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)
* Socio-Economic Description
* Typical Demeanor of Students
* Typical Interest and Involvement of Students

**2. Knowledge of students’ varied approaches to learning**

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

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

|  |
| --- |
| **Stage 1 – Identify Desired Results****(Stage 1 completed once for the unit)** |
| **Goal: Identify overall goal (s) of the unit based on the Mississippi Curriculum Frameworks or Common Core Standards/College and Career Ready Standards.** |
| **What understandings are desired?**  |
| **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:*** |

|  |
| --- |
| **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.*  |
| **Test/Quiz Item(s) and Other Traditional Assessments:** *List the names of each test/quiz/homework/etc. here and attach a copy of each to your plan.*  |
| **Informal Check(s):** *List ways you will check for understanding throughout your unit.* |
| **Academic Prompt(s):** *List**higher level thinking questions used throughout the unit.* |

|  |
| --- |
| **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.** |

|  |
| --- |
| **STAGE 3: Daily Plans** |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Example:TSW name, in order, the parts of the digestive system.Video clip and human model activityDigestive System Quiz |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**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.
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):**

Procedures are a detailed list of what *you* and the *students* will do to accomplish the objective. 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
	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:**

**Enrichment:** What will you do to challenge students?

**Intervention** (students struggling or in the tier process/response to intervention)**:** What will you do to support/remediate learners?

**Accommodation** (Students in Special Education with IEP)**:** What will you do 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.