Unit Planning Work Session

1. Announcements

2. 8:45 to 9:30: we’ll spend the first 45 minutes clarifying feedback on your unit plans, then working with your group on revisions

3. 9:30 – 10:15  Phase 2:  The Blueprint (Flow of Lessons)

4. 10:30 – Noon: Incorporating Inquiry & Models of instruction into your blueprint
Heads up -- the rest of the semester:

- **Next week:** Performance Assessment: Read *Designing Units* Phase 3, Attachment 3
- **By Sun night, April 18:** Submit *Phase 2* (group)
- **April 21:** I’ll meet with **each group in my office** – Alpine 201 – not Kerr. Sign up for your half hour time slot today.
- **By Sunday night, April 25**th: Electronically submit complete Unit Plan (Phases 1, 2 & 3, expect for indiv lesson plans) -- Group grade.
- **April 28:** Last **whole group class session** – focus will be the Planning Commentary & Signature Assignment
- **By Sun night, May 9:** Submit Signature Assignment onto TaskStream. This is an individual submission, not group, and should include: (a) Unit plan (if revised); (b) indiv. lesson plan; (c) Commentary.
Discussion & Group work... 

- Big ideas ...
- Instructional goals ...
- Evidence ...
- Triarchic components ...
Phase 2: The Blueprint

Flow of Inquiry Lessons

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<tr>
<th>Lesson #1: Essential Question:</th>
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<tbody>
<tr>
<td>Learning Objective</td>
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<tr>
<th>Lesson #3: Essential Question:</th>
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The first step is to determine the **flow of lessons** that will equip students to uncover big ideas and acquire the desired goals.

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An essential question –
• is arguable - and *important* to argue about
• lies at the heart of the subject
• raises more questions – provoking and sustaining engaged inquiry
• provokes conceptual or philosophical issues
• can provide purpose for learning

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**Lesson-specific statement(s) of what the student should know or be able to do as a result of the instruction**

Multiple ways for students to demonstrate their understanding/grasp of learning objective(s)

Outline of the *instructional strategies to guide inquiry and generate evidence. Incorporate different models of instruction.*
Instructional Blueprint

5 Steps:

1. Establish a flow of lessons
2. Identify Essential Questions that will encourage inquiry
3. Articulate student learning/performance objectives
4. Devise formative assessments aligned with learning objectives & instruction
5. Outline instructional strategies to guide inquiry and generate evidence
Step 1: Establish Flow of Lessons
Step 1: Establish Flow of Lessons

- “Flow” characterized by goal-oriented, focused actions.
- Involves purposefully selecting the most optimal lessons to “uncover” big ideas and reach instructional goals.
- Requires attention to the logically connected sequence of teaching & learning experiences.
Step2: Identify *Essential Questions* that will encourage *inquiry* . . .

Same as you did for your lesson plans
In your teams, come up with essential questions for your lessons – characterized by at least one of the following:

- What Essential Question is arguable - and *important* to argue about?
- What Essential Question raises more questions – provoking and sustaining engaged inquiry?
- What Essential Question lies at the heart of the subject and helps provide purpose for learning?
- What Essential Question raises important conceptual or philosophical issues?
Step 3: Articulate student objectives

From *Phase 1*, what is the difference between *goals* and *objectives*?

- **Goals** are general expectations for students to reach by the end of the unit.
- **Objectives** are lesson-specific statements of what the student should know or be able to do as a result of the instruction.
Writing Student Objectives

- Use **action verbs** that specify *definite, observable behaviors*.
- Describe *student* rather than teacher behaviors
- Describes **learning outcomes** rather than a learning process.
- Focus on **end-of-instruction behavior** rather than subject matter coverage
Step 4: Devise *formative assessments* aligned with student *objectives & instruction*
Methods to Generate Evidence

In *Phase 1* you identified forms of evidence, now you are identifying specific methods (or tasks) to generate that evidence . . .
With your teams . . .

- Look back at the evidence you identified in Phase 1 and at the objectives for each lesson, then determine what kinds of tasks are necessary to generate this evidence
- Devise at least one formative assessment for each lesson
- For ideas, draw upon multiple methods (informal, formal, authentic)
Step 5: Outline *instructional strategies* to guide *inquiry* and generate evidence

- **Inquiry-based instruction** is the process of grappling with *essential questions* in an effort to “uncover” the *big ideas* inherent in the unit.

- **The 5 Es**: This is the inquiry model used in this unit design process . . .
ENGAGE
Piquing students’ curiosity,
hooking them, & focusing attention on the topic

EXPLORE
Gathering evidence, trying out hunches, pursuing answers to questions.

EXPLAIN
Making sense of experiences and questions, describing & justifying explanations for interpretations.

EXTEND
Digging deeper, applying new understandings, presenting and defending, working through misconceptions.

EVALUATE
Incorporate Instructional Models
Incorporate Models of Instruction

Direct Instruction

Presentation

Problem-Based

Concept Teaching

Cooperative Learning

Classroom Discussion

Click here for details
In your teams . . .

- Using the *prompts for the 5 Es*, briefly outline the strategies you will use to carry out the 5 Es in your lessons.
- Some lessons will emphasize one E more than another; some will not include all 5 Es; thus your task is to decide which Es apply to your lessons at hand, then to outline the instructional strategies for those Es.
- Incorporate *models of instruction* and a balance of analytical, creative and practical activities to assure that instruction will be sufficiently differentiated.
Put Your *Instructional Strategies* to the Test

1. Have you outlined the strategies in sufficient enough detail to illustrate how each relevant E of the 5Es will be carried out in the lesson?

2. Have you incorporated a balance of analytical, creative and practical activities to assure that instruction will be sufficiently differentiated?

3. Have you built the lesson’s formative assessment tasks into the instructional strategies, or somehow accounted for how these tasks will be completed?

4. Are the instructional strategies sufficient to assure that the lesson’s student objectives can be attained?
This concludes Phase 2

As a final review, see the next (and final) slide . . .
Does the flow of lessons still make sense? If not, just rearrange and/or replace whatever applies.

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Do any essential questions need tweaking? This is usually the case after the entire blueprint has been fleshed out.

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Have you clearly articulated what the student should know or be able to do for each lesson?

Are formative assessments well-aligned with student objective(s) and instructional strategies?

Do the lessons collectively provide the necessary inquiry strategies to uncover understanding of the big ideas and meet the instructional goals?