

Unit Planning – Pre-Planning Worksheet – #1

Directions: List out all the key concepts and skills you might want the students to learn in this unit.

Possible Concepts:

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Possible Skills:

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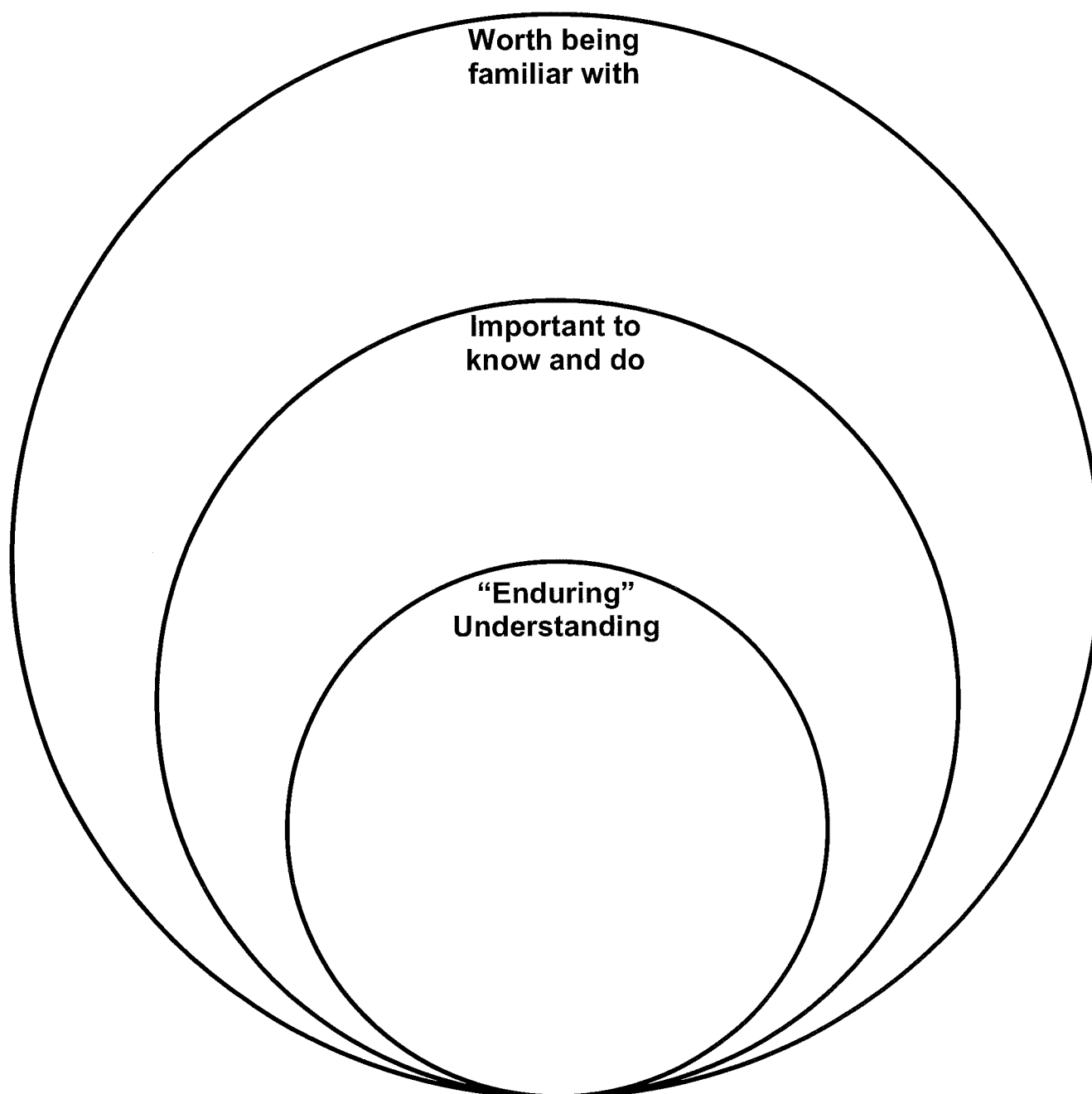
Directions: Brainstorm possible assessments. **Don't** worry about details yet! Besides the standard tests and quizzes, consider some of the following evaluation methods: informal observations/discussions, one minute questions, portfolios, peer review, one sentence summaries, student generated quiz questions, journals, student performances (speeches, plays, radio shows, debates, etc), graphic organizers, socratic seminars, experiments, interviews, conferences, electronic slide shows, models, museum exhibits, role playing, etc.

Possible Assessment Pieces:

- A writing piece
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Unit Planning – Prioritizing Objectives – #2

Directions: Wiggins and McTighe suggest using the graphic organizer below. Take your concept list from the pre-planning sheet and divide the content and skills into the three circles. The largest circle is for those concepts and skills that are worth being familiar with. The middle circle is for those concepts and skills that are important to know and be able to do. Wiggins and McTighe state, “Student learning is incomplete if the unit or course concluded without mastery of these essentials.” The central circle is for those concepts and skills that are deemed “Enduring” or “Big Ideas.” These are the concepts and skills that students should remember long after they have forgotten many of the details.



Unit Planning – Objectives & Question(s) – #3

Directions: Take the concepts and skills you end up with in the first two circles and reword them into objectives. According to Heidi Hayes Jacobs, the 5 attributes of a well-formed objective are:

- The Subject – who is the learner;
- An action verb – denoting the behavior requested;
- A product – the observable outcome of the activity;
- The conditions – or stipulations for specific activity;
- The evaluative standard – the criteria for an acceptable level of performance in terms of quality, quantity, or time.

Objectives:

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Essential Questions:

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