**Unit Plan Template (Cross-Curricular Assignment)** Name:

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| **Descriptive Characteristics** |
| Title:  Theme:  The essential question or inquiry focus:  Grade Level and/or Cluster:  Estimated Time Required for the Unit:  Lesson topics (approximately 10), including an opener lesson and a culminating lesson:  Overall Goal or Rationale: Develop a brief overview of the unit and outline why this unit is worth teaching and learning |
| **Guiding questions and or subtopics** |
| Big idea or theme:  More specific ideas, smaller subtopics or concepts, or guiding questions: |
| **List of Resources** (only those that are applicable) |
| Books:  Websites:  Other Media:  Guest Speakers:  Field Trips:  Other: |
| **Student Assessment Plan (connected to objectives and teaching/learning):** |

**Lesson Plan Template** (create 10 lessons, including an opener lesson and a culminating lesson)

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| Grade | Cluster |
| Essential Question | |
| Lesson Objective | |
| Knowledge SLOs | |
| Cluster 0 SLOs | |
| Materials (with quantities) | |
| Engagement Phase Gain attention; Review / recall (Activate knowledge / ideas (preconceptions) in long-term memory); Generate interest, curiosity, and questions; Inform children of the objective of the lesson; Provide direction for the Exploration Phase  Exploration Children (with a partner or in a table group) are directly involved in activity / activities; Children use prior knowledge to test predictions and conceptions and to generate new ideas; Children explore each other’s questions and possibilities; Children record observations and measurements; Teacher as facilitator / observer / consultant  Explanation Phase Teacher provides opportunities for children to share their data, to listen to the data presentation of others, and to demonstrate their conceptual understanding; Children offer explanations based on their data and data from previous activities; Children listen to the explanations of others; Children question these explanations; Children begin using the new terminology offered by the teacher  Formative Assessment (Evaluation Phase)  Recording (writing/drawing/graphing); Closure (guided, not provided, by teacher); Link to next session | |

This Lesson Plan Template was created by Dr. Barbara McMillan. For more see [Lesson Planning Resources](http://umanitoba.ca/faculties/education/media/Lesson_Planning_Resources_2014.pdf)

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| What did you learn about yourself as a teacher during the development of this unit plan? |
| Why is it important for your students to participate in this unit? |
| How does this unit fit within your idea of yourself as a science teacher and your beliefs about teaching and learning? |
| Do you see a difference, an advantage, or incentive to the use of inquiry learning? Explain.  Any other thoughts or reflections on the process of lesson and unit planning. |

**Reflective Paper Template** (approximately 400-500 total words)