

Unit Plan

Develop a standards-based unit plan by aligning your resources with Wisconsin's education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to create a process for developing lesson plans that outline essential elements of unit design—standards, high quality instruction, and a balanced assessment system. A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time for all students.

| GENERAL INFORMATION | | |
|---------------------|--|----------------|
| Grade | Class | Length of Unit |
| Unit Title | Sequence: Where does this unit fit within the course? (1e) | |

UNIT OVERVIEW

UNIT STANDARDS (1a;1e;4f)

Which standards (i.e., content standards, Literacy Standards for All Subjects, and Standards for Mathematical Practice) can be integrated to deepen learning? Think about the content, cognitive, receptive and productive language, and behavioral demands of the standards.

UNIT LEARNING TARGET(S) (1a;1b;1c;1e;2b;3a;4f)

What is/are your learning target/s? What does proficiency look like? How will you communicate that to students? *Students will...*

ESSENTIAL QUESTIONS (1b;1e;2b;3c;4f)

What open-ended, grade-level appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

ASSESSMENTS**(1b;1e;3a;3d;3e;4b;4c;4f)**

- How will you use benchmark and summative assessments to elicit direct, observable evidence in order to monitor and/or measure student learning and inform instruction?
- How will you use the results of your benchmark and summative assessments to differentiate instruction?
- How will you use the results of your formative assessments?
- How will you communicate student learning?
- How do students provide feedback about their learning?
- In what ways do students have multiple options to demonstrate their learning?
- How will your assessments be culturally responsive?

Pre-assessments

Formative Assessments

Summative Assessments: Final Performance Tasks

**DATA ANALYSIS & PRIOR KNOWLEDGE
NEEDED TO SUPPORT LEARNING****(1a;1b;1e;3a;4f)**

- What is it that students need to know and be able to do prior to this unit?
- How will you determine what students know and can do in preparation for this unit?

DISCIPLINARY LITERACY**(1a;1b;1d;1e;1f;3a;3c;4f)**

- Which texts will be used? Are those texts available in multiple modes? Do the texts include a range of print and digital text in diverse media, lengths, and formats at students' grade and independent levels?
- Which texts will be created? Do the texts include a range of print and digital texts in diverse media, lengths, and formats?

SEQUENCE OF LESSON PLANS**(1e)**

- Sequence the lesson plans that will be taught within this unit.

INTRA- AND INTERDISCIPLINARY CONNECTIONS**(1a;1e;1d;3c;4f)**

- How does this unit connect to other units in the course of study?
- How does this unit connect to other disciplines?
- How does this unit connect to American Indian Studies, environmental education, global education, and/or financial literacy?

ADDITIONAL CONSIDERATIONS**(1d;1e;2a;2b;2c;2d;3b;3c;4f)**

- What opportunities do students have to
 - be flexible,
 - make choices,
 - take initiative,
 - interact with others,
 - be accountable, and
 - be a leader?
- How will you provide students with opportunities for application of skills, student-directed inquiry, analysis, evaluation, and/or reflection?
- How does technology support teaching and learning?
- Are there other staff members involved (e.g., team taught, media specialists, guest speakers)?
- Will there be field trips or community projects related to this unit?