

Instructional Unit Design Template

INSTRUCTIONAL UNIT OVERVIEW

Name:

Email:

Unit Focus:

Grade Level/Professional Development Participants:

Duration of Unit:

LEARNERS AND CONTEXTS

DESCRIPTION OF LEARNERS:

Entry Behaviors: What skills/ concepts have learners already mastered that are associated with the goal(s) of your instructional unit?

Prior Knowledge: What do learners already know about the content that you plan to teach?

Attitudes Toward Content: What impressions or attitudes do learners have about the topic of your instructional unit?

Academic Motivation: How relevant is your instructional goal to your learners. Describe your learners' motivations to learn the content proposed in your instructional unit.

Education and Ability: What are the achievement and general ability levels of your learners?

Learning Preferences: What are your learners' learning skills and preferences?

Group Characteristics: What are the overall differences or levels of heterogeneity within the group?

CONTEXT ANALYSIS – ANALYSIS OF PERFORMANCE SETTING:

Social Aspects: What is the social context in which skills/knowledge contained in your instructional unit are to be learned/applied by learners?

Physical Aspects: What is the physical context in which skills/knowledge contained in your instructional unit are to be learned/applied by learners. Describe or list features of the environment (i.e., the classroom) which may affect instruction.

Relevance: Do the skills/knowledge you will teach in your instructional unit have application for learners in other contexts (home, community, etc.)?

Adaptability and Accessibility:

Given what you now know about your learners and your ideas about the environment for instruction, how can you increase the accessibility to the knowledge/skills in your instructional unit to reach all learners? How can the lesson be designed to best meet the needs of all learners? (Consider universal design principles.)

GOALS AND STANDARDS

Essential Question:

What is the overall purpose for the learning and teaching that will happen in this unit? What are the overarching questions that you want learners to be able to answer? Essential questions should be big, global in scope, and possibly unanswerable. They should be important, challenging, interesting and intriguing to the learner.

Goals:

What do you want the learners to know and be able to do?

Alignment with Standards/Frameworks:

How are the goals aligned with local, state, and national standards? Which are the key content and technology standards to be assessed?

PERFORMANCE OBJECTIVES (Skill, Condition, Criteria)

State what learners will be able to do at the conclusion of your instructional unit. Each statement of performance (performance objective) should identify:

- The skills and /or behaviors expected
- The conditions under which the skills will be performed
- The criteria for success

Example: Using a map (condition), students will demonstrate their understanding of scale by calculating the distance between two cities (skill) within five miles of accuracy (criteria).

Identify where this objective will be addressed and assessed (introduction/ pre-instruction, instructional activities, end product/ activity).

INSTRUCTIONAL ACTIVITIES and ASSESSMENT METHODS

Think about the learning experience(s) that will engage students in exploring the key ideas and questions that you want them to answer at the end of your unit. Determine the strategies and activities you will use to equip them to demonstrate the understandings / performances identified in the objectives. (Will the strategy include hands-on activities, cooperative groups, performances, panel presentations, role playing...?)

Introduction/Pre-Instruction:

How will you introduce your unit? Provide a brief description.

Instructional Activities (One or Multiple):

For each of the goals you identified in the Overview section of this document, briefly describe the activities you will use, stating what the instructor will do, and what students will do, and how. Please note that this collection of activities should not be exhaustive. This is not a lesson plan! This section should provide a snapshot of the range of activities you will use to achieve your goals.

Assessible End Product/Activity:

What activity will you use to assess learning at the culmination of your unit? Provide a brief description.

Think about whether the activities in your unit were:

Reflective Constructive Authentic Active Cooperative

ASSESSIBLE END PRODUCT/ACTIVITY
Determine how the learners will show that they understand the key concepts. What tasks, performances, quizzes, tests, projects, or other evidence will you develop and collect? Develop measures that provide the most valid assessment of the learning outcomes you identify in the goals and objectives.
THE VALUE OF TECHNOLOGY
Describe the technology (and other resources/materials) used for your unit. Determine how the integration of technology added value to the planning and/or delivery of your unit.
IMPLEMENTING YOUR UNIT
Determine the resources and/or skills you must acquire prior to delivering your unit. What actions and supports are needed from others? When must you initiate and complete your initial planning activities?
IMPLEMENTATION REFLECTION TOOL
After delivering your unit, reflect on its success. Did you meet your goals and objectives? In what areas did you exceed your goals and objectives? Where did you fall short? What might you do differently next time?