

Unit Overview and Lesson Planning Template



Unit Overview

Teacher/Program:

Course/Setting:

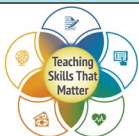
<p>NRS Level(s):</p> <p>Length of Unit:</p>		<p>Unit Theme:</p>	
<p>Content Area:</p> <p><input type="checkbox"/> Civics Education <input type="checkbox"/> Digital Literacy</p> <p><input type="checkbox"/> Workforce Preparation <input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Financial Literacy</p> <p>NOTES on Content Area:</p>		<p>Main Standards Addressed:</p> <p>Additional Standards (as applicable):</p>	
<p>Rationale for This Unit: <i>(Why is this unit important to my students?)</i></p> <p>Unit Objective(s): <i>(What will my students be able to do at the end of this unit?)</i></p> <ul style="list-style-type: none"> • • 		<p>Central Skills of Focus in This Unit <i>(check the 3–4 skills that are most emphasized in this unit):</i></p> <p><input type="checkbox"/> Critical Thinking <input type="checkbox"/> Navigating Systems</p> <p><input type="checkbox"/> Communication <input type="checkbox"/> Adaptability and Willingness to Learn</p> <p><input type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity</p> <p><input type="checkbox"/> Self-Awareness <input type="checkbox"/> Interpersonal Skills</p> <p><input type="checkbox"/> Problem-Solving</p>	

NRS Level(s):		Unit Theme:	
Length of Unit:			
<ul style="list-style-type: none"> • <p>Lines of Inquiry (LOI): <i>(What essential question(s) form(s) the thread that holds this unit together?)</i></p>		NOTES on Central Skills:	
<p>Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:</p>			



Lesson Planning Template

<p>Standard(s):</p> <p><i>(Indicate which standards from the unit are targeted in this specific lesson.)</i></p>	<p>ELA/Mathematics/ELP:</p>	
<p>Instructional Objective(s) and Learning Target Statements:</p> <p><i>(The former is written in teacher language primarily derived from content standards and includes evidence of mastery. The latter is written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson.)</i></p>	<p>Instructional Objective:</p> <ul style="list-style-type: none"> • • • 	<p>Learning Target Statements (for learners' exit tickets, learning logs, or reflection)</p>
<p>Assessing Mastery of the Objective(s):</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other _____



	Proof of Learning Tools: <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other _____	
Language Demands: <i>(Include academic language and any language that may affect a student's ability to access the content in directions, examples, tasks, etc.)</i>		
Adaptations and/or Accommodations: <i>(How will EVERY student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.)</i>		MATERIALS



<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing:</p>	<p>Critical skills: _____</p>	
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing:</p>	<p>Critical skills: _____</p>	
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing:</p>	<p>Critical skills: _____</p>	



<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing:</p>	<p>Critical skills: _____</p>	
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing:</p>	<p>Critical skills: _____</p>	

