

# Learning Unit Planning Guide

## Decisions

Teachers design Learning Units with the idea of the end in mind. In other words, they begin the planning process by asking themselves ... "What do I want students to know and to be able to do at the end of this unit?" Those are Decisions One – Four below. Once that is determined, they proceed with actually planning the unit lessons/activities.

### Decision One: Content Map of the Unit

Provides teachers with the concepts prior to planning and provides students with a map and key vocabulary of the learning unit.

#### Unit Topic:

Provides students and teachers with the topic of the unit. It should be descriptive of the state curriculum standard(s) being taught in this unit.

#### Key Learning of the Unit:

The most significant "big idea" to student learning and understanding.  
What is the learning outcome of the unit?

#### Unit Essential Question:

This is the question that encompasses the entire unit. It is the question students must answer in order to demonstrate overall learning from this unit.

#### Key Concepts / Skills:

The large ideas / concepts / skills from the curriculum that will be linked and addressed in the unit.

#### Lesson Essential Questions:

Provides essential understandings and concepts in the form of questions to be answered.

#### Vocabulary:

The essential vocabulary necessary to learn and understand the concept or standard.

#### Instructional Tools:

This is optional. Many teachers like to list the steps in learning a task, the assigned readings, possibly 1-3 instructional strategies that are central to the unit, etc.

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## Decisions continued

### **Decision Two: Culminating Performance/Product/Project**

Provides the culminating activity that students will do with the unit's concepts and skills.

### **Decision Three: Rubric for Culminating Activity**

Provides the assessment for the product or performance at the end of the unit.

### **Decision Four: Student Assessments**

Plan for how students will indicate learning and understanding of the concepts in the unit. How will the teacher assess learning?

### **Decision Five: Launch Activity**

Develops student interest and links prior knowledge. Provides the content map and key vocabulary to students.

### **Decision Six: Acquisition Lesson Planning**

Develops the acquisition lesson plans necessary for student learning.

### **Decision Seven: Extending Thinking Activities**

Extends student learning by bringing in higher order thinking and writing.

### **Decision Eight: Differentiating the Unit**

Plan for the accommodations needed in order to meet the varied interests, learning styles, and abilities of all students.

### **Decision Nine: Lesson/Activity Sequence and Timeline**

Plan the most viable sequence for learning for the experiences, activities, and lessons in the unit.

### **Decision Ten: Review and Revise**

Plan how to review the unit in order to improve it prior to sharing it or using it again.

### **Decision Eleven: Resources and Timeline**

Provides the additional learning resources and timeline for the unit.

# Decision One: Content Map of Unit

Topic & Grade Level: \_\_\_\_\_

**Key Learning(s):** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Unit Essential Question(s):** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Optional  
 Instructional Tools:**  
 \_\_\_\_\_

Concept	Concept	Concept
<p><b>Lesson Essential Questions:</b></p>     	<p><b>Lesson Essential Questions:</b></p>     	<p><b>Lesson Essential Questions:</b></p>     
<p><b>Vocabulary:</b></p>    	<p><b>Vocabulary:</b></p>    	<p><b>Vocabulary:</b></p>    

**Decision Two: The performance or product project that will be the culminating activity of the unit**

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**Students' Assignment Page for the Culminating Activity**

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**Essential Question of the Culminating Activity:**

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**Paragraph Description of Culminating Activity:**

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**Steps or Task Analysis of Culminating Activity (include Graphic Organizers):**

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

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### Decision 3: Culminating Activity/Project Rubric

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Scale → ↓ Criteria	4	3	2	1

Scale → ↓ Criteria	3	2	1





## Acquisition Lesson Planning Form

Plan for the Concept, Topic, or Skill --- Not for the Day

**Essential Question:**

**Activating Strategies:** (Learners Mentally Active)

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**Acceleration/Previewing:** (Key Vocabulary)

**Teaching Strategies:** (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

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**Distributed Guided Practice/Summarizing Prompts:** (Prompts Designed to Initiate Periodic Practice or Summarizing)

**Summarizing Strategies:** Learners Summarize & Answer Essential Question





