

GCS Unit Plan Template

Unit Author	
Teacher(s) Name	
School Name	
Unit Overview	
Unit Title	
<i>A descriptive or creative name for your unit</i>	
Unit Summary	
In 3-5 sentences, briefly describe the topics, key activities, student products, and possible roles students assume in a project scenario.	
Subject Area	
<i>The subject area you are specifically targeting for the unit (addressed in the standards, objectives, and instructional procedures)</i>	
Grade Level	
<i>The targeted grade level(s) for the unit</i>	
Approximate Time Needed	
<i>Example: 8 50-minute class periods, 6 weeks, 3 months, and so forth</i>	
Unit Foundation	
Targeted Content Standards and Benchmarks	
<i>Paste your standards here. After refining and reducing the list of standards for this specific unit, the resulting standards in this section should include prioritized, targeted standards that your students are expected to meet (not just lightly address) and which you will assess by the end of this unit.</i>	
Student Objectives/Learning Outcomes	
Cross-Curricular Connections	
Curriculum-Framing Questions	
Essential Question	<i>A broad, overarching question that can bridge several units or subject areas</i>
Unit Questions	<i>Guiding questions for your unit</i>
Content Questions	
Assessment Plan	

Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
Enter assessments that help determine a student's background, skills, attitude, and misconceptions	Enter assessments that help determine a student's background, skills, attitude, and misconceptions	Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and collaboration	Enter assessments that gauge student needs, monitor progress, check for understanding, and encourage metacognition, self-direction, and collaboration	Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction	Enter assessments that assess students' understanding and skills, encourage metacognition, and gauge student needs for future instruction

Assessment Summary

Describe the assessments that you and your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning throughout the learning cycle. These might include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning, and rubrics. Also describe the artifacts of student learning that you assess, such as products, presentations, written documents, or performances and the assessments you use. Describe in the Instructional Procedures section who uses the assessments, how they are used, and where they occur.

Unit Details

Prerequisite Skills

Conceptual knowledge and technical skills that students must have to begin this unit

Instructional Procedures

A clear picture of the instructional cycle—a description of the scope and sequence of student activities and an explanation for how students are involved in planning their own learning

Accommodations for Differentiated Instruction

Special Needs Students

Describe accommodations and support for students, such as extra time for study, adjusted learning objectives, modified assignments, grouping, assignment calendars, adaptive technologies, and support from specialists. List specific resources you will use. Also describe modifications in how students express their learning (for example, oral interview instead of a written test).

Nonnative Speakers	<i>Describe language support, such as English Language Learner (ELL) instruction and tutoring from more able bilingual students or community volunteers. Describe adaptive materials, such as first-language texts, graphic organizers, illustrated texts, dual-language dictionaries, and translation tools. List specific resources you will use. Describe modifications in how students express their learning, such as first language rather than English or an oral interview instead of a written test.</i>	
Gifted/Talented Students	<i>Describe the various ways students may explore curriculum content, including independent study, and various options through which students can demonstrate or exhibit what they have learned, such as more challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, and open-ended tasks or projects. List specific resources you will use.</i>	
Materials and Resources Required For Unit		
Technology – Hardware (Click boxes of all equipment needed)		
<input type="checkbox"/> Interactive Technology <input type="checkbox"/> Computer(s)/iPads, etc. <input type="checkbox"/> Digital Camera <input type="checkbox"/> DVD Player <input type="checkbox"/> Internet	<input type="checkbox"/> Student Response System/Clickers <input type="checkbox"/> Printer <input type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input type="checkbox"/> Television	<input type="checkbox"/> Cell Phone <input type="checkbox"/> Video Camera <input type="checkbox"/> Video Conferencing Equip. <input type="checkbox"/> Document Camera <input type="checkbox"/> Other
Technology – Software (Click boxes of all software needed.)		
<input type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input type="checkbox"/> E-mail <input type="checkbox"/> Web-Based Encyclopedia	<input type="checkbox"/> Image Processing <input type="checkbox"/> Internet Web Browser <input type="checkbox"/> Multimedia	<input type="checkbox"/> Web Page Development <input type="checkbox"/> Word Processing <input type="checkbox"/> Other
Printed Materials	<i>Textbooks, curriculum guides, story books, lab manuals, reference materials, and so forth</i>	
Supplies	<i>Essential items that have to be ordered or gathered to implement your unit and are specific to the course of study. It is not necessary to include everyday items that are common to all classrooms.</i>	

Additional Unit Plan Information

Internet and Additional Resources	
<i>List additional resources for the lesson/unit plan or related lesson plans that map to the Common Core Standards in the lesson/unit plan.</i>	
Common Core Standard	Resource

Unit Plan Reflection

Describe any adaptations or "tweaks" to the resource or lesson plan that were needed:

What do you plan to do differently the next time you teach this unit?: