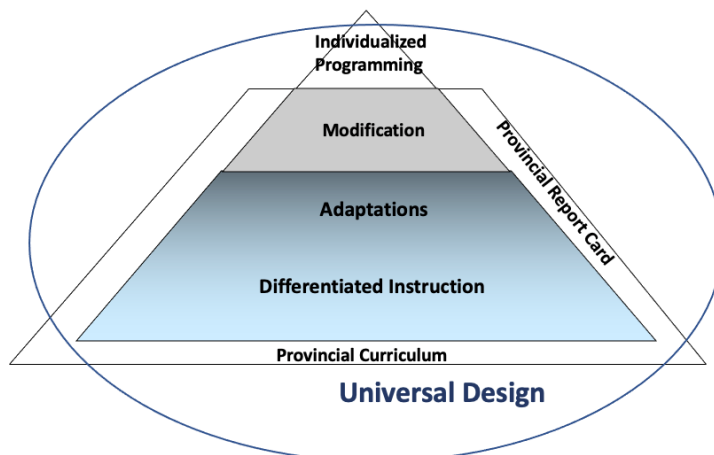# Unit Plan – Grade(s), Subject Area(s), Theme or Topic

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. ….

		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 assessment See *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.

Addressing Student Diversity

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:

Your Unit should include lesson summaries for each lesson being considered and contain any comprehensive lesson plans utilized for an observed lesson, along with your assessment plan/unit test, etc.

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"

VERB LIST FOR WRITING EDUCATIONAL OBJECTIVES

Cognitive Domain

Remember

arrange	quote
cite	read
define	recite
describe	recognize
draw	record
duplicate	relate
identify	recall
indicate	repeat
label	reproduce
list	select
match	state
memorize	tabulate
name	tell
point	trace
order	write
outline	

Understand

associate	generalize
classify	give example
compare	identify
compute	indicate infer
contrast	interpret
convert	locate
defend	paraphrase
describe	predict
differentiate	report
discuss	recognize
distinguish	restate rewrite
estimate	review
explain express	select
extend	summarize
extrapolate	translate

Apply

apply	order
calculate	practice
change	predict
choose	prepare
complete	produce
compute	relate
demonstrate	report
discover	restate
dramatize	review
employ	schedule
examine	show
illustrate	sketch
interpolate	solve
interpret	translate
manipulate	use
modify	utilize
operate	write

Analyze

analyze	identify
appraise	illustrate
breakdown	infer
calculate	inspect
categorize	inventory
compare	model
contrast	outline
criticize	point out
debate	question
diagram	relate
differentiate	select
discriminate	separate
distinguish	subdivide
examine	summarize
experiment	test

Evaluate

appraise	judge
argue	justify
assess	interpret
attach	measure
choose	rank
compare	relate
conclude	predict
contrast	rate
critique	recommend
defend	review
describe	revise
determine	score
diagnose	select
discriminate	summarize
estimate	support
evaluate	test
explain	value
grade	

Create

arrange	organize
assemble	plan
categorical	prepare
collect	prescribe
combine	produce
comply	propose
compose	rearrange
construct	reconstruct
create	relate
design	reorganize
detect	revise
develop	rewrite
devise	set up
explain	specify
formulate	summarize
generate	synthesize
generalize	tell
integrate	write
manage	

Psychomotor Domain

Simple			
add	expel	pipet	shake
adjust	filter	place	smear
agitate	guide	plot	smell
aspirate	handle	pour	stain
cleanse	imitate	prepare	start
collect	invert	prick	stop
combine	label	puncture	stopper
copy	lyse	record	streak
dilute	mark	repeat	tilt
dispose	measure	rinse	titrate
drain	mix	scrape	transfer
draw	mount	seal	use
duplicate	obtain	select	wash
emulsify	pass	set up	wipe

Complex		
build	incise	palpate
calibrate	inject	percuss
construct	inoculate	perform
create	make	produce
demonstrate	maintain	remove
exercise	manipulate	suture
illustrate	operate	

Affective domain

Accept	Initiate	Read
Adopt	Investigate	Realize
Advocate	Join	Recommend
Annotate	Keep (preserve)	Reflect
Ask	Obey	Reject
Attempt	Object	Seek
Attend	Offer	Select
Challenge	Organize	Specify
Choose	Participate	Share
Consult	Persevere	Suggest
Delay	Propose	Support
Design	Promote	Test
Dispute	Qualify	Try
Evaluate	Query	Visit
Exemplify	Questions	Volunteer
		Weigh (judge)

VERBS TO BE AVOIDED WHEN WRITING OBJECTIVES

appreciate	enjoy	really understand
be acquainted with	fully appreciate	realize
be aware of	grasp the significance of	remember
be familiar with	have faith in	sympathize with
believe	know	understand
comprehend	learn	

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

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	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

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 II) 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
What Methods?	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 the Information	- 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

"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