**Unit Overview Form and Instructions**

LWC Division of Education

*Please complete all parts of the template before submitting your unit.*

| Student Name | Unit Title |
| --- | --- |
|  |  |
| Professor Name | Date |
|  |  |

[**Kentucky Academic Standards**](https://kystandards.org/)**, Unit objectives and Learning Targets for the Unit**

| List at least one of the **Kentucky Academic Standards** that will be mastered in your Unit. Include the specific standard here and the full explanation of the standard (cluster/domain/strand/etc) on the lesson plan template. |
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| Based on the Kentucky Academic Standards, list your unit objective statements/goals/targets in the space below. Develop **TWO to FIVE** learning outcomes or **unit objectives** that will be the focus of your instruction in this unit. |
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| **Essential Questions** (often called EQs) are deep, fundamental and often not easy-to-answer **questions based on unit objectives** used to guide students' learning. **Essential Questions** stimulate thought, provoke inquiry, and transform instruction as a whole about the content being taught. |
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**Contextual Data Analysis/Implications for Learning**

DIRECTIONS: Complete the Contextual Data Sheet from your Field/Clinical Placement. Write a teaching and learning statement containing implications for lesson plan and unit development based on the data collected. The completed Contextual Data Form and the Contextual Teaching and Learning Statement are included in this task.

Class Description/Diversity Data

| Grade Level(s): | Class Period Length: | | Ages: | # of Students: |
| --- | --- | --- | --- | --- |
| Gender- | # of Males: | | Ethnic/Cultural- | Group(s): |
| # of Female: | | # Gifted: |
| # ESL: | Title 1 School YES / NO | |  |  |
| # IEP’s & Types of Disabilities- | |  | | |
| Number of students who are unusually demanding: | | |  | |
| Students not identified in other categories | | |  | |

Assistance

(Indicate which of the following best describes the types of help available to you (teacher):)

| Instructional Assistants: |  | Parent Volunteers: |  | Peer (student) Tutors: |  |
| --- | --- | --- | --- | --- | --- |
| Resource Teachers: |  | Classroom Teachers: |  | Other (specify): | |

**Unit Contextual Data Teaching and Learning Statement:**

**Implications for Teaching**

Describe in paragraph form using the numbers and information above to write a narrative about your classroom contextual factors:

| **(a) classroom factors: physical features of your classroom, availability of technology, and scheduling;** |
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| **(b) student characteristics including students’ ages, gender, race/ethnicity, and special needs; and** |
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| **(c) a discussion of two or three ways the factors impact planning and implementing instruction--- implications for instruction.** |
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•It is essential that you address **Differentiated Instruction by** describing the characteristics of your students who will require differentiated instruction. Describe how their diverse needs impact instructional planning for the unit and describe the strategies you will use to address those needs.

**Assessments: Pre-Test and Post-Test with Answer Key**

| Create a pre-test to be given the day before your first lesson plan is to be taught. You must use a variety of levels of Bloom’s Taxonomy/DOK levels. You must also have an answer key. This test should contain selected response items  multiple choice (circles), multiple select (boxes), fill in the blank, drag and drop, sequence/put in order, and HOT text, (highlighting), true/false constructed response/short answer questions that align and assess ALL unit objectives. Identify objectives/targets per question.  \*Math should include reasoning problems.  Ky.testnav.com |
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| **\*Attach the pre-test here. Make certain the pre-test is clearly labeled and the answer key is clearly labeled before submitting.** |

| **(**Create a post-test to be given the day after you teach your final unit lesson. You must use a variety of levels of Bloom’s Taxonomy/DOK levels. You must also have an answer key. This test should contain selected response items (multiple choice, fill in the blank, matching or true/false) and constructed response/short answer questions that align and assess ALL unit objectives. |
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| **\*Attach the post-test here. Make certain the post-test is clearly labeled and the answer key is clearly labeled before submitting.** |