**Unit Plan – Grade(s), Subject Area(s), Theme or Topic**

This template is to assist you with the considerations involved and in the organization of the material/resources and processes you can use to construct a unit of study.

|  |
| --- |
| **Duration of Unit:** |
| **Summary of Unit:** (Considering Universal Design for Learning, Backwards Planning, Inquiry, a variety of Learning Experiences and Assessments, and Evaluation – provide a summary of the unit you have constructed). |
| ***Curriculum: Outcomes, Essential Questions, Targeted Learning and Experiences*** |
| **Utilizing Manitoba curricula list all outcomes, essential questions, descriptions of targeted learning or experiences that will be presented / explored through this unit.**  |
| **Specific Learning Outcomes and Evidence of Learning** |
| **Expand on the learning tasks and curricular outcomes noted above, identifying the targeted learning for the unit. Consider referring to the attached “*Appendices of Verbs”* to use in the following sentence leads to describe what observable evidence of learning will be assessed. For example:**1. Students will categorize… (Cognitive Domain, Analyze)
2. Students will demonstrate…(Psychomotor Domain, Complex)
3. Students will design…(Affective Domain)
4. ….
 |

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| --- |
| **Overview of Unit Assessment** |
| **Formal Assessment** |
| **General Description of Assessed Tasks, Processes or Contexts**E.g., pre-unit quiz, project, presentation, skill demonstration, end of unit test, student self-reflection | **Specific Learning Outcomes**List the specific learning outcomes by number from the previous section that are examined in this assessment | **Triangulation of Assessment Data** Indicate source(s) of data included in this assessment that will add to a body of evidence representing learning through the unit | **Assessment AS, FOR and OF Learning**Indicate type(s) for each assessmentSee ***Assessment Appendix*** for clarity of “For, As & Of” Learning |
| Conversation | Observation | Products | **As** | **For** | **Of**Briefly describe how learning will be graded, categorized or described. All assessment instruments (e.g., rubrics, checklists, quizzes, marking criteria) must be completed and attached with lessons plans in next section. |
|  |  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
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|  |  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **Informal Assessment** |
| Describe what types of informal **assessments AS, FOR, or OF learning** you will conduct through the unit (e.g., observing and offering students feedback during work on a project, monitoring class discussion, conferencing with individual students, exit slips,etc.). Describe how this data will be recorded, organized and applied to learning through the unit. |

|  |
| --- |
| Diagram  Description automatically generated**Universal Design for Learning Considerations:**With difference and diversity in mind from the beginning of your unit planning process, consider how you will provide multiple means of engagement, representation and action and expression for all.**Principles of Differentiation:**How will the unit be delivered? (Respectful tasks, quality instruction, flexible groupings, continual assessment, community building, etc.) **Differentiated Instruction:** According to students’ readiness, interests, and learning profile, how will you differentiate learning tasks based on the content, process, products, affect and environment of students?**Student Specific Planning:**What considerations have you made for students who require Adaptations, Modifications or who have specific programming plans (IEP’s, BIP’s, etc). |

|  |
| --- |
| **Learning Plan** |
| **Learning Activities:****ATTACH ALL OF YOUR BUNDLED LESSON AND ASSESSMENT PLANS THAT CONSTITUTE THE ENTIRE UNIT****Some units may have cross-curricular connections. This unit has curricular connectors in the following subjects:**

|  |  |
| --- | --- |
| **Subject Area** | **Relevant Curricular Outcomes, Essential Questions or Experiences** |
| English Language Arts | [ ]  |  |
| Mathematics | [ ]  |  |
| Science | [ ]  |  |
| Social Studies | [ ]  |  |
| Physical Education / Health | [ ]  |  |
| Information and Communication Technologies | [ ]  |  |
| Music / The Arts | [ ]  |  |
| French/Additional Language | [ ]  |  |

**Learning Resources/Sources will be used to support the implementation of this Unit****Primary Sources** *(Field Trips, Experts, Artifacts, etc.):***Secondary Sources** (*Text Set*, *Multimedia, Print, Web, etc.):* |

**Post-Unit Reflection**

What worked? What didn’t? What would you adjust the next time teaching this unit? What did you learn during the unit? (e.g., growth in teaching practice, new pedagogy or assessment strategies, deeper understanding of topic, broader awareness of student(s) as learners, etc.)

"Appendices of Verbs"

|  |  |  |
| --- | --- | --- |
| Rememberarrange quotecite readdefine recitedescribe recognizedraw recordduplicate relateidentify recallindicate repeatlabel reproducelist selectmatch statememorize tabulatename tellpoint traceorder writeoutline | Understandassociate generalizeclassify give examplecompare identifycompute indicate infercontrast interpretconvert locatedefend paraphrasedescribe predictdifferentiate reportdiscuss recognizedistinguish restate rewriteestimate reviewexplain express selectextend summarizeextrapolate translate | Applyapply ordercalculate practicechange predictchoose preparecomplete producecompute relatedemonstrate reportdiscover restatedramatize reviewemploy scheduleexamine showillustrate sketchinterpolate solveinterpret translatemanipulate usemodify utilizeoperate write |
| Analyzeanalyze identifyappraise illustratebreakdown infercalculate inspectcategorize inventorycompare modelcontrast outlinecriticize point outdebate questiondiagram relatedifferentiate selectdiscriminate separatedistinguish subdivideexamine summarizeexperiment test | Evaluateappraise judgeargue justifyassess interpretattach measurechoose rankcompare relateconclude predictcontrast ratecritique recommenddefend reviewdescribe revisedetermine scorediagnose selectdiscriminate summarizeestimate supportevaluate testexplain valuegrade | Createarrange organizeassemble plancategorical preparecollect prescribecombine producecomply proposecompose rearrangeconstruct reconstructcreate relatedesign reorganizedetect revisedevelop rewritedevise set upexplain specifyformulate summarizegenerate synthesizegeneralize tellintegrate writemanage |

VERB LIST FOR WRITING EDUCATIONAL OBJECTIVES

Cognitive Domain



Psychomotor Domain

|  |  |
| --- | --- |
| Simpleadd expel pipet shakeadjust filter place smearagitate guide plot smellaspirate handle pour staincleanse imitate prepare startcollect invert prick stopcombine label puncture stoppercopy lyse record streakdilute mark repeat tiltdispose measure rinse titratedrain mix scrape transferdraw mount seal useduplicate obtain select washemulsify pass set up wipe | Complexbuild incise palpatecalibrate inject percussconstruct inoculate performcreate make producedemonstrate maintain removeexercise manipulate sutureillustrate operate |

Affective domain

|  |  |  |
| --- | --- | --- |
| AcceptAdoptAdvocateAnnotateAskAttemptAttendChallengeChooseConsultDelayDesignDisputeEvaluateExemplify | InitiateInvestigateJoinKeep (preserve)ObeyObjectOfferOrganizeParticipatePersevereProposePromoteQualifyQueryQuestions | ReadRealizeRecommendReflectRejectSeekSelectSpecifyShareSuggest SupportTestTryVisitVolunteerWeigh (judge) |

VERBS TO BE AVOIDED WHEN WRITING OBJECTIVES

|  |  |  |  |
| --- | --- | --- | --- |
| appreciate be acquainted withbe aware of be familiar with believe comprehend | enjoyfully appreciate grasp the significance of have faith in know learn | really understand realize remember sympathize with understand |  |

CHECKLIST QUESTIONS FOR WRITING LEARNING OBJECTIVES

* + - * Observable - Does the learning objective identify what students will be able to do after the topic is covered?
			* Measurable - Is it clear how you would test achievement of the learning objective? Can students reasonably determine from the objective whether or not they have achieved it?
			* Achievable - Can the objective be realistically accomplished at the end of the class/course?
			* Clear & specific - Do chosen verbs have a clear meaning?
			* Alignment with expectations - Is the verb aligned with the level of cognitive understanding expected of students? Could you expect a higher level of understanding?

Source:

* Verbs: Duke University Community and Family Medicine Faculty Development Module
* Checklist Questions: Carl Wieman Science Education Initiative



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Definitions | l. Remembering | ll. Understanding | Ill. Applying | IV. Analyzing | V. Evaluating | VI. Creating |
| Bloom'sDefinition | Exhibit memory of previously learned material by recalling facts terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |
| Verbs | * Choose
* Define
* Find
* How
* Label
* List
* Match
* Name
* Omit
* Recall
* Relate
* Select
* Show
* Spell
* Tell
* What
* When
* Where
* Which
* Who
* Why
 | * Classify
* Compare
* Contrast
* Demonstrate
* Explain
* Extend
* Illustrate
* Infer
* Interpret
* Outline
* Relate
* Rephrase
* Show
* Summarize
* Translate
 | * Apply
* Build
* Choose
* Construct
* Develop
* Experiment with
* Identify
* Interview
* Make use of
* Model
* Organize
* Plan
* Select
* Solve
* Utilize
 | * Analyze
* Assume
* Categorize
* Classify
* Compare
* Conclusion
* Contrast
* Discover
* Dissect
* Distinguish
* Divide
* Examine
* Function
* Inference
* Inspect
* List
* Motive
* Relationships
* Simplify
* Survey
* Take part in
* Test for
* Theme
 | * Agree
* Appraise
* Assess
* Award
* Choose
* Compare
* Conclude
* Criteria
* Criticize
* Decide
* Deduct
* Defend
* Determine
* Disprove
* Estimate
* Evaluate
* Explain
* Importance
* Influence
* Interpret
* Judge
* Justify
* Mark
* Measure
* Opinion
* Perceive
* Prioritize
* Prove
* Rate
* Recommend
* Rule on
* Select
* Support
* Value
 | * Adapt
* Change
* Choose
* Combine
* Compile
* Compose
* Construct
* Create
* Delete
* Design
* Develop
* Discuss
* Elaborate
* Estimate
* Formulate
* Happen
* Imagine
* Improve
* Invent
* Make up
* Maximize
* Minimize
* Modify
* Original
* Originate
* Plan
* Predict
* Propose
* Solution
* Solve
* Suppose
* Test
* Theory
 |

REVISED Bloom's Taxonomy Action Verbs

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Rethinking Classroom Assessment with Purpose in Mind

Appendix 2

# Overview of Planning Assessment

This appendix provides a summary of the tables in Chapters 3, 4, and 5 (Section Il) of this document.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Assessment for Learning | Assessment as Learning | Assessment of Learning |
| Why Assess?  | to enable teachers to determine next steps in advancing student learning | to guide and provide opportunities for each student to monitor and critically reflect on their learning and identify next steps | to certify or inform parents or others of student’s proficiency in relation to curriculum learning outcomes |
| Assess What?  | each student's progress and learning needs in relation to the curricular outcomes | each student's thinking about their learning, what strategies they use to support or challenge that learning, and the mechanisms they use to adjust and advance their learning | the extent to which students can apply the key concepts, knowledge, skills. and attitudes related to the curriculum outcomes |
| WhatMethods? | a range of methods in different modes that make students' skills and understanding visible | a range of methods in different modes that elicit students' learning and metacognitive processes | a range of methods in different modes that assess both product and process |
| Ensuring Quality | * accuracy and consistency of observations and interpretations of student learning
* clear, detailed learning expectations
* accurate, detailed notes for descriptive feedback to each student
 | * accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment
* engagement of the student in considering and challenging his or her thinking
* students record their own learning
 | * accuracy, and fairness of judgments based on high-quality information
* clear. detailed learning expectations
* fair and accurate summative reporting
 |
| Using theInformation | * provide each student with accurate descriptive feedback 10 further their learning
* differentiate instruction by continually checking where each student is in relation to curricular outcomes
* provide parents or guardians with descriptive feedback about student learning and ideas for support
 | * provide each student with accurate, descriptive feedback that will help them develop independent learning habits
* have each student focus on the task and their learning (not on getting the right answer)
* provide each student with ideas for adjusting. rethinking, and articulating their learning
* provide the conditions for the teacher and student to discuss alternatives
* students report about their learning
 | * indicate each student’s level of learning
* provide the foundation for discussions on placement or promotion
* report fair, accurate,. and detailed information that can be used to decide the next steps in a student's learning
 |

## https://www.edu.gov.mb.ca/k12/assess/wncp/index.html

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"Assessment Appendix"

Assessment "FOR" Learning

* Formative
* Descriptive Feedback
* Used to plan instruction and further learning
* Performed by teacher (sometimes with students)
* Continuous

Assessment "AS" Learning

* Self-assessment
* Metacognitive awareness
* Used to empower students to consider their learning & set goals
* Continuous

Assessment "OF" Learning

* Summative
* Usually done at the end of a unit by teacher
* Used to grade/rank/judge/evaluate students
* Less emphasis on improvement / feedback