# Appendix M Integrated Thematic Unit Plan Template

**Name:**

**Unit Title:**

**Grade Level:**

**Teaching Context:**

This section should include information about the school and students. School information should include demographic data such as the school’s standardized testing data history, location (rural, urban, and suburban), school size, and the SES of the school population. Other distinguishing aspects of the school should be noted (i.e. dedicated academic magnet, university laboratory school). Classroom student information is important to note in this section, also. The diversity of the students in the classroom (gender and race) should be identified. Special student needs (IEP, 504, learning styles, ESL) should also be identified in this section.

**Subject Area(s):**

**Broad Unit Understandings/Goals:**

What will students understand (about big ideas) as a result of the unit?

“Students will understand that…”

**Unit Questions:**

List the Guiding Questions for the thematic unit.

**State and National Standards and Benchmarks:**

* List all relevant benchmarks and GLEs (where applicable) for your unit’s core subject area.
* Include Louisiana Comprehensive Curriculum, Common Core Standards or other comparable standards (where applicable)

**Description of Unit:**

* Identify the section of the Louisiana Comprehensive Curriculum and/or Common Core Standards (or other district required curriculum) used and write a narrative explaining how they correlate to the unit of study. Note any enhancements made to comprehensive curriculum (or comparable standard) to create a unit of study for the students based on your methods of instruction. ***Attach a copy of the Louisiana Comprehensive Curriculum unit and/or Common Core (or other standard) on which your unit is based.***

**Unit Objectives/Learning Outcomes:**

This section includes a prioritized list of content objectives that students will master by the end of the unit. Your objectives should reflect the specific GLEs.

**Assessment**

**Pre-Assessment Evidence:**

How will the students be pre-assessed to determine the background knowledge on which to build the unit? Keep in mind that the pre-assessment should match the post-assessment to ensure validity. Select key objectives to measure.

**Formative Assessment:**

How will student learning be assessed during the unit to determine how to progress with the unit? Include in the unit a representative sample of student work evaluated including examples of low level, mid-level, and high-level students’ work.

**Summative Assessment:**

What evidence will be collected to determine whether the understandings have been developed, the knowledge and skills attained, and the state standards (benchmarks/GLEs) met? Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, tests, etc. Be sure to include rubrics in the assessment process. The post-assessment should mirror the pre-assessment to ensure validity. Also, note what specific accommodations will be provided for students with special needs requiring alternative assessment methods. After collecting evaluation data, analyze and summarize the data for the reflective analysis section.

**Reflective Analysis of Student Learning:**

Write a reflective response to analyze how well the students met the stated goals and objectives. Include a chart of pre- and post-assessments, including data regarding the percentage of students meeting specific objectives. Comments indicating insights about students’ failure to meet expected objectives should be included. Additionally, specifications about assisting students who did not meet the objective targets should be included in this section. Along with the analysis of student data, general comments such as, *“What were the strengths of the unit? Why? What could be done differently next time and why?”* should be added in this section of the unit.

**Communication with Parents/Guardians:**

Explain the different ways you will communicate with parents. Include a sample letter (or other means to communicate with parents, such as a newsletter) to explain how you will inform parents of the following:

* An explanation of the unit of study
* Information about how they can assist their child in mastering the unit’s content and skills
* How you will evaluate their child’s learning
* The progress their child has made regarding the objectives of this unit of study (This explanation should also be included in the assessment section of this unit.)

**Community and Parent Involvement:**

Explain your efforts (bringing resources into the classroom or taking students into the community) to involve the community and parents during this unit of study. Resources may include people, connections through technology, or places to visit. Experts in a related field of study could serve as guest speakers to present information or conduct demonstrations.

**Content Outline:**

This content outline is a detailed outline of the content you are teaching. Your extensive notes used for teaching this unit of study should be included in the content outline.

**Integration of Technology:**

Describe how you and the students will use technology in the classroom. If applicable, this section should also include an explanation of how you used technology to communicate with students and parents. Provide a list, with links, for any internet sites that you used when planning the unit. The LA K-12 Educational Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life.

**Materials and Resources:**

Include the necessary materials and resources such as literature (titles and authors), textbooks and reference materials, supplies, and Internet resources to implement the unit.

**Sequenced Potential Learning Experiences/Activities:**

Use the attached template (Appendix K-2) and briefly describe specific and appropriate relevant learning activities that could be used with this unit of study. Included in this section are instructional activities/learning experiences that were taught, as well as additional resource activities that would be appropriate. Activities included in this section should be sequenced to promote maximum learning for the students.

**Lesson Plans:**

Include separate lesson plans (See Essential Elements of a Lesson Plan in Appendix D) for each lesson or activity that you actually taught during the unit. Each lesson plan should reflect any accommodations for individual student needs as noted in the teaching context section. Necessary accommodations to assess students with special needs should be included in the assessment section.

**Guidelines for Submission of Unit Plans:**

* When possible, lesson plans, assessments, worksheets, outlines, etc. should be saved in one contiguous document (Unit Plan Master Document)
* If one Unit Plan Master Document cannot be created, then parts of the unit plan should be saved in the least number of documents possible
* Power Points may be saved as separate files, if necessary
* Student work samples should be scanned and added to the Unit Plan Master Document, whenever possible. If the student work samples cannot be added to the Unit Plan Master Document, they should be scanned and combined into one PDF file
* If various parts of the Unit Plan cannot be saved into one master document, then all parts of the unit plan should be saved and contained in one folder for submission to the University Supervisor
* The scoring rubric for this unit is in Appendix K-3.