



Adventure of the American Mind

Thomas Jefferson Summer Institute

Unit Plan Template

Unit Author

First and last name:

School district:

School name:

School City, state:

Unit Overview

Unit Plan Title: *A descriptive or creative name for your Unit*

Curriculum-Framing Standards *Standard Course of Study Goals and Objectives*

Unit Summary: A concise overview of your unit that includes: the topics within your subject that will be covered, a description of the main concepts learned, and a brief explanation of how the activities help students address the unit questions.

Subject area(s): Double click box(es) of the subject(s) that your Unit targets

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> Business education | <input type="checkbox"/> Drama | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Home economics | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Math | |
| <input type="checkbox"/> Music | <input type="checkbox"/> Physical Education | |
| <input type="checkbox"/> School to career | <input type="checkbox"/> Science | |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Technology | |

Grade Level: Double click box(es) of the grade level(s) that you Unit targets

- | | | | |
|----------------------------|----------------------------|-----------------------------|---------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 4 | <input type="checkbox"/> 8 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> 9 | <input type="checkbox"/> Other: |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 | |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 | <input type="checkbox"/> 11 | |

Student Objectives/Learning Outcomes:		
<i>A prioritized list of content objectives that students will master by the end of your unit.</i>		
Procedures:		
<i>A clear picture of the instructional cycle. A description of the scope and sequence of student activities and an explanation of how these activities will engage the students in planning for their own learning.</i>		
Approximate Time Needed:		
<i>Example: 8 50-minute class periods, 6 weeks, 3 months, etc.</i>		
Prerequisite Skills:		
<i>Conceptual knowledge and technological skills that students must have to begin this Unit.</i>		
Materials and Resources Required for Unit:		
Technology-Hardware: (Double click boxes of all equipment needed)		
<input type="checkbox"/> Camera	<input type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input type="checkbox"/> Computer(s)	<input type="checkbox"/> Printer	<input type="checkbox"/> Video Camera
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Projection System	<input type="checkbox"/> Video Conferencing Equip.
<input type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input type="checkbox"/> Other:
<input type="checkbox"/> Internet Connection	<input type="checkbox"/> Television	
Technology-Software: (Double click boxes of all software needed)		
<input type="checkbox"/> Database/Spreadsheet	<input type="checkbox"/> Image Processing	<input type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input type="checkbox"/> Internet Web Browser	<input type="checkbox"/> Word Processing
<input type="checkbox"/> E-mail Software	<input type="checkbox"/> Multimedia	<input type="checkbox"/> Other:
<input type="checkbox"/> Encyclopedia on CD-ROM		
Printed Materials:	<i>Textbooks, story books, lab manuals, reference materials, etc.</i>	
Supplies:	<i>Things that have to be ordered or gathered to implement your Unit</i>	
Internet Resources:	<i>Web addresses (URLs) that support the implementation of your Unit</i>	
Others:	<i>Guest speakers, mentors, field trips, etc.</i>	
Accommodations for Differentiated Instruction		
<i>Resource Student: Modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and personnel.</i>		

Non-Native English Speaker: *Internet sites and other resources in their native language, a variety of ways available to demonstrate their learning, support personnel, help of peers.*

Gifted Student: *More challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects.*

Student Assessment: *A description about how the assessments are conducted. The context and specific procedures for evaluating student learning. Assessment could occur through interview, observation, journals, essays, quizzes, tests, and final products. Assessments can be conducted by the teacher, peers, and/or the students themselves.*

Key Word Search: *Key words include common phrases, terms, topics, and vocabulary that are important to your Unit.*

Lesson Plan Outline:

Day 1 Student Activities:

Evaluation Component:

Day 2 Student Activities:

Evaluation Component:

Day 3 Student Activities:

Evaluation Component:

Day 4 Student Activities:

Evaluation Component:

Day 5 Student Activities:

Evaluation Component:

Day 6 Student Activities:

Evaluation Component:

Lesson Plan Outline:	
Day 7	Student Activities: Evaluation Component:
Day 8	Student Activities: Evaluation Component:
Day 9	Student Activities: Evaluation Component:
Day 10	Student Activities: Evaluation Component:
Day 11	Student Activities: Evaluation Component:
Day 12	Student Activities: Evaluation Component:
Day 13	Student Activities: Evaluation Component:
Day 14	Student Activities: Evaluation Component:
Day 15	Student Activities: Evaluation Component: