

Christ the Teacher Catholic Schools

Unit Plan			
Unit/Strand:		Grade Level:	
Designed by:		Timeline:	
Focus for Learning:			
Big Ideas: Students will understand that ...			
Essential Skills:			
Essential Questions:			
Faith Integration:			

Title/Description of Culminating Task

--

Enabling and/or Other Assessment Tasks

<p>Title:</p> <p>Check Assessment Type:</p> <p>Diagnostic (As/For) Formative (As/For) Summative (Of):</p> <p>Write/Do/Say:</p>	<p>Curriculum Outcomes/Indicators</p>
<p>Title:</p> <p>Check Assessment Type:</p> <p>Diagnostic (As/For) Formative (As/For) Summative (Of):</p> <p>Write/Do/Say:</p>	<p>Curriculum Outcomes/Indicators</p>

<p>Title:</p> <p>Check Assessment Type:</p> <p style="padding-left: 40px;">Diagnostic (As/For) Formative (As/For) Summative (Of):</p> <p>Write/Do/Say:</p>	<p>Curriculum Outcomes/Indicators</p>
<p>Title:</p> <p>Check Assessment Type:</p> <p style="padding-left: 40px;">Diagnostic (As/For) Formative (As/For) Summative (Of):</p> <p>Write/Do/Say:</p>	<p>Curriculum Outcomes/Indicators</p>

Unit Instruction Plan/Lesson Sequence

Unit/Strand:

Focus for Learning:

Accommodations:

Each lesson should include one coded entry (e.g. “H” for hook) with the appropriate initials of the WHERE elements.

Introduction

Lesson 1:

Lesson 2:

Lesson 3:

Lesson 4:

Lesson 5:

Lesson 6:

Lesson 7:

Lesson 8:

Lesson 9:

Lesson 10:

Lesson 11:

Lesson 12:

Lesson 13:
Lesson 14:
Lesson 15:
Lesson 16:
Lesson 17:
Lesson 18:
Lesson 19:
Lesson 20:
Lesson 21:
Lesson 22:
Lesson 23:
Lesson 24:

Unit Culminating/Performance Assessment Task Plan

Unit/Strand:	Assessment Task Title:
Description of Task:	
Big Ideas:	Curriculum Outcomes/Outcomes/Indicators:
Essential Skills:	
Student Products and Processes	
Assessment Strategy 1 (choose 1 product for summative assessment):	Assessment Strategy 2 – optional (choose 1 product for summative assessment):
Assessment Tool (e.g. self assessment checklist and rubric):	Assessment Tool (e.g. self assessment checklist and rubric):
Assessment Criteria (evaluation breakdown):	Assessment Criteria (evaluation breakdown):
Resources/Technology Integration:	
Accommodations/Modifications:	
Cross-Curricular Integration:	

The WHERETO Element in Instructional Planning

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERETO elements.

W – Help the students know **WHERE** the unit is going, **WHY** (reason for learning content) and **WHAT** is expected (performance requirements and evaluative criteria)? Help the teacher know where the students are coming from (prior knowledge, interests)?

H – **HOOK** all students in the beginning and **HOLD** their attention throughout. Digging into the big ideas.

E – **EQUIP** students with necessary experiences, tools, knowledge, and know-how to meet performance goals. Help them **EXPERIENCE** the key ideas and **EXPLORE** the issues.

R – Provide students with numerous opportunities to **RETHINK** big ideas, **REFLECT** on progress, and **REVISE** their work.

E – Build on opportunities for students to **EVALUATE** progress and self-assess.

Teacher Reflections

What have I learned about teaching this unit?

What worked well in this unit?

How well did this unit meet the needs of my learners?

How well did the students engage with the tasks?

How well did it challenge students?

How well did it address the Outcomes/Indicators selected?

It would have been good to have...

If I adapted / modified this unit I would...

General Comment: