

The Unit Plan

Step 1 – Start with the Curriculum

Guiding Questions:

1. What do you want students to know and be able to do upon completion of the unit?
2. Why does this unit matter? What is the relevance for the students? How will you demonstrate this?
3. Will students have an opportunity to construct their own knowledge and otherwise invest in and own their learning?
4. How will you know if the students “got it?”
5. How will students transfer/apply what they have learned?

Unit Title

Unit Objective (From the Maryland State Curriculum [MSC])

Unit Objective (Developmentally appropriate language adapted from the MSC objective above)

Supporting Indicators:

Unit Assessment Plan:

Step 2 – Map the Unit Use this template. First, identify and cross off all holidays and staff development days. Identify the early dismissal days, too. Now you have an idea of the flow of the days for your unit. For example, if your unit is interrupted by a 4-day weekend, you’ll need to plan appropriately for resolution before starting again upon your return. If you thought your unit would last 10 days, and you see you have 11 ½ days before an extended break, you will not want to start a new unit with a day and a half left. You may choose to plan an extension activity. It’s also good to have a day or two planned as a buffer in case of the unexpected fire drill, the impromptu assembly, or the teachable moment that you could not let pass. Now use the blank calendar below to jot down ideas for your objectives and or activities for the unit. Use pencil. You will erase as ideas begin to flow and your unit begins to take shape in your mind.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Weekly Lesson Planner – Step 3: Write All Objectives, Establish Lesson Relevance, and Generate Ideas for Assessments

Use the templates that follow as a guide, but plan on a weekly basis or by unit.

DAY __, Day & Date
Lesson Objective: Taken directly from the Maryland State Curriculum (MSC).
Class Objective: Developmentally appropriate language adapted from the MSC Lesson Objective.
Warm-up:
Lesson Sequence and Materials:
Closure/Relevance: What is the lesson's relevance for students? This is where students are guided to assess the success of the lesson in terms of meeting the objective. Students are led to an understanding of the relevance of the learning – the “so what?”
Assessment: How will you know if students know?
Differentiation:

Weekly Lesson Planner – Step 4: Sketch Out the Warm-up Activities and Lesson Sequences,
Firm Up Assessment(s)

DAY __, Day & Date
Lesson Objective: Taken directly from the Maryland State Curriculum (MSC).
Class Objective: Developmentally appropriate language adapted from the MSC Lesson Objective.
Warm-up Purposes (any one or a combination): <ul style="list-style-type: none"> • Activate Prior Knowledge - What do students already know? • Build Background – What knowledge must students already have to be successful? • Establish Purpose/Engage the Learner/Build Motivation/Define Essential Vocabulary
Lesson Sequence and Materials: This stage involves brainstorming and sketching the lesson: <ul style="list-style-type: none"> • Think about how you will assess as you plan activities. Be flexible as ideas take shape. • List materials needed • Start to brainstorm for the Lesson Sequence elements. These can include all or some of the following: <ul style="list-style-type: none"> ○ Guided Practice ○ Independent Practice ○ Group Work ○ Constructivist Activities ○ Extension Activities • Remember that Assessment (formal and informal) and Differentiation can and should be infused throughout the lesson and highlighted in the spaces below.
Closure/Relevance: Guide students to assess the success of the lesson in terms of meeting the objective. Students are led to an understanding of the relevance of the learning – the “so what?”
Assessment: How will you know if students know?
Differentiation: How will you create opportunities for all students to access the learning?

Weekly Lesson Planner – Step 5: Visualize and Polish Lessons, Align Assessment(s), and Identify Specific Closure Activities

DAY __, Day & Date
Lesson Objective: Taken directly from the Maryland State Curriculum (MSC).
Class Objective: Developmentally appropriate language adapted from the MSC Lesson Objective.
Warm-up Purposes (any one or a combination): <ul style="list-style-type: none"> • Activate Prior Knowledge - What do students already know? • Build Background – What knowledge must students already have to be successful? • Establish Purpose/Engage the Learner/Build Motivation/Define Essential Vocabulary
Lesson Sequence and Materials: <ul style="list-style-type: none"> • Revisit assessment(s) to verify connection to your objective and revise as needed. • Gather and organize materials. • Guided Practice – what will you do to guide/coach students' learning? (Consider activities, think-alouds, Q&A, groups, etc.) • Cooperative and/or Independent Practice – What will happen to help students construct and integrate their new knowledge? This must be meaningful work that also allows opportunities for differentiation. • Assessment and differentiation should be infused throughout the lesson plan, but identify them again below for administrators who want verification of these elements at a glance. • How will students apply and/or extend the learning? Over planning is always wise for early completers and those who need extra support. • It is strongly recommended that you script your lessons at first, at least the opening, closure and important transitions.
Closure/Relevance: Identify the specific activities that will guide students to assess the success of the lesson in terms of meeting the objective and lead to an understanding of the relevance of the learning – the “so what?”
Assessment: Be specific and ensure that assessment(s) are aligned with the objective(s) and tailored to students' learning goals.
Differentiation: Review rationale and make adjustments based on reflection.

3

Write All Objectives and Generate Ideas for Assessments

Lesson Objective: Taken directly from the Maryland State Curriculum (MSC).

Class Objective: Developmentally appropriate language adapted from the MSC Lesson Objective.

Closure/Relevance: What is the lesson's relevance for students? This is where students are guided to assess the success of the lesson in terms of meeting the objective. Students are led to an understanding of the relevance of the learning – the “so what?”

Assessment: How will you know if students know?

4

Plan Warm-up Activities, Sketch Lesson Sequences, and Firm Up Assessment(s)

Warm-Up Purposes: (any one or a combination):

- Activate Prior Knowledge - What do students already know?
- Build Background – What knowledge must students already have to be successful?
- Establish Purpose/Engage the Learner/Build Motivation/Define Essential Vocabulary

Lesson Sequence and Materials:

This stage involves brainstorming and sketching the lesson.

- Think about how you will assess as you plan activities. Be flexible as ideas take shape.
- List materials needed
- Start to sketch the Lesson Sequence elements. These can include all or some of the following:
 - Guided Practice
 - Independent Practice
 - Group Work
 - Constructivist Activities
 - Extension Activities
- Remember that Assessment (formal and informal) and Differentiation can and should be infused throughout the lesson and highlighted in the spaces below.

5

Visualize and Polish Lessons, Align Assessment(s), Identify Specific Closure Activities, and Design Differentiated Components

Lesson Sequence and Materials:

- Revisit assessment(s) to verify connection to your objective and revise as needed.
- Gather and organize materials.
- Guided Practice – what will you do to guide/coach students' learning? (Consider activities, think-alouds, Q&A, groups, etc.)
- Cooperative and/or Independent Practice – What will happen to help students construct and integrate their new knowledge? This must be meaningful work that also allows opportunities for differentiation.
- Assessment and differentiation should be infused throughout the lesson plan, but identify them again as separate elements for administrators who want verification of these elements at a glance.
- How will students apply and/or extend the learning? Over planning is always wise for early completers and those who need extra support.
- It is strongly recommended that you script your lessons at first, at least the opening, closure and important transitions.

Closure/Relevance: Guide students to assess the success of the lesson in terms of meeting the objective. Students are led to an understanding of the relevance of the learning – the “So what?”

Assessment: Be specific and ensure that assessment(s) are aligned with the objective(s) and tailored to students' learning goals.

Differentiation: Create opportunities for all students to access the learning.

Individual Lesson Planning Template

Use As Is, or Copy and Paste into SMCPs Lesson Planning Template if Required

DAY ____ _____, _____
Lesson Objective:
Class Objective:
Warm-up:
Lesson Sequence and Materials:
Closure/Relevance:
Assessment:
Differentiation:

Weekly Lesson Planner Template – Use As Is, or Copy and Paste into SMCPS Lesson and/or Unit Template if Required

DAY __, ____, ____	DAY __, ____, ____	DAY __, ____, ____	DAY __, ____, ____	DAY __, ____, ____
Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:	Lesson Objective:
Class Objective:	Class Objective:	Class Objective:	Class Objective:	Class Objective:
Warm-up:	Warm-up:	Warm-up:	Warm-up:	Warm-up:
Lesson Materials and Sequence:	Lesson Materials and Sequence:	Lesson Materials and Sequence:	Lesson Materials and Sequence:	Lesson Materials and Sequence:
Closure:	Closure:	Closure:	Closure:	Closure:
Assessment				
Differentiation				