**Agricultural Education**

**UNIT PLAN**

 **SPECIFIC REQUIREMENTS**

The student teacher will prepare one unit plan in a subject area selected with the approval of the CT & US. You may use any format you choose or recommended by your CT, however it is highly recommended that you use the Understanding by Design (UbD) Unit Plan template from AGED 4230-Curriculum. The following components must be addressed and are the specific requirements to be included in the unit plan. **Note that a pre-test must be developed and administered prior to the start of the Unit, with a post-test following the completion of the Unit.**

**I. UNIT TOPIC:**

**II. GRADE LEVEL:**

**III. RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:** How does the unit relate to instructional goals, needs of students, prior units? Explain your answers. Be specific. Also describe the contextual factors (including the relevant student characteristics from key elements of your long range plan as well as any other factors related to the community, district, school, classroom or students) that are likely to impact instruction and/or student learning with regard to the selected unit. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

**IV. OBJECTIVES:** Describe the unit objectives and their correlated standards or expectations.

Identify the priority content and learning that is expected. These objectives should be broad enough that they capture the breadth and depth of content of the unit, but focused enough that they can be measured.

**V. CONTENT:** In addition to the content taught in your unit, describe the key instructional activities and strategies you will use to teach this unit. Also describe how you will organize and teach the content so that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness.

**VI. REFERENCE/RESOURCE MATERIALS:** Describe the materials and resources you will use to teach this unit. Include how you will use multimedia and digital tools and resources (web sites and applications, for example) in instruction. Attach or have available copies of supplemental materials, poems, songs, activity sheets, etc.; list suggested book titles. You may want to categorize materials to show how materials address student needs--interests, abilities, culture.

**VII. DAILY LESSON PLANS:** Attach extended lesson plans for a **minimum of five daily** lessons.

Use the Sample Lesson Plan Format from AGED 4010- Methods as a guide. Remember to write reflections after each lesson.

**VIII. ANALYSIS OF STUDENT LEARNING:** Collect value-add and/or other student growth data related to your content from your cooperating teacher and describe patterns/trends of student learning and growth as a whole class and as clusters of students within the classroom. Information should also include number of students in class, students with exceptionalities and/or academic supports provided to students, for example. Also identify any school and district goals related to student learning and describe how these goals relate to your classroom analysis.

**IX. PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA:** Create your assessments for each unit objective for the pre and post assessment of student learning. Identify the assessments for each unit objective and describe how the assessments are aligned to your objectives. Include descriptions of any necessary student accommodations. Pre-assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.

**Include the following in your information:**

1. How did you decide on the assessment?

2. How does the assessment accommodate the needs and interests of ALL

students?

3. How does your evaluation criteria clearly differentiate learning?

4. How will the results of pre-assessment be used for instruction?

Attach each assessment and also include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights, and the like).

**X. INTERPRETATIONS AND DECISIONS – Pre and Post Assessment of Unit: Pre-assessment**

1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment(s) in a

format that allows you to find patterns of student performance relative to each objective.

2. Summarize the results of the pre-assessment(s) and describe the implications of these results on the instruction for all learners.

3. Create growth targets for unit outcomes to be measured in post assessment. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

**Post-unit-assessment**

Once you have completed the unit, analyze all of your pre and post assessments and determine your

students’ progress relative to unit objectives.

1. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class, groups of students, and for at least two students with individual needs. For each visual representation, provide a descriptive narrative that summarizes your analysis of student learning progress and growth.

2. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.

**XI. REFLECTION AND SELF-ASSESSMENT:**

**1.** Describe the impact of the unit on the learning of ALL students including students with individual

needs. Reflect on and describe the relationship between your students’ learning progress and growth and your teaching performance based on the criteria included in this assignment for the instructional unit.

**2.** If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

**3.** As a result of teaching this unit, how could you as an in-service classroom teacher collaborate and

communicate student progress with parents/families to positively impact student learning? How

and what could you communicate with school instructional staff, team leaders and school principals to engage in a school climate of student learning?