

**Montclair State University
Teacher Education Program**

Guidelines for Preparing An Instructional Unit Plan: Key Elements

I. Overview of the Unit

- Grade level:
- Unit topic/theme:
- Time/class sessions allotted to unit:
- Prior knowledge/skills students will need: (e.g., level of achievement in the subject area, reading level, attitude toward school and the subject area, study habits, ability to work independently, ability to engage in group work)
- Learning goals/objectives: Statement of what you want students to learn from the unit (not what you will do as the teacher). These can be:
 - > *cognitive objectives:*
 - > *social/interactive objectives:*
 - > *motor objectives:*
 - > *aesthetic objectives:*
- N. J. Core Curriculum Content Standard(s) to be addressed:
- Key vocabulary/concepts:
- Body of unit: Identify the major activities you plan to use to get students to attain the stated learning goals/objectives.

II. Lesson Plans

For each lesson plan:

- Learning goals/objective(s): Statement of what you want students to learn during the lesson, not what you will do as a teacher. NOTE: Learning goals/objectives give direction to the entire lesson. Goals/objectives can include:
 - > *cognitive objectives*
 - > *social/interactive goals/objectives:*
 - > *motor goals/objectives:*
 - > *aesthetic goals/objectives:*
- N. J. Core Curriculum Content Standard(s) to be addressed: How do the lesson

goals/objectives align with the N.J. Core Curriculum Content standards in your field?
(Identify the related standards by number.)

- Activities and Procedures: What do you intend to have students do during the lesson in order to have them learn what you want them to learn? (**NOTE**: At least one lesson must provide a detailed description of the sequence of activities and procedures, including estimates of time.)
- Accommodations made for students with disabilities and for English language learners (ELLs): How will you adjust the learning activities to take into account the needs of ELLs and students with disabilities?
- Assessment: How will you know that students learned what you wanted them to learn? Most individual lessons do not include a formal assessment, but a good teacher continuously assesses students' in-class performance informally. These informal strategies include observing students during activities, monitoring students' response during class discussions, and reviewing students' written work for accuracy.
- Follow-up/homework (optional): Will there be a homework assignment? If so, describe the assignment and when it is due. (Such assignments are intended, for example, to offer students further practice in a skill taught or to prepare students for a future lesson.)

III. Assessment plan: How will you know students have learned what you wanted them to learn in the unit? This plan might include:

- > a unit test
- > periodic tests
- > a performance assessment (with accompanying scoring rubric)
- > quizzes

NOTE: You might be interested in visiting the following Web sites for sample lesson plans:

ERIC Lesson Plans = <http://ericir.syr.edu/virtual/lessons/>

Educator=s Toolkit = <http://www.eagle.ca/matink/>

Encarta Schoolhouse = <http://encarta.msn.co./schoolhouse/default.asp>

Schrock School = <http://www.capecod.net/schrockguide/index.htm>