

Annotated Unit Plan Outline

I. Background Information

- A. Include your name, cooperating teacher/associate, college supervisor, dates, grade, level or special education option(s).
- B. Provide a brief description of student composition and the classroom environment (including numbers of students with disabilities or special challenges, number of adults in the classroom, design and layout of room).
- C. Explain how this unit is designed to fit into the curriculum.

II. Theoretical Framework

Using at least **three** different references such as your textbooks (any of your education texts) or journal articles, write a summary of the theoretical framework for your unit. This section should be one to two pages. Here you should substantiate that you have selected sound instructional methodology, as documented in the literature, and to explain how this unit will facilitate students' thinking.

III. New York State/Ontario Curriculum Standards

Candidate may integrate curriculum standards from more than one area. Tell how each standard will be addressed through your unit. Consider integrating technology and the arts standards here.

IV. Unit Goals/Objectives

These goals are inclusive of all lessons and interdisciplinary activities. State these in terms of student outcomes in the areas of knowledge, skills, and dispositions. What will students be able to do at the end of the unit to show that learning took place? Use the highest possible levels of Bloom's taxonomy or some other classification system. Be sure that each objective is assessed in the next section. Number these to match.

V. Assessment

This section should address both short and long-term forms of assessment. To address daily lesson assessment, consider cutting and pasting the evaluation components of each of your lessons to demonstrate individual lessons were evaluated. Assessment of objectives can be through observation of a performance/task, analysis of written work or projects, or through answers given to oral or written questions. To address unit or long-term assessment, make sure it is clear what served as your pre and post assessment. Explain how you came up with the assessment and why it is appropriate for your students. You should attach blank copies of both the pre and post assessments as well as answer keys. You should also make sure that you assess skills representative of several levels of Bloom's taxonomy. This is not where you discuss your data – this is the section that lets the reader know that your assessment was valid and appropriate for your intended learning outcomes. If you are only able to teach a few lessons from your unit, you are required to come up with a pre and post for the lessons you were able to teach and you are required to come up with a pre-post for entire unit as if you were able to teach it.

VI. Lessons and Activities

Include full lesson plans here for major lessons. Initial lesson plan should include plans to motivate students and assess prior knowledge. What will you do? What will the students do? Include all lessons, materials and activities. Be sure to include any cooperative learning strategies. Describe how you will incorporate technology in both lesson implementation and student learning. Consider a sequence of modeling, guided practice and independent practice. Include any emergency fillers that will be used for children or groups who finish early. Attach any activity sheets, graphic organizers, or scoring forms that will be used. Differentiate instruction for different learners in your classroom, and list any modifications needed for your students on the individual lesson plans. Your final lesson plan should bring the unit together. Review and celebrate what was learned. Consider having students represent learning some tangible way, and share with an audience.

VII. Evidence of Student Learning

Collect evidence in the form of a pre-post assessment to demonstrate that students learned from your unit. Share this information for ALL students in the classroom using tables or graphs to help you. Document what students were able to do before AND after instruction. For at least three students, provide an in-depth analysis of how the evidence shows learning. Write a summary section about what students learned from the unit and what you might do to improve student learning next time. NOTE: If you are only able to teach a subset of your unit, do a pre/post assessment on the material taught.

VIII. Reflections

Report and reflect upon feedback from cooperating teacher. Report strengths and weaknesses of the unit linked to evidence of student learning. Provide specific suggestions for improvement related to the planning and implementation of the unit. Link this reflection to your theoretical framework to discuss what worked and did not work as expected. If appropriate, please get feedback from the students as well.