1.1 Unit Plan Components Across Degree Programs.

Each program provides specific instructions for the Unit Plan in order to align to SPA standards. However, the common elements across programs allow for effective unit assessment of candidates knowledge and their ability to apply concepts with P-12 students.

English Education Unit Plan:

The following elements are required in the unit plan:

1. Description of the class setting and students – What type of class are candidates designing the unit for? What range of students exists in this particular class? Candidates should base this description on a class (or combination of classes) at their field experience school.
2. Rationale for the unit – What is the overarching purpose, or purposes, for this unit? Why are candidates planning to teach this arrangement of material to this group of students?
3. Goals/Objectives – What do candidates want their students to be able to know and/or be able to do at the end of the unit? Candidates objectives must be detailed, and demonstrate alignment with state objectives, and/or the district standards for their particular field experience school district.
4. Materials – What “texts” (print or non-print), or other materials will candidates need to lead students through this unit? All handouts or graphic organizers that will be utilized in the unit including specific directions and intended outcomes of the assignments to be given. Include a short introduction that explains the rationale for the assignments given and the student learning outcomes that you intend for your students.
5. Daily lesson plans - Each lesson should be carefully planned to include a variety of teaching methods to meet the various learning needs of the students within your classroom. Include technology, integration of culture, and current research to guide you in the methods you choose to incorporate.
6. Assessment – How will candidates evaluate student learning? Candidates need to consider what types of assessment (formal, informal) they will employ within their unit. Will there be some sort of culminating assessment (such as a project, essay, or test) at the end of the unit? Candidates need to explain their purpose behind their assessment strategies. They should also include any assessment materials that they plan to use in their unit plan (assignment sheets, rubrics, tests, etc.).
7. Alignment - Label lessons plan with NCTE standards to show which standards are being met and align the NCTE standards.
8. Submission - The unit should be submitted in hard copy, and each class member should also submit their lessons via email.

Physical Education Unit Plan:

Candidates write goals, objectives and assessment for one unit plan. The unit plan should include lessons/activities for a minimum of 2 weeks of classes, 5 classes each week, 50 – 60 minutes each. The unit length should support the goals and objectives and may range between 2-3 weeks.

The unit must have the following components:

Overview

1. Title/topic
2. Elementary grade level
3. Teaching facility and resources

Instructional Plan

1. Introduction
2. Fitness component
3. Lesson Focus
4. Closing Activity
5. Assessment
6. Reflection

Objectives

* 1. A minimum of 2 psychomotor domain objectives
	2. A minimum of 2 cognitive domain objectives
	3. A minimum of 2 affective/social domain objectives

Social Studies Unit Plan:

The final project for this course asks candidates to design a two-week instructional unit (10 lessons) demonstrating proficiency in conceiving both the big picture and day-to-day execution of curriculum. Candidates work within the following basic parameters: a 45-minute class period; a heterogeneous student population; internet and computer access is available. In addition to the five specific lesson plans, the unit should have a unified theme or topic, and should include the following:

1. An introduction to the unit that identifies the grade level for which the lessons were written, and that discuss the concepts and goals that guided your design. In other words, what does your unit hope to accomplish in terms of outcomes and how will lessons go about fulfilling these goals? Desired outcomes should address conceptual understanding, skill development, and factual knowledge.
2. A series of “essential questions” guiding the unit’s design, as well as an accompanying narrative explaining why these questions were chosen and how they unite the lessons thematically.
3. Two final assessments and rubrics to evaluate the unit. One assessment should be a test to be given in class, and one assessment should be in the form of a project or activity.
4. Annotated webliography: list of at least 6 web sites and descriptions related to the ten NCSS learning standards.
5. Label lessons plan with NCSS standards to show which standards are being met and align the NCSS standards with the relevant NYS Learning Standards.
6. The unit should be submitted in hard copy, and each class member should also submit their lessons via email.

The lesson plans should follow the format handed out in class. A successful unit will include a variety of sources, methods and strategies. At least one of the lessons must make use of a primary document, visual/audio source, and technology.

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| Component | English | Social Studies | Physical Education |
| Context | X | X | X |
| Rationale | X | X |  |
| Plan/Content | X | X | X |
| Assessment | X | X | X |
| Reflection |  |  | X |

Program Coordinators are currently working to refine the Unit Plan prior to implementation. Methods course are scheduled to be delivered fall 2016.