

Christ the Teacher Catholic Schools

Unit Plan			
Unit/Strand:		Grade Level:	
Designed by:		Timeline:	
Focus for Learning: ☐ states what students should be able to do with knowledge and skill, on their own, in general terms, in the long run. ☐ frames content Outcomes/Indicators as performance Outcomes/Indicators			
Big Ideas (What will the students remember for 40 seconds, 40 minutes, and 40 years? The 40 years are the BIG IDEAS!): An “understanding” – ☐ is the “moral of the story” of the unit - an important inference the learner is helped to draw. ☐ is transferable to other lessons, subjects, contexts ☐ is usually not obvious, may be counter-intuitive - and therefore prone to misunderstanding ☐ is an insight, not a truism ☐ makes sense of otherwise discrete facts - it “connects the dots” ☐ is a specific generalization, a full sentence proposition: “the student will understand THAT...”			
Essential Skills: ☐ states what students should know and be able to do as a result of the unit. ☐ reflects both the targeted knowledge and skill and the enabling knowledge and skill implied in the understanding-related goals			
Essential Questions (Usually unanswerable - - leaves students thinking long after they leave your classroom.): A question is essential if it – ☐ has no simple “right answer” that can be looked up. ☐ is deliberately framed to provide and sustain student interest. ☐ is meant to be investigated, argued, looked at from different points of view (not answered with finality) ☐ raises other important questions, and if the question itself can be fruitfully questioned ☐ naturally arises in everyday life, and/or in “doing” the subject ☐ constantly and appropriately recurs; it can fruitfully be asked and re-asked over time, and as a result of further learning			

Faith Integration:

Title/Description of Culminating (Performance) Task

Culminating or Performance Tasks

A performance task is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept. The components of the framework for the performance task are outlined in the acronym **GRASPS**. The **goal** states the purpose of the task; the **role** explains student involvement in the scenario; the **audience** identifies the people the students address; the **situation** explains the scenario; the **product** is the tangible evidence of student understanding; and the **Outcomes/Indicators/criteria** describes how students can complete the task successfully.

A performance task should reflect the 6 Facets of understanding: explanation, interpretation, application, perspective, empathy, and self-understanding.

Enabling and/or Other Assessment Tasks

Assessment Types:

- “As” – student self-assessment
- “For” – practice for the game
- “Of” – game day

Other Evidences

- is non-performance-based evidence collected to assess various desired results (understandings, knowledge, and skills) and round out the assessment picture.
- can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done as a group)

Other Assessments Samples

- Observation/dialogue – class discussions, conference, monitoring
- Quiz/test – Multiple choice, pop quizzes, open book, essay, oral exam, reports
- Projects – long term, research based with multiple tasks

Title:

Curriculum Outcomes/Indicators

Check Assessment Type:

___ **Diagnostic (As/For)**

___ **Formative (As/For)**

___ **Summative (Of):**

Write/Do/Say:

Enabling and/or Other Assessment Tasks (cont'd)

Curriculum Outcomes/Indicators

Enabling and/or Other Assessment Tasks (cont'd)	
Title: Check Assessment Type: ☐ Diagnostic (As/For) ☐ Formative (As/For) ☐ Summative (Of): Write/Do/Say:	Curriculum Outcomes/Indicators

Unit Instruction Plan/Lesson Sequence

Unit/Strand:	Focus for Learning:
Accommodations:	
The learning activities – should be derived from the goals and planned assessments to ensure the alignment of the plan and the effectiveness of the activities. Teaching for understanding requires that students be given numerous opportunities to draw inferences and make generalizations themselves (via a well-planned design and teacher support). Understandings cannot be handed over; they have to be “constructed” and realized by the learner. WHERE is an acronym for considering and self-assessing the key elements and logic of a learning plan: Where is the unit headed? Hook the learner with engaging work Equip for understanding, experience and explore the big ideas Rethink opinions, revise ideas and work Evaluate your work and adjust as needed The learning activities should reflect the teaching approach that is logically required by the goals, not the teaching approach that is most comfortable for or familiar to the teacher. 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 Assessment Task Plan

Unit/Strand:	Assessment Task Title:
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Description of Task:

Big Ideas:	Curriculum Outcomes/Indicators:
Essential Skills:	

Student Products and Processes

Assessment Strategy 1 (choose 1 product for summative assessment): Assessment Tool (e.g. self assessment checklist and rubric): Assessment Criteria (evaluation breakdown):	Assessment Strategy 2 – optional (choose 1 product for summative assessment): Assessment Tool (e.g. self assessment checklist and rubric): Assessment Criteria (evaluation breakdown):
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Resources/Technology Integration:
Accommodations/Modifications:
Cross-Curricular Integration:

The WHERE 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 WHERE 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?

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 task?

How well did it challenge students?

How well did it address the outcomes selected?

It would have been good to have...

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

General Comment: