

The SASE Unit Plan Assignment

Context for Assessment

One of the many responsibilities that teachers undertake is to develop curriculum that reflects and meets the needs and interests of their students while simultaneously meeting the external demands and expectations of the wider community, the school district, and state and federal policy initiatives. How a teacher envisions that curriculum and what it might look like in practice (e.g., what it is that students will learn, why and how they will learn, and how they will show their learning) is reflected in strong unit, lesson, and assessment development. Furthermore, any curriculum developed needs to be internally consistent and coherent in that the goals, learning activities, and assessments must be congruent and aligned. In other words, effective curriculum development is structured so that what students learn is what is assessed.

Learning how to connect planning, instruction, assessment, and reflection can be a challenge for both novice and experienced teachers. The Unit Plan Assessment is designed to provide “becoming” teachers the opportunity to practice developing curriculum and aligned assessments in a discipline specific, supportive environment.

Task Description

Congratulations! You have completed your student teaching and have been invited to interview at Dream School. Among the many materials the Curriculum Coordinator in your content area has asked you to provide is a 2-week unit plan that includes between 8-10 lessons, detailing (1) learning goals and activities with (2) accompanying assessments that (3) reflects the school’s principles of inclusive practices and Universal Design for Learning (UDL) while working with (4) the district’s ethnically, culturally, and linguistically diverse student body and community. You have also been asked to address how you and your students will (5) use technology in the classroom, (6) to pay particular attention to the academic language (including Discourse and Syntax) of your discipline, and (7) to attend to the state’s push for College and Career Readiness.

Evaluation of Performance

Your performance on this assignment will be evaluated using the associated scoring rubric. The rubric contains the criteria on which you will be evaluated and defines the levels of performance expected for each of the criteria. Please follow your instructor’s guidance for uploading this assignment online.

**This should be the first page of your submitted unit plan.
Combine all documents into a single file in PDF format before submission.**

Components of a Successful Unit Plan: In order to assist you in creating your unit plan, you have been provided SASE's unit and lesson plan templates, and the following guidelines that outline the following expectations:

Part I: Unit Overview (*Minimum 200 and not more than 400 words, single spaced*). Your unit overview must include a narrative that summarizes for the following information:

- The topic and theme for the unit, and where it falls in the year
- Time allotted for the unit
- Grade Level of students
- A description of students' prior knowledge resources that the teacher will need to take into consideration (e.g., level of achievement in the subject area, reading level, attitude toward school and the subject area, study habits, ability to work independently, ability to engage in group work) in order to successfully engage students in the unit.
- A description of what students will experience and learn in this unit as it relates to your discipline, and College and Career Readiness. This description should include how you and your students will use technology to augment the learning experience, how you will assess your students, and how you will might use assessment data to inform your teaching practices.
- A theory and research-based rationale for your unit that describes why the unit is appropriate for the students with whom you will work.
- **For Part I of the assignment you will submit the overview narrative document.**

Part II: The Unit Plan. (A coherent set of 8-10 lessons) An effective unit plan will include three discrete yet interrelated parts: Learning Goals, Assessment Evidence, and a Learning Plan. Please use the Unit Plan Template to structure your thinking and what it is students will encounter and experience as part of the unit. The **Learning Goals** must include the following:

- Central Focus: The central focus is an overarching, big idea for student learning. The central focus is a description of the important understandings and core concepts that you want students to develop within the unit.
- Goals and objectives for the unit, e.g., what it is that students will know, understand, and be able to do at the end of the unit. These can include cognitive objectives, social/interactive objectives, motor objectives, and/or aesthetic objectives.
- N. J. Student Learning Standard(s) in the discipline(s) to be addressed (<http://www.state.nj.us/education/cccs/>)
- N.J. 21st Life and Careers Standards to be addressed (<http://www.state.nj.us/education/aps/cccs/career/>)
- Key vocabulary/concepts, including discipline-specific language, discourse, and syntax.
- One or more essential questions that may be used to engage students in the unit. An essential question should generate student interest, and ultimately connect to the unit objectives. (e.g. "Was Abraham Lincoln racist?" or "How does radiation both cause and cure cancer?" are both good essential questions.)

Combine all documents into a single file in PDF format before submission.

The **Assessment Evidence** must include the following:

- At least one **formative** and one **summative** assessment directly linked to learning goals of the unit with which you will ascertain what students have learned and where they still struggle. A copy of **each** assessment must be included in the format that students would receive, including directions (e.g., the Task Description), ancillary materials, and accompanying “answer keys” or rubrics.

The **Learning Plan** must include the following:

- An overview of the unit that outlines daily objectives, activities, and assessment points for each of the 8-10 lessons in the unit (including where formal assessments are located).
- Fully-detailed lesson plans for at least three consecutive days of instruction using the provided Lesson Plan Template. A successful lesson plan will include the following: Learning goals/objectives, NJ Standards (disciplinary and College and Career), essential and topical questions, learning activities, accommodations made for students with disabilities and for English language learners, teacher and student use of technology, how student learning will be assessed in the lesson, and the follow-up/homework (where appropriate).

For Part II of the assignment you will submit the Completed SASE Unit Plan saved as a single file in PDF format that includes:

- Learning Goals,
- Learning Plan that includes an overview of the unit curriculum and...
- Fully-detailed lesson plans for at least three consecutive days of instruction using the provided Lesson Plan Template,
- Assessment Evidence that includes two complete assessments (one formative, one summative).
- Any relevant supplemental materials

Part III: Self-Assessment and Reflection on the Unit Plan (1000-1200 words, single spaced)

In a cogent narrative of no more than 1200 words provide a theory and research-based discussion of your pedagogical choices regarding the construction of the unit from beginning to end. Be sure to detail the ways in which the unit enables you as the teacher to assess students in regard to their successes and struggles with the content, skills, and dispositions throughout the unit. **For Part III of the assignment you will submit a narrative reflection document.**

UNIT PLAN TEMPLATE

This Unit Plan Template should be the first page of our submitted unit plan.

Unit Title:

Grade/Course:

Unit Duration:

Name of Teacher Intern:

1. Learning Goals

- a. **Central focus the unit**
- b. **Goals and objectives for the unit**
- c. **N. J. Student Learning Standard(s) in the discipline(s) to be addressed**
[\(http://www.state.nj.us/education/cccs/\)](http://www.state.nj.us/education/cccs/)
- d. **N.J. 21st Life and Careers Standards to be addressed**
[\(http://www.state.nj.us/education/aps/cccs/career/\)](http://www.state.nj.us/education/aps/cccs/career/)
- e. **Key vocabulary/concepts, including discipline specific language, discourse, syntax**
- f. **One or more essential questions that may be used to engage students in the unit**

2. Assessment Evidence

Describe in detail two of the assessments in your unit (one formative, one summative) and demonstrate how they are designed to collect evidence of student achievement of one or more of the learning goals above. Be sure to include the full assessments themselves in the unit plan.

- a. **Formative Assessment:**
- b. **Summative Assessment:**

3. Learning Plan

Construct an overview of the unit that outlines daily objectives, activities, and assessment points for each of the 8-10 lessons in the unit (including where formal assessments are located). Include fully-detailed lesson plans for at least three consecutive days of instruction using the provided Lesson Plan Template.

LESSON PLAN TEMPLATE

Teacher Intern Name:

Lesson #:

Date of Lesson:

Grade/Course:

Lesson Duration:

Unit:

Topic of Lesson:

Central Focus of the Unit (from Unit Plan):

Essential Questions (from Unit Plan):

State/Disciplinary Standards:

Daily Performance Objectives: *Include student outcomes both as Understandings (i.e. "Big Ideas"), as well as unit-driven Knowledge and Skills.*

Prior Knowledge Resources: *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.*

Academic Language: *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content.*

Students with IEPs/504 Plans (add rows as necessary):

IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals

Students with IEPs/504 Plans (add rows as necessary):

Language Needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design

Students with Other Learning Needs (add rows as necessary):

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design

Materials and Preparation:

Assessment/Evaluation—note: all lessons *must* include checks for understanding

- *Formative (entails timely feedback to students)*
- *Summative (endpoint, for a grade or other summary judgment)*

Lesson Progression (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

Duration:	The teacher will...	The student(s) will...

Homework:

Notes / Reflection:

This Unit Plan Template should be the first page of our submitted unit plan.

Unit Title:

Grade/Course:

Unit Duration:

Name of Teacher Intern:

1. Learning Goals

- a. Central focus the unit**
- b. Goals and objectives for the unit**
- c. N. J. Student Learning Standard(s) in the discipline(s) to be addressed**
[\(http://www.state.nj.us/education/cccs/\)](http://www.state.nj.us/education/cccs/)
- d. N.J. 21st Life and Careers Standards to be addressed**
[\(http://www.state.nj.us/education/aps/cccs/career/\)](http://www.state.nj.us/education/aps/cccs/career/)
- e. Key vocabulary/concepts, including discipline specific language, discourse, syntax**
- f. One or more essential questions that may be used to engage students in the unit**

2. Assessment Evidence

Describe in detail two of the assessments in your unit (one formative, one summative) and demonstrate how they are designed to collect evidence of student achievement of one or more of the learning goals above. Be sure to include the full assessments themselves in the unit plan.

- a. Formative Assessment:**
- b. Summative Assessment:**

3. Learning Plan

Construct an overview of the unit that outlines daily objectives, activities, and assessment points for each of the 8-10 lessons in the unit (including where formal assessments are located). Include fully-detailed lesson plans for at least three consecutive days of instruction using the provided Lesson Plan Template.

Teacher Intern Name:

Lesson #:

Grade/Course:

Unit:

Date of Lesson:

Lesson Duration:

Topic of Lesson:

Central Focus of the Unit (from Unit Plan):

Essential Questions (from Unit Plan):

State/Disciplinary Standards:

Daily Performance Objectives: *Include student outcomes both as Understandings (i.e. "Big Ideas"), as well as unit-driven Knowledge and Skills.*

Prior Knowledge Resources: *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.*

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Duration:	The teacher will...	The student(s) will...

Homework:

Notes / Reflection:

Montclair State University
Department of Teaching and Learning
K-12 Content Area Teacher Education Programs
The Unit Plan Checklist

Title of Unit:

Curriculum Designer:

Does your unit include?

Element of Project	Present? Complete?	Comments
Unit Plan Overview 200-400 narrative that includes information about topic and theme, place in academic year, grade level, students' prior knowledge, a description of student learning experiences and technology use, and a unit rationale.	<input type="checkbox"/> Y <input type="checkbox"/> N	
The Unit Plan Template This includes the three-stage UBD unit plan template. Each field of the template should be completed.	<input type="checkbox"/> Y <input type="checkbox"/> N	
Curriculum Map with all 8 days of instruction Includes goals, objectives, and summary of activities and assessment for each day of instruction	<input type="checkbox"/> Y <input type="checkbox"/> N	
Lesson Plans (e.g., Learning Segments) 3 consecutive days of fully fleshed out lessons using SASE or PE lesson template Includes evidence of assessment of learning in lesson Accommodations for all learners In-class technology use	<input type="checkbox"/> Y <input type="checkbox"/> N	
Unit Assessments:		
<i>Formative Assessment</i> Includes Task Checklist and Student Task Description Answer key/Grading Scheme/Rubric	<input type="checkbox"/> Y <input type="checkbox"/> N	
<i>Summative Assessment</i> Includes Task Checklist Includes Student Task Description Answer key/Grading Scheme/Rubric	<input type="checkbox"/> Y <input type="checkbox"/> N	
Self-Assessment and Reflection	<input type="checkbox"/> Y <input type="checkbox"/> N	

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Department of Teaching and Learning
Unit Plan/Lesson Plan Rubric

Criteria	Level 4 Highly Effective	Level 3 Effective	Level 2 Partially Effective	Level 1 Ineffective
1. Learning Objectives, Enduring Understandings, Standards, and the Central Focus (MSU 1, 2) (InTASC 4) (NJPTS 4) (CAEP 1.1 & 1.4)	The learning objectives are developmentally appropriate and challenging AND are well aligned to the enduring understandings, essential questions, the central focus, and the standard(s) for the lesson.	The learning objectives are developmentally appropriate and challenging but NOT well aligned to one or more of the following: enduring understandings, essential questions, the central focus, or the standard(s) for the lesson. OR Are well aligned but not developmentally appropriate and challenging.	Candidate identifies learning objectives but they are NEITHER sufficiently developmentally appropriate nor challenging, NOR are they aligned to the enduring understandings, essential questions, the central focus, or the standard(s) of the lesson.	Candidate does not include learning objectives, a central focus, enduring understandings, or essential questions for the lesson.
2. Planning to Support Varied Student Learning Needs (MSU 8, 10) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1)	The candidate's planned adaptation strategies or UDL principles are tied to the learning objectives and the central focus with attention to the characteristics of the class as a whole AND the needs of specific individuals or groups with similar needs.	The candidate's planned adaptation strategies or UDL principles are tied to the learning objectives and the central focus with attention to the characteristics of the class as a whole OR the needs of specific individuals or groups with similar needs (but not both).	Either the candidate's planned adaptation strategies or UDL principles are loosely tied to the learning objectives and the central focus OR there is little or no attention to the characteristics of the class as a whole and/or the needs of specific individuals or groups with similar needs.	The candidate did not include adaptation strategies or UDL principles in his/her unit plan. Does not support the needs of the class.
3. Identifying Language Demands (MSU 11, 18) (InTASC 4) (NJPTS 4) (CAEP 1.1)	Candidate identifies language demand(s) that is/are consistent with the selected language function AND are aligned with the learning objectives. (Early Childhood candidates include clear plans for vocabulary development.)	Candidate identifies language demand(s) that is/are not consistent with the selected language function OR are not aligned with the learning objectives. (Early Childhood candidates include clear plans for vocabulary development.)	Candidate identifies language demand(s) that is/are not consistent with the selected language function AND are not aligned with the learning objectives. (Early Childhood candidates includes limited planned supports for vocabulary development.)	Candidate does not identify language demand(s). (Early Childhood candidates do not include planned supports for vocabulary development.)

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4. Supporting Language Demands (MSU 11, 18) (InTASC 4) (NJPTS 4) (CAEP 1.1)	Candidate identifies planned supports that are closely aligned to language demands (vocabulary, function, syntax, discourse) AND are designed to meet the needs of students with different levels of language learning.	Candidate's identifies planned supports that are not closely aligned with language demands (vocabulary, function, syntax, discourse) and learning objectives OR are not designed to meet with needs of students with different levels of language learning.	Candidate identifies planned supports that are not closely aligned with language demands (vocabulary, function, syntax, discourse) AND are not designed to meet the needs of students with different levels of language learning.	Candidate does not identify planned supports for language demands.
5. Utilizing Materials and Resources (MSU 10, 11) (InTASC 4, 7) (NJPTS 4, 7) (CAEP 1.1, 1.5)	Candidate plans activities that incorporate a variety of developmentally appropriate instructional materials and resources to develop meaningful learning for all learners.	Candidate plans activities that incorporate a variety of instructional materials and resources; however, one or more of them are not developmentally appropriate and/or support meaningful learning for all learners.	Candidate plans activities that rely mostly on the school curriculum/texts and do not incorporate additional instructional materials, and resources.	Candidate plans activities that incorporate little or no materials and/or resources.
6. Use of Instructional Technologies for Student Learning (MSU 2) (InTASC 4) (NJPTS 4) (CAEP 1.1, 1.5)	Candidate plans activities that incorporate developmentally appropriate strategies to ensure students use technology to enhance meaningful learning.	Candidate plans activities to ensure students use technology to enhance their learning, however, one or more of them are not developmentally appropriate and/or support meaningful learning.	Candidate plans activities that include technology but does NOT ensure student use of technology to enhance learning. The technology is used only by the candidate for instructional purposes.	Candidate plans activities that incorporate little to no use technology for instruction or use by students.

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Criteria	Level 4 Highly Effective	Level 3 Effective	Level 2 Partially Effective	Level 1 Ineffective
7. Planning Assessments to Monitor and Support Student Learning (MSU 13) (InTASC 6) (NJPTS 6) (CAEP 1.1)	The candidate's assessment strategy provides sufficient evidence to monitor students' competencies related to learning objectives AND are designed to allow students with specific needs to demonstrate their learning.	The candidate's assessment strategy provides limited evidence to monitor students' competencies related to learning objectives OR are not designed to allow students with specific needs to demonstrate their learning.	The candidate's assessment strategy provides limited evidence to monitor students' competencies related to learning objectives AND are not designed to allow students with specific needs to demonstrate their learning.	The candidate does not provide an assessment strategy to monitor and support student learning.
8. Planned Instructional Strategies to Engage Learners (MSU 8) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1, 1.4)	Candidate designs meaningful pedagogical strategies to engage all students in learning tasks.	Candidate designs meaningful pedagogical strategies that engage most students in the learning tasks.	Candidate designs a limited range of pedagogical strategies to engage students in the learning tasks.	Candidate demonstrates little understanding of pedagogical strategies to engage students in the learning tasks.
9. Coherent Instructional Design (MSU 8) (InTASC 5, 7) (NJPTS 5, 7) (CAEP 1.1, 1.4)	Candidate provides a clear, detailed, and coherent sequence of learning activities that are aligned to learning objectives and that address the needs of all learners.	Candidate provides a clear, detailed, and coherent sequence of learning activities that are aligned to learning objectives and that address the needs of most learners.	Candidate provides a coherent sequence of learning activities that are aligned to learning objectives but do not address the needs of individual learners.	Candidate provides an incoherent sequence of learning activities that are not aligned to learning objectives and do not meet the needs of individual learners.
10. Using Research and Theory to Support and Justify Instructional Decisions (MSU 29) (InTASC 9) (NJPTS 9) (CAEP 1.1, 1.2)	Candidate provides a detailed and thoughtful explanation of active and developmentally appropriate learning experiences, including clear, specific, and concrete connections between research and theory and his/her instructional decisions.	Candidate provides an explanation of active and developmentally appropriate learning experiences, including a discussion of research and theory; but connections to his/her instructional decisions are not clear.	Candidate provides an explanation of active and developmentally appropriate learning experiences, citing research and theory, but does not make direct connections to his/her instructional decisions.	Candidate does not provide an explanation of the learning experiences or how the lesson is based on research and theory.
11. Candidate demonstrates knowledge of mathematics concepts and instruction.	Candidate's plans incorporates instructional strategies that require students to interpret	Candidate's plans encourages students to make math connections across content areas.	Candidate's plans include accurate content and makes math connections across content areas.	Candidate's plan displays limited or inaccurate mathematical content.

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	mathematical information and make connections to what they are doing.			
12. Candidate demonstrates knowledge of the central content in the area of science.	Candidate's plans incorporates instructional strategies that require students to interpret scientific information and make connections to what they are doing.	Candidate's plans encourages students to make science connections across content areas.	Candidate's plans include accurate content and makes science connections across content areas.	Candidate's plan displays limited or inaccurate science content.
13. Candidate demonstrates knowledge of literacy development and instruction.	Candidate's plan displays extensive knowledge of literacy development and learning, providing opportunities for students to apply and practice literacy skills.	Candidate's plan displays knowledge of literacy development and learning by integrating instruction of literacy skills that make clear connections between content and literacy into the lesson.	Candidate's displays knowledge of literacy development and learning by integrating accurate literacy skills and content into the lesson but connects to the content are not clear.	Candidate's plan displays limited or inaccurate literacy content.
14. Candidate demonstrates knowledge of the central content in the area of social studies.	Candidate's plans incorporates instructional strategies that require students to interpret social studies information and make connections to what they are doing.	Candidate's plans encourages students to make social studies connections across content areas.	Candidate's plans include accurate content and makes social studies connections across content areas.	Candidate's plan displays limited or inaccurate social studies content.
Comments:				