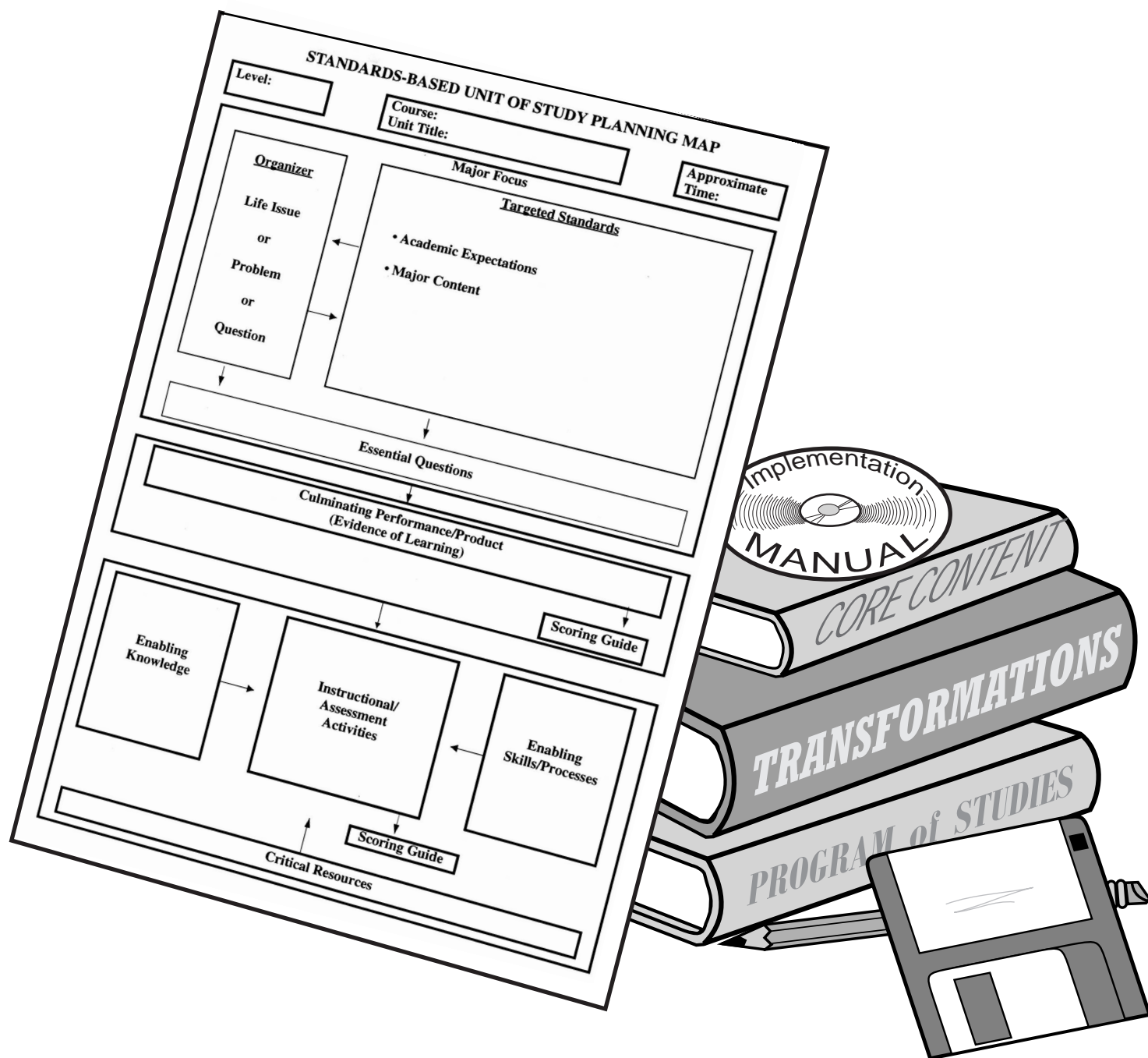


# HOW TO DEVELOP A STANDARDS-BASED UNIT OF STUDY



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## UNIT OF STUDY

The planning process for units of study described in this manual can be used to develop any unit of study, regardless of grade level, content area, or level of integration. The key to this process is first to identify what students are to know and be able to do at the end of the unit. The next major step is to plan for the demonstration of student learning, and finally, for the delivery of instruction.

*The students in Ms. Smith's primary class are ready to study weather. She has decided to plan a unit around the idea of "Change Over Time" hoping to be able to address content from several areas with this theme. Students could investigate and describe happenings in weather patterns that illustrate change over time. Then, a connection could be made between patterns in weather and patterns in the arts and humanities (e.g., musical patterns). Knowing that she needs to emphasize communication skills, Ms. Smith starts looking at the language arts content in the **Program of Studies** to see if there is a connection to this theme.*

*Mr. Jones' fifth grade class is ready to study decimals. As he begins thinking and planning, he realizes this would be a good time to also address the social studies economics content identified in the **Program of Studies** and core content. Perhaps he also could address the consumerism content from health. This would provide a strong real-world connection for teaching decimals.*

*The seventh grade Explorer Team wants to do an interdisciplinary unit with their students. The science teacher is concerned about losing the class time since science assessment scores are low. The language arts teacher reminds the team that she still needs portfolio pieces. The social studies teacher comments that a writing portfolio piece could be developed as part of the instructional/assessment activities of the unit. The team starts discussing the science content that students still need, looking for connections and brainstorming possible themes for a unit of study.*

*Ms. Ritz, a high school math teacher, is planning to start a unit on equations soon. She checks the core content and **Program of Studies** and notices there are several bullets that deal with equations. She begins to think about a way to get students interested in studying equations.*

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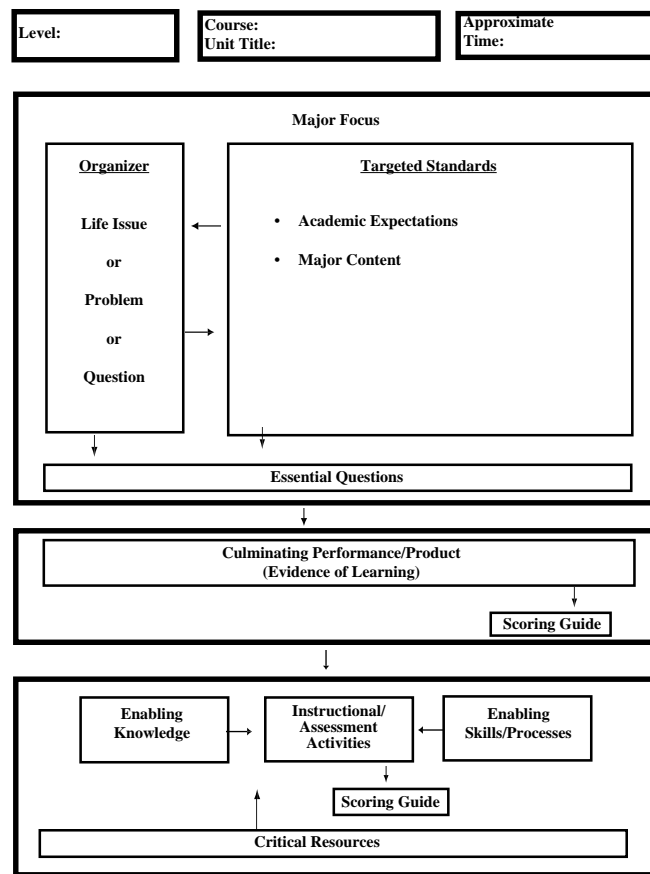
## INTRODUCTION

Units of study are vehicles for providing multifaceted learning opportunities for students. Using standards, (e.g., Kentucky's Academic Expectations), as the basis for a unit focuses the planning team on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

A process for developing standards-based units of study by “designing-down” is described in this document and illustrated by the planning map at the right which shows the components and the flow of the design process. After the basic design elements are set, the planning process begins with the identification of what students are to know and be able to do at the completion of the unit (major focus) followed by the development of how they will demonstrate that learning (culminating performance/product). Finally, instructional and assessment activities are designed that prepare students for the successful completion of the culminating performance/product. (A full size version of the planning map is on page 35.)

For many, using this planning process will mean changing the way they develop a unit. Traditionally in unit development, teaching activities have been selected first, not last, as they are in this process. Also, this planning process calls for a strong, final assessment component – the culminating performance/product. In the past, many units were developed with little attention to the assessment of student learning. Units ended with a “gala event” for which teachers worked hard to prepare and students enjoyed; however, there was little assessment of student learning. Planning by this “design-down” process results in a very focused unit that ties together curriculum, instruction, and assessment.

## UNIT PLANNING MAP



### Steps in the Planning Process

- I. Design Elements**
- II. Major Focus**
  - A. Organizer**
  - B. Targeted Standards**
  - C. Essential Questions**
- III. Culminating Performance/Product**
- IV. Instructional/Assessment Activities and Critical Resources**

## UNITS OF STUDY

The planning process for units of study outlined in this manual is designed to move instructional units from the left column to the right column of this chart.

<i><b>from.....</b></i>	<i><b>To.....</b></i>
Planning begins with identification of instructional activities	Planning begins with identification of what students are to know and do as a result of the unit
Allows for limited study of topic	Demands in-depth study of a theme or topic
Has a general learning focus	Is very focused on identified learning
Often focuses on only one or two of the multiple intelligences and learning styles	Tries to address most of the multiple intelligences and learning styles
Teacher-directed instruction	Student investigation and inquiry encouraged
Textbook is used as main source of information	Variety of instructional resources are used
Interdisciplinary connections are often forced	Interdisciplinary connections as appropriate
Assessment and instruction are separate	Assessment and instruction work together
Students work toward standards which are often unclear	Students work to meet clearly defined and known standards
One-time assessment at end of unit	On-going assessment throughout unit with a final performance assessment
Teacher audience for the assessment	Authentic audience for the assessment or demonstration of learning
Only the teacher knows the standards of evaluation	Both student and teacher know the standards of evaluation
Evaluation assesses knowledge only	Evaluation assesses knowledge and extends understanding through application of that knowledge

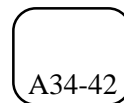
## USING THE MANUAL

This manual is organized around the Standards-Based Unit of Study Planning Map (page 35). Following the general introductory material, there is a section for each planning phase of the map: design elements, major focus, culminating performance/product and instructional/assessment activities. The sections include information in narrative form and work pages for unit development. Next is a section that addresses evaluation of the unit including examples of written formats for both students and teacher(s). The last section of the manual, the appendix, contains additional information, resources and references for use in developing a unit of study.

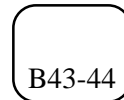
The work pages are designed to guide you through the development of a unit, component-by-component. At the top of each work page are “THINK” questions to get you started. Connections among components of the Planning Map are done through the design of the page. The “yes/no blocks” found on some work pages allow for a critique of completed work. Other information is provided as hints, notes, or in sidebars. “Buttons” in the bottom right corner of some pages signal additional resources and indicate where and on what page more information can be found.

- In the electronic version, the “buttons” are linked to the item listed in the appendix (A), bibliography or resource list (B), or specific resource on the KDE Web Site (W).
- In the printed version, a list of the KDE Web Site resources with brief descriptors is provided on page 45. Other resources can be found in the appendix on the indicated page or listed in the bibliography or resource list.

### “BUTTON” CODES




Found in the appendix on page indicated



Included in the bibliography or resource list



Available on KDE Web Site

On some of the work pages, a review and revise symbol, , will be found at the bottom of the page. This symbol means it is time to review and revise. You should always **review** all unit plans that are completed, checking for cohesiveness and connectiveness of the unit components. Often, you will need to **revise** your work as a result of these checks. Doing these checks is a critical step in the development of a unit.

This how-to manual for developing units of study is meant to complement other KDE-produced tools related to the unit of study--*Reviewing Guide* and *Development Criteria*. These documents are available on the KDE Web Site (<http://www.kde.state.ky.us>) or can be purchased through KDE publications at 502-564-3421. The *Development Criteria* lists critical elements for each component of the planning map. These are reflected in the “yes/no blocks” on the work pages in this manual. The *Reviewing Guide* was designed for evaluating the instructional quality of a fully developed unit and as a tool for providing feedback to the unit developer.

## TOP TEN QUESTIONS

The following questions are those that have been asked most often by participants in unit development training sessions and by educators who have developed units of study by this process. These are questions that you may find yourself asking as you proceed through this manual.

Planning  
Map  
A35

### 1. *Why should I plan units this way?*

Planning units this way keeps the identified standards as the focus of the instruction and assessment. Working through the planning process helps the unit developer be more precise in selecting and designing instructional activities that support the identified learning.

Reviewing  
Guide  
W45

Development  
Criteria  
W45

### 2. *What does a good unit look like?*

In a good unit, all of the components of the Planning Map mesh together. Students gain the knowledge and skills needed to answer the essential questions and successfully complete the culminating performance/product through the instructional and assessment activities. The culminating performance/product is designed to measure students' learning of the targeted standards.

Academic  
Expectations  
W45

Core  
Content for  
Assessment  
W45

### 3. *How does Core Content for Assessment fit into the unit?*

At the beginning of the planning process, targeted standards which serve as the basis for the rest of the planning are identified. These standards should include the academic expectations, core content, and content bullets from the *Program of Studies*.

Lesson Plan  
Format  
A41-42

### 4. *How do these units fit with my daily lesson planning?*

Daily lesson plans outline the details of the instructional/assessment activities specified in a unit. Also, both units and lesson plans address content, skills, and/or processes from the academic expectations, core content, and *Program of Studies*.

Development  
Criteria  
W45

Planning  
Map  
A35

### 5. *What is so different about this design for a unit?*

The real difference in this design for a unit is the way in which the unit is planned. Planning begins with the identification of what you want students to know and be able to do at the completion of the unit. After that is identified, each phase of planning focuses on achieving that result. The final assessment of student achievement is designed before the instructional activities. Planning this way helps maintain the teaching focus and usually leads to more in-depth study by students.

**NOTE:** These "buttons" are electronically linked to the resource indicated or in the printed version more information is available on the page indicated.

Planning  
Map  
A35

6. *I have heard that this planning process is really hard and takes a lot of time. Is this true? If it is, why should I use the process?*

This planning process does take more time at first since it is a different way of planning. However, as you use the process you become more efficient and comfortable with it. Even though the process can be frustrating at first, it is well worth the effort. The time used for the initial planning will allow for more teacher and student interaction throughout the unit.

7. *What about the textbooks I use? Should I still use them?*

You should keep your textbooks. However, they should be used as a resource, not as a guide for unit development. Textbooks and other instructional programs are often used as resources for developing the instructional and assessment activities of the unit and as resources for students during the unit.

Transformations  
Vol. I  
W45

Transformations  
Vol. II  
W45

8. *Will this change the way I plan and teach?*

This answer depends a lot on how you teach and plan now. The planning process explained here emphasizes designing instruction to support the desired outcomes. As the unit is planned, continuously ask yourself, "What do I want students to know and be able to do at the end of the unit?" Then, plan for that result. When teaching begins, it is important to present the essential questions to students so they can be aware of the scope and direction of the unit. Also, the culminating performance/product, along with the scoring guide, should be presented to students at the beginning of the unit so that they know the teacher's expectations.

Open-  
Response  
Manual  
W45

Annotated  
Worksheets  
W45

9. *How will this help my school's state assessment scores?*

Units planned by this process are focused on teaching targeted standards that should include content and skills from the academic expectations and *Core Content for Assessment*. Thus, the same content and skills are used as the basis for planning a unit as for development of the state assessment. Furthermore, unit design emphasizes application and demonstration of student learning. Open-response questions and writing prompts should be embedded in the instructional/assessment activities providing students experience with these types of assessment. Additionally, portfolio pieces can be developed as part of the activities or culminating performance/product.

Program of  
Studies  
W45

Implementation  
Manual  
W45

10. *How do the units fit together?*

Each year, a combination of units should be selected and sequenced for teaching the content for a specific grade level and/or course. As various units are designed to target content in the school curriculum, attention must be given to addressing all of the identified content.

## DESIGN ELEMENTS

Level:	Course: Unit Title:	Approximate Time:
--------	------------------------	----------------------

As development work begins on the unit of study, some general points regarding the structure of the unit must be set. These include a theme or focus; grade level; amount of instructional time needed to deliver the unit to the students; the subject areas involved; instructional structure; title; and an overview of the unit. Some of these points may change as work on the unit progresses; however, thinking through the design of the unit at this time establishes a starting point.

### How do I get started?

Unit development begins with the selection of a **theme** or topical focus. This provides a very broad focus for the unit and is further defined or narrowed as the major focus is developed. The theme will depend on the subject(s) included and what students will be expected to know and do as a result of the unit. Possible themes can be brainstormed by teachers and/or students. Life experiences, books, newspapers, textbooks, and curriculum documents are all possible resources for identifying potential themes. The theme selected needs to be appropriate for the intended learning focus and relevant to students.

### Who? What? When?

The **grade level** indicates the intended audience for whom the unit is designed. Constant checks must be made throughout development to assure that all parts of the unit are age appropriate. The level of curriculum integration anticipated for the unit determines the **instructional structure** of the unit. That is, units can be planned based on a single subject area (discipline-based or parallel), or a unit can be planned around two or more subject areas (multidisciplinary or interdisciplinary). See page nine for additional information. When natural connections to other subjects can be made, the unit or learning is enhanced; however, do not force connections.

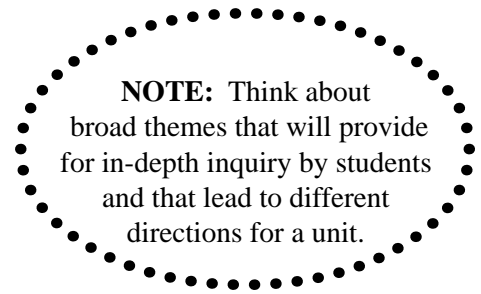
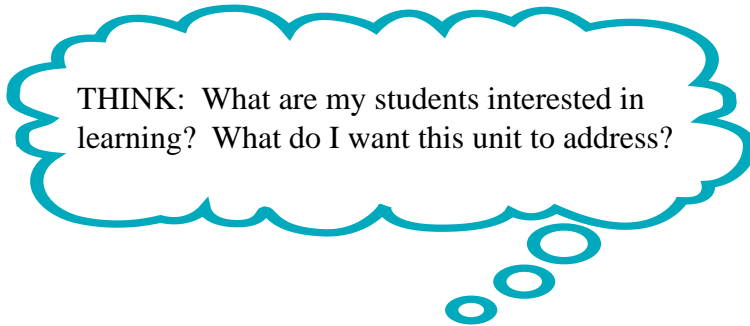
Next, consideration needs to be given to **how much time** is needed for delivery of the unit to students. This may be measured by class periods, school days, or whatever unit of time fits the given situation and grade level. Before you start development, identify an estimated amount of time for the unit. (“I want to design a unit on ‘Wellness and Today’s Teenager,’ and I think two weeks is about the amount of time to devote to that topic.”) If that is the maximum amount of time that can be devoted to the topic, unit planning must take that into consideration. However, if there is more flexibility in the schedule, the required time might change after development of the unit is complete.

### What’s in a name?

The **unit title** has little impact on the instructional planning of the unit, and it might be more easily determined after the unit is developed. While it is just a name, it should create interest in students and provide identification for the unit.

### What is the focus of the unit?

The **overview** provides a general, but brief, explanation of the unit. *At this time in development, the overview probably cannot be finalized*, but notes and ideas on the perceived direction of the unit should be jotted down and the overview finalized at the end of the planning process.



**BRAINSTORM: THEMES/ISSUES/CONCERNS**  
(Examples)

Wellness	The Media
Communication	Courtesy
Revolution	Change
Measurement	Then and Now
Transitions	Economics
The Future	Responsibility
Friendship	My Future
Community	Independence
Cycles	Technology
Number Theory	The Environment
Leadership	Cultural Heritage

**Possible Resources for Unit Themes**

---

**Life experiences**

**Current events**

**Student questions**

**Curriculum documents**

**Other teachers' ideas**

**Professional content area journals**

**Professional literature**

**Textbooks**

**Web sites**

**Newspapers**

**Magazines**

*Transformations:  
Kentucky's Curriculum Framework*

*Implementation Manual for Program of Studies*

**BRAINSTORM: THEMES/ISSUES/CONCERNS**  
(Your ideas)

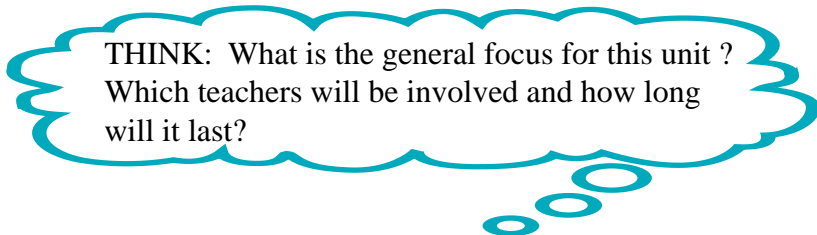
*HINT: Save this list of ideas and use when planning another unit.*

Implementation  
Manual  
W45

Beane  
B44

Transformations  
Vol I & II  
W45

Title of Unit: \_\_\_\_\_



DESIGN ELEMENTS FOR UNIT

Grade Level: \_\_\_\_\_

Theme: \_\_\_\_\_

Planned Time Span: \_\_\_\_\_

Instructional Structure: (check one)

Discipline-based       Parallel

Multidisciplinary       Interdisciplinary

Discipline/Content areas(s) included: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Instructional Structures**

---

**Discipline-based**

- A unit that involves in-depth study of only one content area.

**Parallel**

- Discipline-based units for different content areas that are planned separately but around a common theme. The units are taught simultaneously by different teachers.

**Multidisciplinary**

- A unit or units that address at least two different content areas but focus on the same theme. The culminating performance/product and/or some activities may be shared. Teachers plan the unit together.

**Interdisciplinary**

- A unit that blends together two or more disciplines and draws knowledge and skills from each discipline.

*HINT: These guidelines may change as the unit is developed.*

**NOTE:** All content areas do not have to be included in a unit. If there is no natural connection for a specific discipline, it should not be forced into the unit.

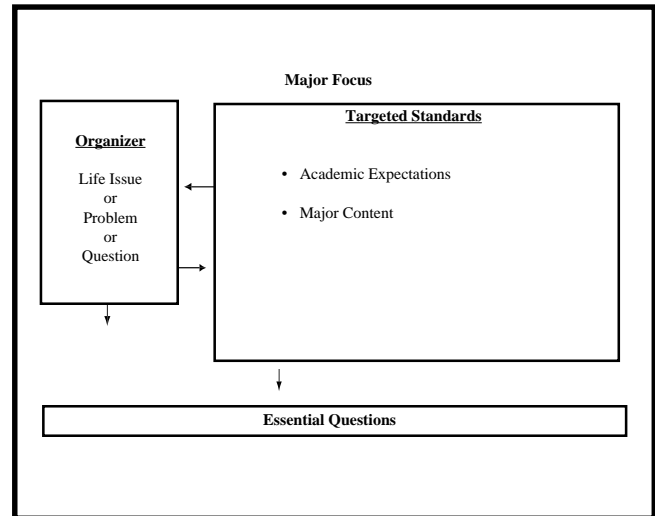
Instructional Structures Chart A36

Fogarty Jacobs B44



## MAJOR FOCUS

Now the real planning begins! Design of a unit of study using the planning map begins with the establishment of the **major focus**. It is the foundation for the rest of the unit and provides the focus from which the instruction is planned and delivered. The major focus identifies what students are to know and be able to do at the completion of the unit of study, and establishes the context for the learning. It consists of three components that work together -- the organizer, targeted standards, and essential questions.



### Organizer

The **organizer** establishes the context for the learning and provides the “hook” for students. It should be an issue, problem, or question that is relevant to a student. Using personal, social, cultural, and global concerns of students will help engage them in the learning. The organizer needs to be broad, demanding students to engage in inquiry. When the organizer is written as a question, be sure to use an open-ended format. This will require students to delve more deeply while seeking information.

### **Examples:**

How would a new factory affect my community?  
To Be or Not To Be -- Leaders and Followers in Society  
How does what I eat influence my future?  
How big is a million?  
Why are there more floods recently?  
Ballet and Basketball: How Dance and Sports Are Connected  
What is the future of flight?  
Today's Pioneers  
The Olympics: More Than a Game

### Targeted Standards

The **targeted standards** identify the content and skills/processes to be taught and formally assessed in the unit. They state what students are to know and be able to do at the end of the unit and serve as the foundation for the rest of the unit development. Begin by identifying the Academic Expectations, that relate to the organizer and that will be assessed in the culminating performance/product. Then, major content from the *Program of Studies*, *Core Content for Assessment*, national standards, and/or district or school curriculum guides should be identified; however, all content listed must be assessed. As planning continues, standards may be deleted or added to this section. Often standards move from targeted (assessed) to enabling (needed to do the culminating performance/product but not assessed).

## Essential Questions

The third component, the **essential questions**, narrows the focus of the learning by breaking the organizer into logical, sequenced parts for instruction. They must be written in a way that encourages higher order thinking and promotes in-depth investigation. Therefore, they are not questions that can be answered with a simple “yes” or “no,” and they are limited in number. Since the essential questions guide instruction and learning, they should be posted in the classroom for both the teacher and students to see. For that reason, the questions need to be written in student friendly language.

### **Examples:**

**Organizer:** Why has Greek mythology endured over time?

**Essential Questions:**

1. What is a myth?
2. Why did the Greeks create myths?
3. How do ideas and lessons in the myths still apply today?
4. What other connections do the myths have to current times?

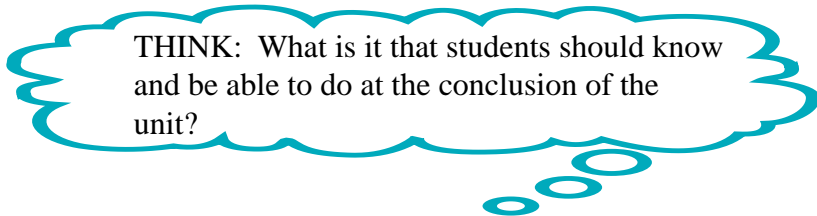
**Organizer:** Should I lead or should I follow?

**Essential Questions:**

1. How do I know a leader when I see one?
2. How do I know if a leader should be followed?
3. How do leaders develop?
4. What qualities of leadership, do I have?
5. When do I follow and when do I lead?

These three components of the major focus are totally dependent on each other and need to tightly mesh in order for the teaching to be focused. As the rest of the unit is developed, this section will need to be constantly revisited and reviewed, and possibly revised. There should be a direct relation between all other parts of the unit and the major focus.





TARGETED STANDARDS- academic expectations and major content

No.	Academic Expectations
_____	_____
_____	_____
_____	_____
_____	_____
	Major Content
	_____
	_____
	_____
	_____
	_____

*HINT: As the development process continues, Academic Expectations or other major content may be added or deleted.*

*HINT: Check the Program of Studies, Core Content for Assessment, and national standards, when relevant, as major content is identified.*

**NOTE:** Core content that will be assessed in the unit is identified in the major content.

**Do the targeted standards:**

	Y	N
•include significant content and skills/processes?	___	___
•reflect a manageable number for length of the unit?	___	___
•connect to the organizer?	___	___

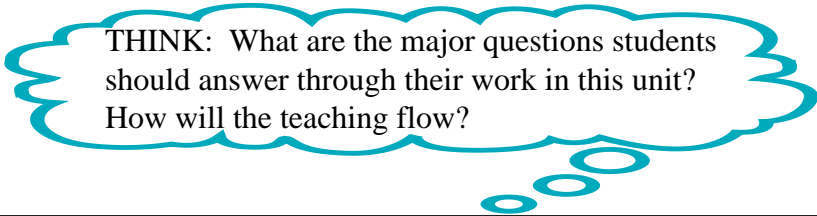
National Standards  
A38

Program of Studies  
W45

Academic Expectations  
W45

Development Criteria  
W45

Core Content  
W45



ESSENTIAL QUESTIONS - focuses the teaching and learning

	Targeted Standards
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____
6. _____ _____ _____	_____ _____ _____

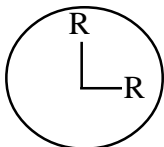
**Do the essential questions: Y N**

- connect to the targeted standards?      \_\_\_ \_\_\_
- narrow the focus of the organizer?      \_\_\_ \_\_\_
- address all targeted standards?      \_\_\_ \_\_\_
- encourage higher order thinking?      \_\_\_ \_\_\_
- provide a direction for the teaching?      \_\_\_ \_\_\_

**Are the essential questions:**

	Y	N
•written in a language students understand?	___	___
•written in an open-ended style?	___	___
•appropriate to the length of the unit?	___	___
•in a logical, sequenced order?	___	___

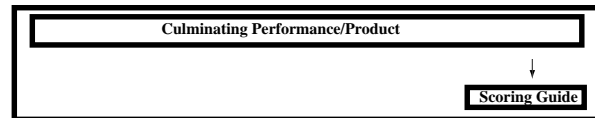
*HINT: Students can be involved in developing the essential questions, when possible.*



**STOP!** Time to review and revise all components of the major focus to be sure the three parts fit together.

Development  
Criteria  
W45

## CULMINATING PERFORMANCE/PRODUCT



The **culminating performance/product** is the final assessment piece for the unit of study. It is both a demonstration of a student's learning and an extension of that learning. This means that a rich culminating performance/product is not just a collection or display of previous work. Rather, it requires a student to build upon and extend that learning through selected study and demonstration. However, the culminating performance is designed to evaluate student progress in achieving each of the targeted standards, and must be designed specifically to provide for that.

### How do you develop a culminating performance?

A more focused, aligned unit of study is developed by designing the culminating performance/product early in the planning process. It is developed around five parts: tangible product and/or performance, task, role, purpose, and identified audience. Investigation and inquiry by students should be required for completion; however, the culminating performance/product must be planned with consideration for the unit's proposed time frame.

### Product and/or Performance

Development of the culminating performance/product begins with the identification of the **product and/or performance** that allows students to demonstrate their learning. The product or performance requires the student to apply his/her learning related to each targeted standard. It is the evidence of the student's learning. At this point in the planning process, it is often discovered that too many standards have been targeted. If each one can not be assessed adequately, revisions should be made to the major focus reducing the number of targeted standards.

### **Examples:**

#### **PRODUCT AND/OR PERFORMANCE**

Skit with written script	Painting	Newspaper
Brochure	Storyboard	Movement or dance routine
Display	Portfolio of artifacts	Dramatic monologue
Diorama	Journal	Slide show with script
Audiotape or videotape	Photo/picture journal or essay	Puppet show
Debate	Multimedia presentation	Gallery/museum
Portfolio entry	Model	Teleplay
Learning log	Original musical composition	Web page
Media critique	Reader's theatre	

## Task

The **task** is what the student actually has to do, and, it must be clearly explained. Depending upon the scope of the targeted standards, the task of the culminating performance/product will probably be multifaceted. In order for all students to successfully demonstrate their learning, options that allow students to show their learning in different ways should be part of the task design. It should include the use of more than one intelligence and take students into the higher levels of Bloom's Taxonomy.

### **Examples:**

TASK	
Design and present	Predict what would happen
Solve and explain	Formulate a theory
Persuade	Develop and implement
Write and perform	Compile and analyze
Investigate and summarize	Defend a position

## Role and Purpose

The **role** and **purpose** are the mechanisms for connecting the task to the real world. They should set a context for the unit that is relevant to students. Establishing a **role** for students that is real, makes the culminating performance/product more significant. The **purpose** tells why the task is being done and reinforces the real-life context of the culminating performance/product. This should engage students in completing the culminating performance/product as it provides a reason for doing the task.

### **Examples:**

ROLE	
Filmmaker	Photographer
Artist	Zookeeper
Historian	Chairperson
Interviewer	Builder
Chef	Mechanic
Teacher	Coach
Pilot	Detective
Literary Critic	Editor
Inventor	Ranger
Author	Athlete
Fashion Designer	Student
Cartoonist	Poet
	Composer

PURPOSE
Write and present a poem or song that <i>reflects the feelings of the Patriots during the Revolutionary War.</i>
Design and conduct a scientific experiment to <i>examine the impact of various physical stimuli on an identified plant or animal.</i> Present the findings.
Design and present a landscape design for <i>beautifying school grounds.</i>
Coach a team of younger students <i>emphasizing good sportsmanship.</i> Maintain a journal.
Plan a menu for the school lunchroom <i>that meets nutritional guidelines.</i>
Create a museum exhibit <i>to document an historical event researched.</i>

## Audience

Identifying an **audience** beyond the teacher encourages students to produce higher quality work. An audience that fits with the identified context and has a real interest in the students' work is best. This makes the task authentic and helps students understand what is expected.

### **Examples:**

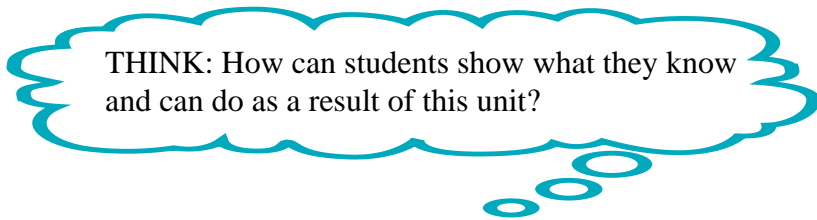
<b>AUDIENCE</b>	
Pen pals or key pals	School staff (certified and non-certified)
Fellow/younger/older students	Relatives, family members
Newspaper readers-school, local	Senior citizens
Elected or appointed government officials	Television viewers - local cable/school
Site-based council or committees	Local civic association boards or members

## Ongoing Evaluation

As students work on the culminating performance/product, their progress should be monitored and evaluated. There are four (4) key times to check and provide constructive feedback to students.

These times are as students

- ✓ identify the task,
- ✓ apply the knowledge and skills/processes needed to solve the problem,
- ✓ develop the product and/or performance, and
- ✓ present the product and/or performance.



CULMINATING PERFORMANCE/PRODUCT - student demonstration of what they have learned in the unit

PRODUCT(S)	AND/OR	PERFORMANCE(S)
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

**TASK** What does the student have to do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*HINT: If possible, break the task into steps.*

**NOTE:** The culminating performance/product should take students into the higher levels of Bloom's Taxonomy.

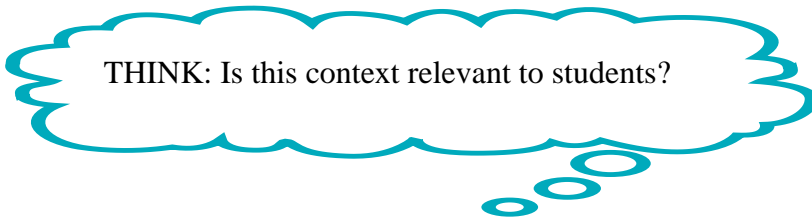
**NOTE:** The culminating performance/product should allow for use of more than one intelligence.

- Bloom's Taxonomy**
- Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation

- Multiple Intelligences**
- Verbal/Linguistic
  - Logical/Mathematical
  - Visual/Spatial
  - Body/Kinesthetic
  - Musical/Rhythmic
  - Interpersonal
  - Intrapersonal
  - Naturalist (*recently added*)

Activity  
Planner  
A39-40

Armstrong  
Gardner  
B44

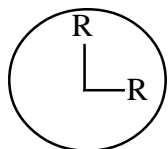


<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;">ROLE</div>	What role does the student assume? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;">PURPOSE</div>	Why is this being done? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;">AUDIENCE</div>	Who will view the performance and/or product? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>Does the culminating performance/product:</b>	<b>Y</b>	<b>N</b>
•assess all targeted standards?	—	—
•have a real-life context?	—	—
•engage the students in higher order thinking?	—	—
•have an audience beyond the teacher?	—	—
•clearly define the steps of the task?	—	—
•have a product or performance, or both?	—	—
•provide options?	—	—
•allow students to demonstrate learning in different ways?	—	—
•allow for the diverse needs of students?	—	—
•reflect age appropriateness?	—	—

*HINT: Students can be involved in identifying the idea for the culminating performance/product, when possible.*

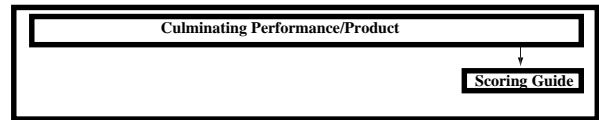
Performance Task Manual W45	Development Criteria W45	Open - Response Manual W45
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**STOP!** Time to review and revise the major focus. Are all of the targeted standards assessed by the culminating performance/product? Should some of them become part of the enabling knowledge or skills/processes?



## SCORING GUIDE



Once the culminating performance/product is developed, a **scoring guide** for evaluating student learning needs to be constructed. The scoring guide lets students know what will be assessed as well as the standards they must meet. Sometimes, the development of the scoring guide may be delayed to obtain student input. Having students involved in the development of the scoring guide can increase their understanding of the anticipated product or performance. A scoring guide consists of three (3) parts: the criteria, performance levels, and quality descriptors.

### Criteria

The **criteria** of the scoring guide identify the elements from the culminating performance/product being evaluated. The criteria reflect the major learnings addressed by the unit. At least one criteria should be identified for each targeted standard.

### Performance Levels

After establishing the criteria, the number of **performance levels** for the scoring guide must be set. It is usually best to use an even number of levels. With an odd number of levels, it is easy for the majority of performance/products to score at the middle level; having an even number of levels eliminates this problem. Once the number of levels is determined, they may be numbered or given names. Names may relate to the unit being developed or be just general descriptive words such as “Excellent,” “Good,” “Satisfactory,” and “Needs Improving.” It is not advisable to use names from the state assessment program--distinguished, proficient, apprentice, and novice. Students may not understand if they score one level in your classroom but score differently on the state assessment.

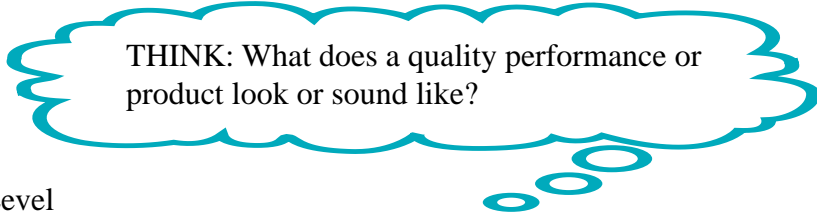
### Quality Descriptors

The **quality descriptors** identify the levels of achievement to the evaluator and set the expectations for the culminating performance/product. It is extremely important to use clear, concise, and understandable language so that both students and scorers understand the expectations for each performance level. Also, there has to be a distinct, describable difference between the levels. Often people start developing the scoring guide with the top performance level and then work down. Sometimes, it may work better to do the top and bottom level, then develop the levels in-between.

The two most common types of scoring guides are analytic and holistic. The *analytic* scoring guide provides for evaluating each criteria identified separately. These separate scores may or may not be combined for one final score. The *holistic* scoring guide (i.e., writing portfolio scoring guide) provides for an overall evaluation. If the product or performance is to be viewed and evaluated as a whole, a holistic scoring guide should be used. However, this type of scoring guide provides less information on individual criteria.

.....  
: *HINT: A holistic scoring guide is often used for the culminating performance/product since it is the*  
: *final, overall assessment and is evaluating criteria that are closely related. Analytic scoring guides*  
: *are more often used with the instructional activities since they provide more precise information*  
: *regarding individual student progress in specific areas of learning.*  
: .....





Top Level

CRITERIA	TARGETED STANDARDS	DESCRIPTOR	Does the scoring guide:	Y	N
_____	_____	_____	•describe the best possible performance/product to the least successful?	___	___
_____	_____	_____	•use precise, understandable descriptors?	___	___
_____	_____	_____	•focus on quality rather than quantity?	___	___
_____	_____	_____	•provide a true distinction between performance levels?	___	___
_____	_____	_____	•address all tasks of the culminating performance/product?	___	___
_____	_____	_____	•describe degrees of success?	___	___
_____	_____	_____	•explain to students what is expected of them?	___	___
_____	_____	_____	•have a criteria for each targeted standard?	___	___

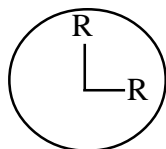
*HINT: Have a colleague check the scoring guide for clarity and connection to the culminating performance/product.*

*HINT: Presenting the scoring guide with the culminating performance/product at the beginning of the unit will help students know the performance level expectations.*

*HINT: Having models of excellent products and/or performances assists students in understanding the expectations.*

**NOTE:** Students can contribute to the development of the scoring guide.

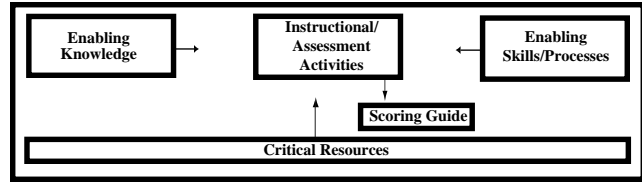
		CRITERIA			
		_____	_____	_____	_____
LEVELS	_____				
	_____				
	_____				
	_____				



**STOP!** Time to review and revise. Does the scoring guide really evaluate what students are to know and be able to do at the end of the unit? Check the culminating performance/product and scoring guide with the targeted standards. Is there at least one criteria for each targeted standard?

Development  
Criteria  
W45

## ENABLING KNOWLEDGE AND ENABLING SKILLS/PROCESSES, INSTRUCTIONAL/ASSESSMENT ACTIVITIES, AND CRITICAL RESOURCES



Identifying knowledge, skills/processes, and instructional and assessment activities is the most familiar part of the planning process. However, in the past, developing this part of a unit was usually done first rather than last. By doing it at the end, the instructional focus of the unit will have a stronger connection to the targeted standards.

### Enabling Knowledge and Enabling Skills/Processes

The **enabling knowledge** and **enabling skills/processes** are identified based on the major focus and the culminating performance/product of the unit. This is what students have to know and be able to do to successfully complete the culminating performance/product. Sometimes, it can be difficult to distinguish knowledge and skills/processes. The label does not matter, what matters is that the knowledge and skills/processes are included in what students need to learn. The *Transformations: Kentucky's Curriculum Framework*, *Core Content for Assessment*, *Program of Studies*, and national standards are excellent resources to use at this time in unit development. All units should contain knowledge/content and skills/processes from these documents. However, you might identify content that is not in the *Core Content for Assessment* or *Program of Studies* since local curriculum should be broader.

### Instructional and Assessment Activities

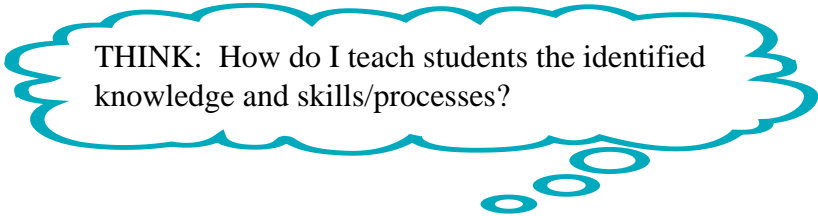
The **instructional and assessment activities** are the daily, on-going classroom activities. They should help students develop responses to the essential questions and are planned as a way to prepare students for the successful completion of the culminating performance/product with the how-to provided through daily lesson plans. The activities are designed as the delivery mechanism for the identified knowledge and skills/processes. No one format or practice is best; therefore, a broad range of activities should be used. They should address all of the multiple intelligences, provide for the different learning styles of students, and vary in length and format. Consideration should be given to ways to incorporate technology as an instructional tool.

The development of portfolio entries, open-response items, and performance tasks should be embedded in these activities along with other interim assessments of student learning. Since the activities provide continuous, on-going measures of student progress, some may be designed to be more evaluative than instructional. These activities may need scoring guides.

### Critical Resources

**Critical resources** are used by both the teacher and students for instruction and learning. The resources should represent a variety of printed, electronic, and human resources and may go beyond the school walls. Library/Media specialists are tremendous assets in this section of unit development. Again, the focus of the unit needs to be remembered. Only resources that support the identified student learning should be selected.





INSTRUCTIONAL/ASSESSMENT ACTIVITIES -on-going teaching activities

**Activity #1**

Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scoring Guide: Y N

**Activity #2**

Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scoring Guide: Y N

**Activity #3**

Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scoring Guide: Y N

**Activity #4**

Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Scoring Guide: Y N

**TYPES OF ASSESSMENTS**

- open-response questions
- writing portfolio entries
- performance events
- math portfolio entries

**Bloom's Taxonomy**

Knowledge  
 Comprehension  
 Application  
 Analysis  
 Synthesis  
 Evaluation

**Multiple Intelligences**

Verbal/Linguistic  
 Logical/Mathematical  
 Visual/Spatial  
 Body/Kinesthetic  
 Musical/Rhythmic  
 Interpersonal  
 Intrapersonal  
 Naturalist (*recently added*)

Annotated  
 Worksheets  
 W45

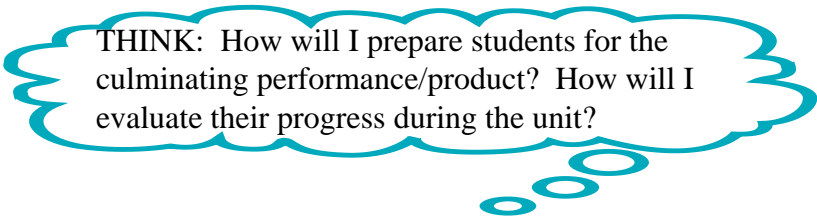
Open-  
 Response  
 Manual  
 W45

Lesson  
 Plan Form  
 A41-42

Performance  
 Task Manual  
 W45

*HINT: For each academic expectation listed, check the activities identified in Transformations: Kentucky's Curriculum Framework.*

Continued...



**INSTRUCTIONAL/ASSESSMENT ACTIVITIES -on-going teaching activities**

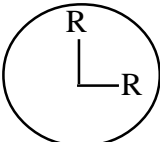
**Activity #5**  
 Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Scoring Guide: Y N

**Activity #6**  
 Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Scoring Guide: Y N

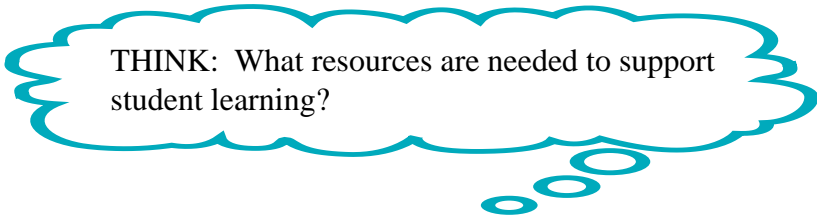
**Activity #7**  
 Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Scoring Guide: Y N

**Activity #8**  
 Essential Question # \_\_\_\_\_  
 Targeted Standard: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Scoring Guide: Y N

<b>Do the activities:</b>	Y	N
•include instructional activities?	—	—
•include appropriate assessment activities?	—	—
•address various learning styles?	—	—
•address different multiple intelligences?	—	—
•support active learning?	—	—
•include a writing activity?	—	—
•include the use of technology?	—	—
•teach appropriate knowledge and skills?	—	—
•provide feedback on student progress?	—	—
•require use of higher order thinking skills?	—	—
•vary in length?	—	—
•allow for both individual and group work?	—	—
•prepare students for culminating performance/product?	—	—
•include open-response questions?	—	—



**STOP!** Time to review and revise. Be sure each activity is leading students toward the successful completion of the culminating performance/product. If the activity does not directly link back to the targeted standards and essential questions, it is not needed.



**CRITICAL RESOURCES** - resources needed to do the culminating performance/product and instructional/assessment activities

Textbooks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reference Books: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tradebooks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Other Printed: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Electronic: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

People: \_\_\_\_\_  
 \_\_\_\_\_

Library/Media Specialist: \_\_\_\_\_  
 \_\_\_\_\_

Places/Field Trips: \_\_\_\_\_  
 \_\_\_\_\_

Other: \_\_\_\_\_  
 \_\_\_\_\_

Teacher Resources: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Do the critical resources:	Y	N
•reflect a variety of items?	___	___
•include electronic items?	___	___
•address various learning styles and multiple intelligences?	___	___
•go beyond the school walls?	___	___
•involve the community?	___	___
•promote active learning?	___	___
•relate to the identified knowledge and skills/processes?	___	___



Resource List A43

Transformations Vol. II W45

*HINT: Resources may be identified and noted as work on the unit progresses.*

## EVALUATION OF UNIT

Evaluation of the unit is not included on the planning map. However, it is very important to establish a mechanism for evaluating the unit once it has been used in the classroom. There should be a formal evaluation completed by both students and teacher(s). Examples of both student and teacher written evaluations are on the right.

When taught, the written plan for the unit does not always produce the expected results. Therefore, needed changes should be noted at the time of teaching. These changes along with pertinent comments from the student and teacher reflections should be used to revise the unit of study before it is taught again.

*HINT: Before filing units for future use, attach a summary of the student and teacher evaluations to the unit and use page 9 as a cover page. When the unit is used again, revision work can be completed as noted.*

### Student Reflections on the Unit

1. What did you learn during this unit?
2. How would you rate this unit?  
(low) 1 2 3 4 5 6 7 8 9 10 (high)
3. Name three things about this unit you would not change.
4. Name three things about this unit you think should be changed.
5. In five years, what do you think you will remember from this unit?
6. Other comments:

### Teacher Reflections on the Unit

1. What did your students learn during this unit?
2. How would you rate this unit?  
(low) 1 2 3 4 5 6 7 8 9 10 (high)
3. What were the strengths of the unit?
4. What were the weaknesses of the unit?
5. Which other teachers should/could be involved?
6. How could the culminating performance/product be extended, enhanced?
7. What additional resources should be included?

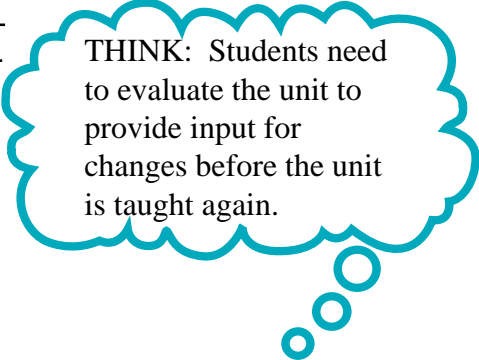
1. What did you learn during this unit?

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---

---



2. How would you rate this unit?

(low) 1 2 3 4 5 6 7 8 9 10 (high)

3. Name three things about this unit you would not change.

---

---

---

4. Name three things about this unit you think should be changed.

---

---

---

5. In five years, what do you think you will remember from this unit?

---

---

---

---

6. Other comments:

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---

---

---

*SUGGESTION: These questions could be done with primary students as a class discussion with an adult recording responses.*

1. What did your students learn during this unit?

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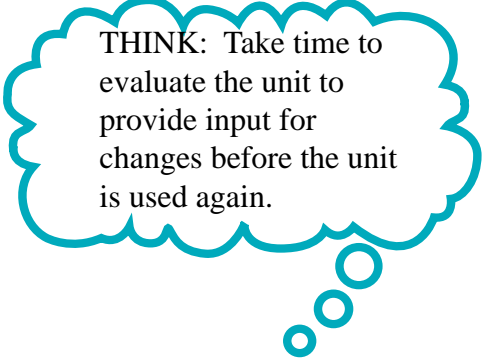
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2. How would you rate this unit?

(low) 1 2 3 4 5 6 7 8 9 10 (high)



3. What were the strengths of the unit?

---

---

---

---

4. What were the weaknesses of the unit?

---

---

---

5. Which other teachers should/could be involved?

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---

6. How could the culminating performance/product be extended, enhanced?

---

---

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7. What additional resources should be included?

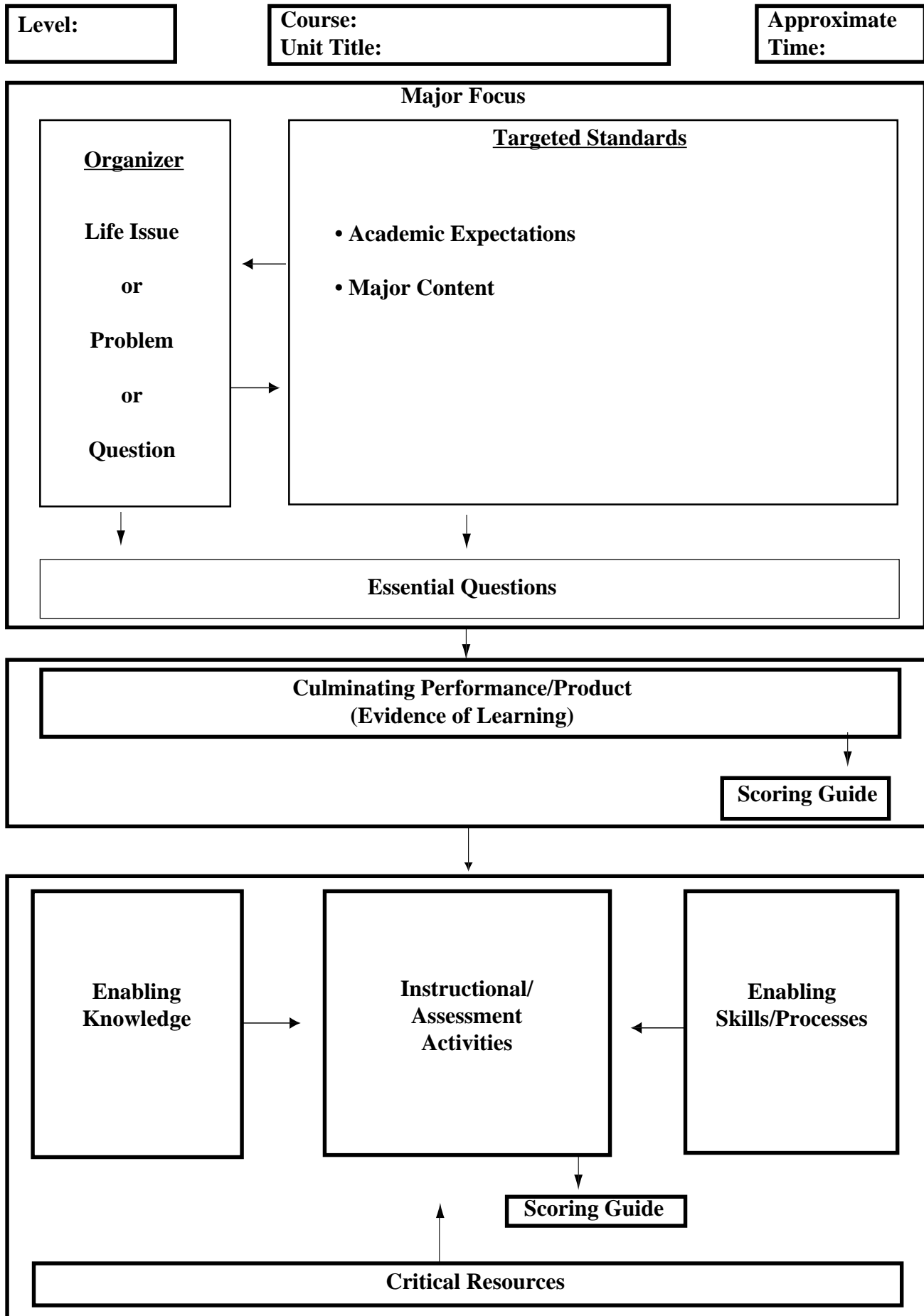
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# APPENDIX

# STANDARDS-BASED UNIT OF STUDY PLANNING MAP



## INSTRUCTIONAL STRUCTURES CHART

	<b>Advantages</b>	<b>Disadvantages</b>	<b>Analysis</b>
<b>Discipline-based</b>	<ul style="list-style-type: none"> <li>• Provides in-depth study of one content area</li> <li>• Takes no common planning time</li> </ul>	<ul style="list-style-type: none"> <li>• Could result in fragmented view of curriculum</li> <li>• Encourages isolation of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Does not always reflect real life</li> <li>• Is easier for the teachers</li> <li>• Is more comfortable, most traditional</li> </ul>
<b>Parallel</b>	<ul style="list-style-type: none"> <li>• Accomplished easily</li> <li>• Encourages some collaborative planning by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Requires students to discover relationships between disciplines without guidance from teachers</li> <li>• Allows for duplication of information being taught</li> </ul>	<ul style="list-style-type: none"> <li>• Allows students and teachers to make connections between different disciplines</li> <li>• Provides an initial step for teachers wishing to move to the interdisciplinary model</li> </ul>
<b>Multidisciplinary</b>	<ul style="list-style-type: none"> <li>• Encourages more collaborative planning by teachers</li> <li>• Enables teachers to more easily collaborate in the design and implementation of authentic assessments</li> <li>• Provides more flexibility for teachers to meet the multiple intelligences and many learning styles of students</li> </ul>	<ul style="list-style-type: none"> <li>• Requires scheduling time for collaborative planning</li> <li>• Is often used to force the participation of disciplines in instructional units when there is no natural fit</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on broad themes</li> <li>• Assists teachers in targeting a variety of academic expectations for their students and assessing them through integrated culminating performances/products</li> <li>• Emphasizes the connections among disciplines for both students and teachers</li> </ul>
<b>Interdisciplinary</b>	<ul style="list-style-type: none"> <li>• Includes all points listed in the multidisciplinary section</li> <li>• Supports the integration of knowledge</li> <li>• Motivates students to realize the context for knowledge and a relevance for their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Requires a greater amount of planning time for teachers</li> <li>• Necessitates flexibility by teachers to insure that all disciplines are thoroughly addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all points listed in the multidisciplinary section</li> <li>• Provides an authentic context for learning content of the disciplines</li> <li>• Emphasizes a real-world view of the students' education which shows them the connections among the disciplines</li> </ul>

## SCORING GUIDE FOR ORGANIZER

Yes	No	Question
_____	_____	<p>Is the organizer developmentally appropriate?</p> <ul style="list-style-type: none"> <li>• Does the organizer ask students to work at the upper level of Bloom’s Taxonomy?</li> <li>• Does the organizer require students to participate in activities in which they must apply learning in meaningful situations?</li> </ul>
_____	_____	<p>Is the organizer broad and deep enough to allow students to have some flexibility in what they study?</p> <ul style="list-style-type: none"> <li>• Does the organizer encourage students to make connections between ideas?</li> <li>• Does the organizer prompt students to build on prior knowledge?</li> <li>• Does the organizer encourage students to demonstrate learning in a variety of ways?</li> </ul>
_____	_____	<p>Is the organizer intriguing to the students?</p> <ul style="list-style-type: none"> <li>• Does the organizer provoke student interest enough that they will invest time and effort to learn?</li> <li>• Does the organizer demand that students use their imagination?</li> <li>• Does the organizer require students to seek information from a variety of sources?</li> </ul>
_____	_____	<p>Is the organizer focused on learning which can be transferred to issues which are current or will be essential in the future?</p> <ul style="list-style-type: none"> <li>• Does the learning attained by using this organizer make a difference in the student’s life?</li> <li>• Does the learning achieved through the use of the organizer apply to authentic situations?</li> </ul>
_____	_____	<p>Is the organizer going to require students to be involved in a rigorous study of content knowledge and practice of life skills?</p> <ul style="list-style-type: none"> <li>• Does the organizer ask students to learn essential content instead of memorization of insignificant trivial facts?</li> <li>• Does the organizer allow the practice of valuable skills/processes?</li> </ul>
_____	_____	<p>Is the organizer designed to be broken into a set of essential questions?</p> <ul style="list-style-type: none"> <li>• Does the organizer allow for asking questions (e.g., how, why, what)?</li> </ul>

Adapted from *Transformations: Kentucky’s Curriculum Framework, Volume II*, 1993

## NATIONAL STANDARDS INFORMATION

### Arts

Music Educators National Conference  
800-828-0229  
<http://www.menc.org>

### Career Education

National Occupational Information  
Coordinating Committee  
202-653-7680  
National Career Development Guidelines/  
Competencies  
[www.noicc.gov/files/ncompete.html](http://www.noicc.gov/files/ncompete.html)

### Civics and Government

Center for Civic Education  
818-591-9321  
<http://www.civiced.org>

### Economics

National Council on Economics Education  
800-338-1192  
<http://www.economicsamerica.org/standards.html>

### Language Arts

National Council of Teachers of English  
800-369-NCTE  
<http://www.ncte.org>

### International Reading Association

800-336-READ  
<http://www.ira.org>

### Foreign Language

American Council on the Teaching of Foreign  
Languages, Inc.  
914-963-8830

### Geography

National Council for Geographic Education  
412-357-6290  
<http://www.ncge.org>

### Health Education

American Alliance of Health, Physical Education,  
Recreation, and Dance  
800-221-0789  
<http://www.aapherd.org>

### History

National Center for History in the Schools  
310-206-0788  
<http://www.ucla.edu>  
(go to "ucla store," then "book zone," and next  
"search")

### Industry Based Skill Standards

<http://vocserve.berkeley.edu/skillstand.html>

### Mathematics

National Council of Teachers of Mathematics  
800-235-7566  
<http://www.nctm.org>

### Physical Education

National Association for Sport and Physical Education  
800-321-0789  
<http://www.aapherd.org>

### Science

National Academy of Science  
800-624-6242  
<http://www.nas.edu>

### Social Studies (Integrated)

National Council for the Social Studies  
800-683-0812  
Integrated Social Studies K-12  
<http://www.ncss.org>

**For information and summaries of the standards for all content areas:**

<http://www.mcrel.org/standards-benchmarks/docs/contents.html>

## ACTIVITY PLANNER

<b>Multiple Intelligences</b>	<b>Bloom's/Williams' Taxonomies of Action Verbs &amp; Student Behaviors</b>	
<b>Verbal/Linguistic</b>	Argue Create Demonstrate Generalize Interpret List	Paraphrase Predict Recognize Restate Teach Write
<b>Logical/Mathematical</b>	Analyze Calculate Contrast Determine Develop Extrapolate	Find Examples Hypothesize Integrate Outline Sequence Try
<b>Visual/Spatial</b>	Close Your Eyes... Daydream Design Distinguish Graph List	Model Outline Pretend Rearrange Reproduce Visualize
<b>Body/Kinesthetic</b>	Arrange Bend Build Construct Discover Dramatize	Fold Locate Measure Produce Role Play Trace
<b>Musical/Rhythmic</b>	Amplify Compose Demonstrate Hear Hum Interpret	Listen Perform Play Retell Sing Write About
<b>Interpersonal</b>	Brainstorm Design Discuss Explain Give Feedback Infer	Interview Plan Present Relate Teach Write
<b>Intrapersonal</b>	Analyze Compare/Contrast Discriminate Focus Judge Propose	Reflect Revise Rewrite Share Show Validate

Adapted with permission from *Curriculum and Project Planner for Integrating Learning Styles, Thinking Skills, and Authentic Instruction* by Imogene Forte and Sandra Schurr published by Incentive Publications.

## ACTIVITY PLANNER

Suggested Student Products and Performances		Optional Assessment Formats	Activities
Audiotapes Creative Writing Dialogues Dramatic Readings Interviews Journals	Plays Puppet Shows Reports Storytelling Teach a Lesson	Audiotape Recordings Debates Jeopardy-style Tests Portfolios Starter Statements Written Essays	<u>English</u> Communicate ideas, opinions, and perceptions through writing and thinking.
Attributes Charts Coded Messages Computer Projects Graphs Mind Maps	Outlines Story Grids T-Charts Time Lines	Charts Critiques Experiment Logs Pattern Games Rubrics “What If” Exercises	<u>Math</u> Create a flow chart to show problem-solving steps.
Book Covers Collages Dioramas Escher-like Designs Follow a Map Mobiles	Models Pamphlets Photography Posters Sculptures	Flow Charts/Graphs Hands-on Demonstrations Murals/Montages Response Cards Scrapbooks	<u>Science</u> Construct a set of diagrams illustrating systems of the body.
Acting Out Vocabulary Dramas Exercises Experiments Games	Impersonations Keyboarding Pantomimes Role Plays Show Using Manipulatives	Dramatizations Games Manipulatives Performances Physical Exercise, Routines Role Plays	<u>Cultures/Geography</u> Role-play various cultural customs.
Choral Readings Identifying Environmental Sounds Jump-rope Rhymes Morse Code	Patterns Musical Compositions Musical Plays Radio Shows Raps	Analysis of Musical Structure Creating Raps/Songs Dances Musical Performances	<u>History</u> Construct a musical time line for several historical periods.
Author Partners Discussions Group Problem Solving Group Projects Human Graphs	Interviews Jigsaws Lab Partners Peer Coaching Simulations	Buzz Sessions Group Jigsaw Puzzles Group Problem-Solving Tasks Project Posters Scavenger Hunts Think/Pair/Share	<u>Health</u> Perform skits demonstrating healthy and unhealthy eating habits.
Autobiographies Diaries Higher Order Questions Journals Learning Logs	Observations Personalizations Photo Essays Reflections Summary Statements	Autobiographical Stories Diaries/Logs/Journals Individual Conferences Individual Skills Lists Metacognitive Inquiries Starter Statements	<u>Exploratory Electives</u> Create a piece of art to illustrate your personality.



**LESSON PLAN FORM**

Date(s) \_\_\_\_\_

Unit Title: \_\_\_\_\_

Essential Question: \_\_\_\_\_

Targeted Standard(s): \_\_\_\_\_

Major Content: \_\_\_\_\_

<b>Activity:</b>	<b>Resources:</b>
	<b>Evaluation:</b>
<b>Scoring Guide:</b> Yes    No	

## RESOURCE LIST

- \_\_\_\_\_. 1997. *Gold Book*. The most complete source of information for the state of Kentucky regarding people and organizations. Order through Clark Publishing, Inc., P.O. Box 24766, Lexington, KY 40524, 1-800-944-3995.
- Brownstone, D.M., & Franck, I.M. 1994. *Timelines of the arts and literature*. New York: Harper Collins Publishers, Inc. (ISBN 0-06-270069-3)
- Bunch, B., & Hellemans, A. 1993. *The timetables of technology: A chronology of the most important people and events in the history of technology*. New York: Simon & Schuster. (ISBN 0-671-76918-9)
- Green, J. 1995. *The green book of songs by subject: The thematic guide to popular music*. (4th ed. updated and expanded). Nashville, TN: Professional Desk References, Inc. (ISBN 0-939735-04-0 pbk.)
- Grun, B. 1991. *The timetables of history: A horizontal linkage of people and events*. New York: Simson & Schuster, Inc. (ISBN 0-671-74271-X pbk.)
- Hellemans, A. & Bunch, B. 1991. *The timetables of science: A chronology of the most important people and events in the history of science*. New York: Simon & Schuster, Inc. (ISBN 0-671-73328-1 pbk.)
- O'Brien, G. 1989. *The reader's catalog: An annotated selection of more than 40,000 of the best books in print in 208 categories*. New York: Jason Epstein. (ISBN 0-924322-00-4)
- Strouf, J. 1993. *The literature teacher's book of lists*. New York: The Center for Applied Research in Education. (ISBN 0-87628-548-5). Other individual "books of lists" are available for teachers of writing, math, social studies, science, language arts, music, and art. Please check with your bookstore/library for your specific discipline.
- \_\_\_\_\_. 1996. *Video hound's golden movie retriever*. Detroit, MI: Visible Ink Press. (ISBN 0-7876-0626-X pbk. or ISBN 0-7876-0855-6 book and CD-ROM combo)
- Wiener, T. 1991. *The book of video lists*. Lanham, MD: Madison Books. (ISBN 0-8191-7825-X pbk.)

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- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum, 1994.
- Beane, James A. *A Middle School Curriculum from Rhetoric to Reality*. Columbus, OH: National Middle School Association, 1993.
- Drake, Susan M. *Planning Integrated Curriculum: The Call to Adventure*. Alexandria, VA: Association for Supervision and Curriculum Development, 1993.
- Fogarty, Robin. *The Mindful School: How to Integrate the Curricula*. Palatine, IL: Skylight Publishing, Inc., 1991.
- Gardener, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Harper Collins Publishers, 1983.
- Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design and Implementation*. Alexandria, VA: Association for Supervision and Curriculum Development, 1989.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
- Lounsbury, John H., (Ed.). *Connecting the Curriculum Through Interdisciplinary Instruction*. Columbus, OH: National Middle School Association, 1992.

**Found on Kentucky's Department of Education Web Site**  
**(<http://www.kde.state.ky.us>)**

*Academic Expectations* - listing of Kentucky's Academic Expectations

*Annotated Worksheets* - release open-response items that have been annotated including instructional strategies

*Core Content for Assessment* - the identified content for assessment development

*Designing an Effective Performance Task for the Classroom*- a how-to-manual on designing performance events

*Implementation Manual for Program of Studies* - provides instructional models for content specified in the Program of Studies

*Kentucky's Scoring Guide* - a general holistic scoring guide

*Open-Response Questions in the Classroom* - outlines steps for developing open response items for classroom instruction

*Program of Studies for Kentucky Schools Primary-12* - provides content matrices by grade for content areas that support the high school graduation requirements

*Transformations: Kentucky's Curriculum Framework, Volume I* - the first volume of the curriculum framework provides connections, demonstrators, and activities for each academic expectation

*Transformations: Kentucky's Curriculum Framework, Volume II* - refers to the section entitled "Bringing It All Together" which describes a teacher's thoughts as he works through the design-down process

*Unit of Study Development Criteria* - listing of critical criteria for each component of the planning map

*Unit of Study Reviewing Guide* - a tool for evaluating units of study

**Unit Information**

**UNIT OF STUDY  
Reviewing Guide**

Name of Unit \_\_\_\_\_  
 Content Area(s) \_\_\_\_\_  
 Grade Level \_\_\_\_\_ Duration of Unit \_\_\_\_\_ School Year \_\_\_\_\_  
 Academic Expectations Addressed \_\_\_\_\_  
 Major Content \_\_\_\_\_

Reviewed by: \_\_\_\_\_  
 Date: \_\_\_\_\_

	IDEA ○	SKETCH ○	UNIT OF STUDY ●	EXEMPLARY UNIT OF STUDY ●+
FOCUS	<ul style="list-style-type: none"> <li>Identifies a narrow topic rather than a theme for study</li> <li>States inappropriate learning standards</li> <li>Includes unrelated content and processes/skills</li> <li>Identifies random and disconnected learning</li> </ul>	<ul style="list-style-type: none"> <li>Defines the theme for study but focus is not clear</li> <li>States appropriate learning standards but unmanageable number</li> <li>Includes content and processes/skills</li> <li>Identifies what should be learned but does not clearly communicate its importance</li> </ul>	<ul style="list-style-type: none"> <li>Defines the theme for study and focus is clear</li> <li>Targets a manageable number of appropriate learning standards</li> <li>Includes significant content and processes/skills</li> <li>Identifies what should be learned and why it is important</li> </ul>	<ul style="list-style-type: none"> <li>Defines theme for study that is meaningful to students</li> <li>Targets a manageable number of appropriate learning standards</li> <li>Includes significant content and processes/skills</li> <li>Identifies clearly what should be learned, why it is important, and how it relates to real-life</li> </ul>
INSTRUCTION	<ul style="list-style-type: none"> <li>Uses limited variety of instructional strategies</li> <li>Requires a study of topic using few resources</li> <li>Provides for minimal student-centered learning</li> <li>Provides practice that does not support the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Uses some variety of instructional strategies</li> <li>Requires a study of theme using few resources</li> <li>Provides for some student-centered learning</li> <li>Provides practice that supports the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies</li> <li>Requires an in-depth study of theme using many resources</li> <li>Provides for some active student-centered learning</li> <li>Provides meaningful practice that supports the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of instructional strategies based on student needs</li> <li>Requires multi-faceted study of theme using a variety of resources</li> <li>Provides for active student-centered learning</li> <li>Provides meaningful practice that supports the learning focus</li> </ul>
EVALUATION	<ul style="list-style-type: none"> <li>Does not include performance assessments</li> <li>Includes assessments that are not relevant</li> <li>Does not measure student progress during the unit</li> <li>Does not establish criteria for assessment</li> </ul>	<ul style="list-style-type: none"> <li>Uses few performance assessments</li> <li>Includes relevant assessments that are evaluated by the teachers and/or student's peer</li> <li>Measures student progress periodically</li> <li>Does not communicate criteria for assessment to students</li> </ul>	<ul style="list-style-type: none"> <li>Uses performance assessments</li> <li>Includes relevant assessments that are evaluated by an appropriate audience beyond the school</li> <li>Provides continuous student evaluation</li> <li>Measures student progress using established criteria</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of performance assessments</li> <li>Includes well-defined, relevant assessments that are evaluated by appropriate audiences</li> <li>Includes continuous evaluation that provides feedback for students</li> <li>Measures student progress using established criteria</li> </ul>
COHESIVENESS	<ul style="list-style-type: none"> <li>Does not connect components</li> <li>Includes assessments that do not reflect instruction</li> <li>Connects few assessments to the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Connects some components</li> <li>Has incidental matches between assessment and instruction</li> <li>Connects some assessments to the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Connects most components</li> <li>Links instruction and assessment</li> <li>Connects all assessments appropriately to the learning focus</li> </ul>	<ul style="list-style-type: none"> <li>Connects all components</li> <li>Unifies instruction and assessment</li> <li>Connects all assessments appropriately to the learning focus</li> </ul>

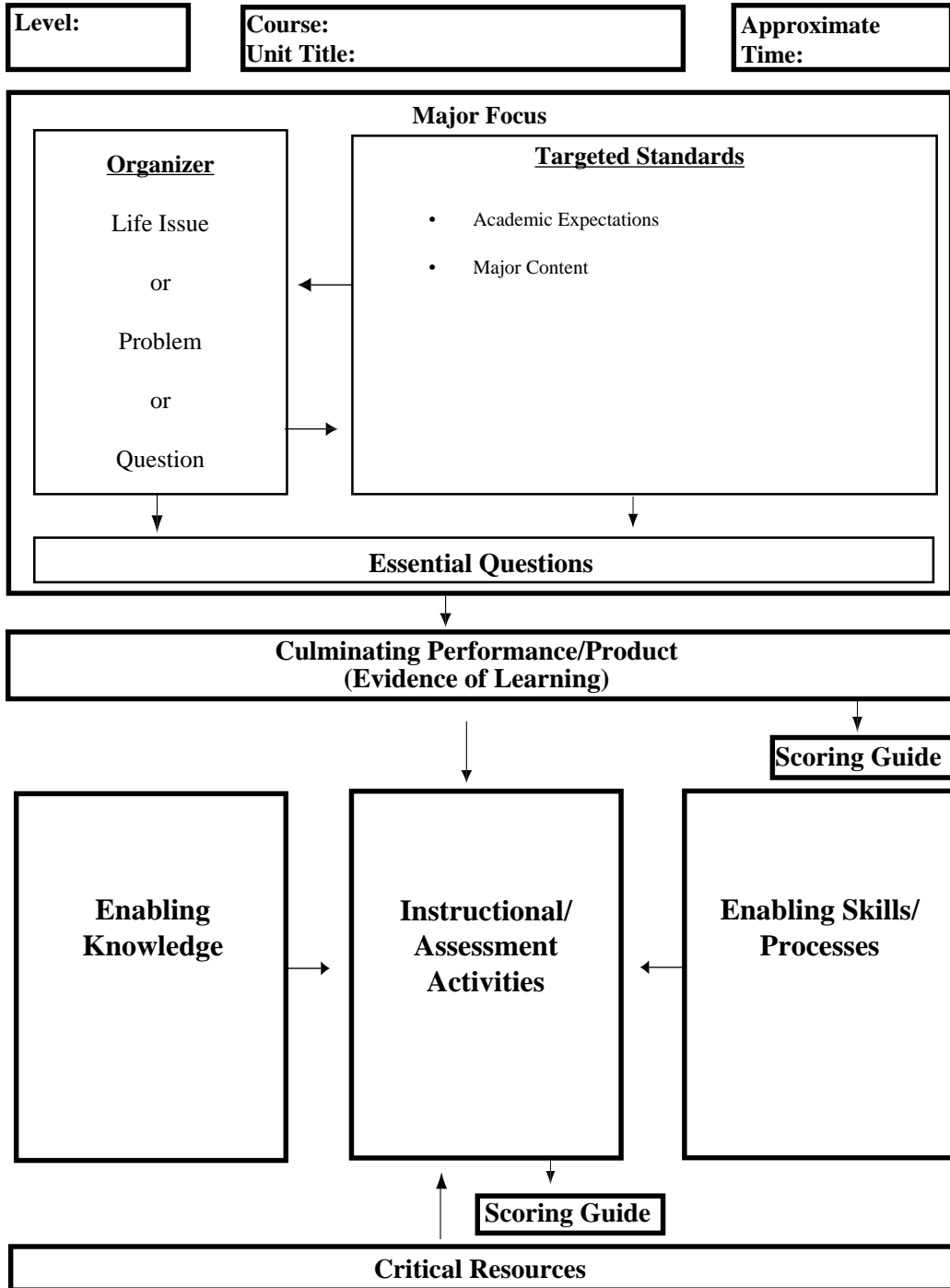
	THE DEGREE TO WHICH THE UNIT	COMMENTS
FOCUS	<ul style="list-style-type: none"> <li>identifies essential learning</li> <li>concentrates on a manageable number of appropriate learning standards to reflect the length of the unit</li> <li>explains what should be learned and why it is important</li> <li>defines problem, issue, or question that requires an in-depth study</li> <li>relates to real-life and is meaningful</li> <li>includes appropriate content and processes/skills</li> <li>identifies content and processes/skills from appropriate state guidelines and national standards</li> </ul>	
INSTRUCTION	<ul style="list-style-type: none"> <li>requires students to use a variety of resources</li> <li>leads students to in-depth study</li> <li>incorporates active student-centered learning</li> <li>uses a variety of instructional strategies to address the multiple intelligences, learning styles, and diversity of students</li> <li>provides meaningful practice that supports the learning focus while addressing individual learning needs of students</li> </ul>	
EVALUATION	<ul style="list-style-type: none"> <li>provides continuous assessments of student learning</li> <li>requires a public product and/or performance with a well-defined task and purpose, audience, and role</li> <li>identifies how the essential learning will be assessed</li> <li>provides a variety of assessments throughout the unit</li> <li>measures student progress against established standards of quality</li> </ul>	
COHESIVENESS	<ul style="list-style-type: none"> <li>ties together all components</li> <li>flows in a logical, precise manner</li> <li>connects all assessments to the learning focus</li> <li>includes assessments that reflect the instruction</li> </ul>	

OVERALL EVALUATION (Choose one)			
Idea	Sketch	Unit	Exemplary
○	○	●	●+
_____	_____	_____	_____

A quality unit can be developed without these components present but the unit can be enhanced by the addition of one or more. Enhancers should be included in a way that naturally connects and contributes to the learning.

UNIT ENHANCERS	COMMENTS
Connections to other disciplines	
Use of technology	
Community resources	
Connections to school to work	

## UNIT PLANNING MAP



### ***UNIT OF STUDY DEVELOPMENT CRITERIA***

This document was designed to provide critical criteria for the development of quality units of study. Throughout development, the unit needs to be continually evaluated and revised being sure that the criteria are addressed and that the components reinforce each other.

Criteria have been identified for each component included on the planning map in *Transformations: Kentucky's Curriculum Framework*. A copy of this map is shown. While units may not use the same names for the components, all should represent the same concepts.

Seeking input from students during development will help produce a unit that is more reflective of their interests and needs. This involvement can be on a single component of the unit (such as, the scoring guide or culminating performance/product) or be more comprehensive. However, the teacher retains the responsibility for insuring that students learn the content and processes/skills.

Units can be developed for any length of time. This is a decision of the developer. As more units of study are designed, their arrangement across the school year needs to be considered.

# UNIT OF STUDY DEVELOPMENT CRITERIA

A life issue, problem or question which provides a meaningful purpose for student learning.

The *ORGANIZER* should include

- a meaningful purpose for students (Answers the student question, "Why do I need to know this?")
- an in-depth study of a theme or topical focus by students
- a direction for teaching and learning

The content students must know to successfully complete the culminating performance/product.

The *ENABLING KNOWLEDGE* should include

- the content identified in the targeted standards (e.g., *Academic Expectations, Program of Studies, Core Content for Assessment*)
- other content needed to successfully complete the culminating performance/product
- content from the national curriculum standards, where appropriate

The content and processes/skills taught in the unit that are formally assessed in the culminating performance/product.

The *TARGETED STANDARDS* should include

- the knowledge and processes/skills (chosen from the 57 academic expectations and 6 learning goals) which connect to the organizer and essential questions
- content from the academic expectations in learning goals 1 and/or 2
- processes/skills from the academic expectations in learning goals 1, 2, 5, and 6
- a manageable number of academic expectations to reflect the length of the unit

The processes/skills students must apply to successfully complete the culminating performance/product.

The *ENABLING PROCESSES/SKILLS* should include

- the processes/skills (e.g., observing, classifying, writing, predicting, measuring, speaking, problem solving) identified in the targeted standards (e.g., *Academic Expectations, Program of Studies, Core Content for Assessment*)
- other processes/skills needed to successfully complete the culminating performance/product
- processes/skills from the national curriculum standards, where appropriate

*Other content and processes may be included in the unit as part of the enabling knowledge or processes/skills, but if they are not assessed in the culminating performance/product, they are not listed in this section.*

The *ESSENTIAL QUESTIONS* should include

- a sequence of questions which provide a detailed focus to the organizer
- language which students understand
- a manageable number (approximately 3-6)
- an open-ended style which promotes in-depth investigation

A set of questions that guides the direction of instruction and learning by focusing on the organizer.

On-going classroom activities that prepare students for the culminating performance/product and allow teachers to measure student progress.

The *INSTRUCTIONAL/ASSESSMENT ACTIVITIES\** should include

- meaningful practice for students to acquire knowledge and processes/skills necessary to successfully complete the culminating performance/product (MUST APPLY TO EACH ACTIVITY)
- activities that teach to each essential question
- assessments that mirror state assessment formats (open-response questions, performance tasks, and portfolio entries)
- activities to address a variety of learning styles and multiple intelligences
- continuous assessment of student progress
- the use of technology (e.g., computers, CD-ROM, laserdiscs, video production, projection devices) that requires the application of thinking skills
- writing as a tool for learning

A complex task (or set of tasks) which allows students to demonstrate learning of the content and processes/skills of the unit.

The *CULMINATING PERFORMANCE/PRODUCT* should include

- assessment of the knowledge and processes/skills from the targeted standards
- a task which is clearly stated (Answers the question, "What do I have to do?")
- a tangible product or observable performance
- a purpose which is clearly identified and meaningful to the student
- an audience and a role which are appropriate and as real as possible (What is the context for this performance/product in the real world?)
- opportunities for students to demonstrate learning in ways which reflect their preferred learning styles and intelligences

Criteria for assessing the quality of a student's culminating performance/product.

The *SCORING GUIDE* should include

- criteria based on the tasks of the culminating performance/product (What do we want students to know and be able to do?)
- levels of demonstration
- descriptors for varied levels of the demonstration

The supporting materials needed for the unit.

*\*SCORING GUIDES MAY BE NEEDED FOR SOME INSTRUCTIONAL/ASSESSMENT ACTIVITIES.*

The *CRITICAL RESOURCES* should include

- a variety of types of resources (e.g., people, places, textbooks, reference books, electronic) to support the instructional and assessment activities
- resources from within and beyond school or community (e.g., businesses, museums, agencies), where appropriate and possible
- resources to address a variety of learning styles and multiple intelligences

**AFTER COMPLETING THE SCORING GUIDE, GO BACK THROUGH THE CRITERIA FOR THE ORGANIZER, ESSENTIAL QUESTIONS, TARGETED STANDARDS, AND CULMINATING PERFORMANCE/PRODUCT MAKING SURE ALL COMPONENTS ARE CONNECTED.**

**IT IS CRITICAL THAT THESE COMPONENTS ARE CONNECTED TO EACH OTHER SINCE THEY ARE THE BASIS FOR THE DEVELOPMENT OF THE REST OF THE UNIT.**

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(revised 1998)