Secondary Education
Unit Plan & Lesson Plan Template
Revised April 7, 2009

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**Course Scope and Sequence:** In two or three well-written sentences, explain how this unit plan fits into the course.

*Example by Erin Walsh, MEd 2008:* This unit is critical to the faith formation of the Catholic high school student, and fits well into the catechetical foundations of the Catholic Church and the religion standards and guidelines of the Catholic Schools of the Archdiocese of Omaha. Because Mary is our guide and example in our relationship with Jesus Christ, it can truly be said that this unit meets all four religion standards of the Omaha Archdiocese, which include Creed, Sacrament, Christian Living, and Prayer.

**Unit Purpose:** Succinctly describe the purpose of the unit plan in one or two well-written sentences.

*Example by Erin Walsh, MEd 2008:* This unit is designed to introduce students to the basic principles of Marian spirituality within the Roman Catholic tradition.

**Unit Goals:** State three or four goals of the unit. Include: (1) an explanation of how goals will be accomplished, and (2) an explanation of how each goal is related to standards (National, State, District, Diocesan, School).

*Example by Kwin Kunkle, BS ELEd 2007:*
* Clearly introduce the basic concepts of heat and light. Efficient planning and implementation of each lesson will accomplish this. This fits Millard School District
Standard 1.3.1 - By the end of first grade, students will develop an understanding of the characteristics of materials.

* For students to understand the sun and its importance to us. This will be accomplished through hands on activities and class interaction. This fits Millard School District Standard 1.5.2 - By the end of first grade, students will develop an understanding of the objects in the sky.

* To introduce electricity. This will be accomplished by using forms of light other than the sun for directed inquiry. This fits the Millard School District Standard 1.2.1 - By the end of first grade, students will develop the abilities needed to do scientific inquiry.

Unit Timeline: Clearly describe the scope and sequence of the unit plan (what will be covered and when it will be covered).

Example by Kwin Kunkle, BS ELEd 2007:

Week 1

Day 1 Songs and finger-plays
Building Background

Day 2 What do you get from the sun?
Directed Inquiry--
Does the sun warm the Earth?
Black paper activity - outside

Day 3 How can you make a shadow?
What makes light and dark shadows?

Week 2

Day 1 What gives off heat?
Hot Stuff collage

Day 2 What makes objects work?

Day 3 Guided Inquiry- What can light go through?
# Lesson Plan Template

## Lesson Title
**Week #, Day #**
Example: Week 1, Day 1

<table>
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<tr>
<th>Topics:</th>
<th>Grade Level(s):</th>
<th>Estimated Time:</th>
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## Instructional Outcomes
As a result of this lesson, students will be able to .... List two or three outcomes for each lesson. Each outcome should be observable.

**Example by Mattie Germer, MEd student:** Students will be able to log in to their online account. Students will be able to describe the log in process either verbally or in writing. Students will chose one activity on the course site and complete the activity during class.

## Guiding Documents
Identify the specific district outcome this lesson addresses and/or the national, state or diocesan standard.

**Example by Erin Walsh, MEd 2008:** This lesson is designed to meet the following elements of the religion curriculum, as outlined by the Archdiocese of Omaha and the Catechism of the Catholic Church: Archdiocese of Omaha Standard 1: Creed.

## *Bloom’s Thinking Levels:*
Describe how the lesson integrates two or three of Bloom’s thinking levels. *Asterisked items, such as this one, may not be possible or appropriate to incorporate into every lesson, but you are to include at least four asterisked items in every lesson plan.*

## Materials and Supplies
Exact numbers or amounts needed per student, group, class
Notes on how to obtain & cost
Any advanced prep needed
Include items needed for clean-up

**Example by Erin Walsh, MEd 2008:**
- White Paper (two sheets per student)
- Crayons (box of eight per student)
- Unit Objective Sheet (one copy per student)
- Unit Pre-Test (one copy per student)
- PowerPoint Presentation: Images of Mary in Art
- Computer connected to Projector
Pre-assessment

Strategy as a before measure to compare learning after your lesson. This is a way to determine what your students already know about a topic. Include a pre-assessment in your first lesson plan. It is optional for subsequent lesson plans. If you change your lesson plan as a result of what you discovered in the pre-assessment, describe the changes you made and discuss why you made changes.

Example by Erin Walsh, MEd 2008: The Pre-Assessment for this lesson will be the pre-test for the unit itself. The pre-test will consist of fifteen items (ten multiple choice and five short answer) covering material from all five lessons.

*Safety

Describe any safety concerns. For example: use of chemicals, field trips, movement within the classroom.

Example by Erin Walsh, MEd 2008: Inform office that most of this lesson will take place in the School Chapel, so they know where to find individuals in the class if necessary or in case of emergency.

Procedures (step-by-step sequence for the day)

- *Prayer* (for religious schools)
- *Values Reflection* (for all schools) (describe a reflection or reading used to help students learn the values necessary to live in a democratic society; e.g. honesty, respect for others, respect for other’s property, providing assistance to others)
- Anticipatory Set (explain how you introduce the lesson to students)
- Teaching Method (explain how you will teach students the content of the lesson; use auditory, visual, and kinesthetic methods)
- Check for Understanding (explain how you will quickly check if students are grasping lesson content)
- Individual Work or Group Work (describe how this work reinforces lesson plan content)
- Extension Activity (describe one activity you can use if needed due to time remaining in the class or another activity not working as planned)
- Closure (describe how you end the lesson plan and create a connection with the next lesson)
- Independent Practice (describe homework including time to complete)

Example by Catherine Wetzel, Magis Student (9th Grade English)

1. Bell work: complete four analogies about the novel. (5 min)
2. Pray, announcements. (3 min)
3. Briefly ask students to summarize plot developments in the chapters they read for English homework. Answer questions. (12 min)
4. Go over the bell work and discuss how to create and interpret analogies. (10 min)
5. Pass out and read together directions for the personal vocabulary quiz. Students will work the rest of the period on their quizzes. (18 min)
6. Homework: Read pages 191-207, work on Vocabulary book unit 5. (2 min)

*Multiple Intelligences and Learning Styles*
Describe how you use teaching styles that are effective with multiple intelligences and learning styles.

Example by Katie Falkowski, Magis Student (7th Grade Religion):
The hope is that this unit that teaches students about Jesus’ forgiveness and healing hits on a number of multiple intelligences so that many different styles of learners can comprehend the material. For example, manipulatives will be used in one lesson, and students will work in pairs to assist each other with the material in another lesson. For the tests at the end of each chapter, students who have trouble taking tests, need more time, or need questions read to them, may take their tests during their study skills period.

*Differentiation/Modification/Extension
Describe how you modify your lesson plan for students with differing abilities and needs; both special needs learners and high ability learners.

Enrichment Example by Krissy Poston, Magis Student (7th Grade Math):
Students can calculate the area and perimeter of their bedrooms and show me a drawing of how they could remodel their room and maximize the space they have.

*Technology
Explain specifically how you and students utilize technology as a teaching and learning tool and resource.

*Multicultural Infusion
How will students “see themselves” in the curriculum or how will students explore a different culture?

Example by Erin Walsh, MEd 2008:
Images of Mary used in the PowerPoint presentation will contain depictions of Mary from various cultures. For instance, images of Mary from Asia, Africa, and South America will be used to demonstrate how Mary’s appearance changes based on the culture in which she is being imaged.

*Educator Charisms (ways of teaching and learning based on Jesuit values)
Describe how you include cura personalis, magis, men and women for and with others, or contemplation in action in your lesson plan.

*Questions
List several questions you will ask students from across the range of Bloom’s Taxonomy, from knowledge level to higher-level critical thinking.

Example by Erin Walsh, MEd 2008:
What are some well-established “Titles of Mary?” (Knowledge)
Can you distinguish various traditional images of Mary? (Analysis)
How do you picture Mary? What physical characteristics do you give her? (Synthesis)

Assessment
Clarify how you will know, document and report whether students mastered the lesson outcomes. Use a variety of assessment methods. Include a grading rubric with point values. At the end of the unit, compare pre-assessment and post-assessment results.

Example by TJ Mullaney, Magis Student (8th Grade Religion Class):

• Pre-assessment
  • Students take online survey using fo.reca.st that asks multiple choice questions, with each question measuring one of the various Unit Outcomes
  • Points for completion of survey

• Formative Assessment
  • Informal questioning throughout, with more formal discussion board posts
  • The discussion board posts will each have specific criteria for full points

• Summative Assessment
  • Students write a page on their student blogs entitled "Catholic Social Teaching (CST)." Using pictures, video, and text, students are to (1) describe the presence of at least three different social sins in the world today; (2) integrate a relevant quote from both the OT and the NT; (3) critique the social sin by explaining at least three different themes of CST that are being violated; (4) suggest a concrete way that visitors to the site can work to promote justice for each social sin, such as providing links to charities, etc.; and (5) create and post a prayer to St. Francis or another saint asking that they intercede on our behalf with God for a more just and peaceful world
  • Points will be awarded for inclusion of all 5 elements, along with proper use of blog technology

*Teacher Notes
  Include background information.

References and Resources
  Fully credit your sources in APA5 Style.
  List related materials you may have, including literature connections.
  List web resources used in the lesson.

*Lesson Materials
  Attach actual worksheets or materials used in the lesson, such as power points.

* Asterisked items may not be possible or appropriate to incorporate into every lesson, but you are to include at least four asterisked items in every lesson plan.

Lesson Plan Self-Assessment Rubric (use for two lesson plans in the unit of study)

Self-evaluate by checking to see that you included all of the required parts and some of the optional parts (asterisked) of the lesson plan template in your lesson plan. Have a classmate review your plan for ease in following by another teacher. Check the rating below that your plan deserves. After you teach the lesson, comment on how you would improve your planning skills in the future.
Self Assessment Rubric

• Target
  Pre-service teacher incorporates all required parts in the lesson plan and at least four of the asterisked items. The lesson plan can be easily understood and implemented by another teacher.

• Acceptable
  Pre-service teacher incorporates every required part in the lesson plan and at least three of the asterisked items. The lesson plan can be easily understood and implemented by another teacher.

• Unacceptable
  Lesson plan is missing one or more required parts, or integrates two or fewer of the asterisked items, or is confusing and difficult to understand.

Notes. Instructors will create their own grading rubrics based on this template. Instructors may add to or modify this template as necessary to meet course requirements.