

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

Winter 1-30-2020

English Teaching Methods Course: Unit Plan Description and Rubric

Nicole Klimow
nicole.klimow@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Junior High, Intermediate, Middle School Education and Teaching Commons](#), [Language and Literacy Education Commons](#), [Secondary Education Commons](#), and the [Secondary Education and Teaching Commons](#)

Recommended Citation

Klimow, Nicole, "English Teaching Methods Course: Unit Plan Description and Rubric" (2020). *Q2S Enhancing Pedagogy*. 88.
<https://scholarworks.lib.csusb.edu/q2sep/88>

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

UNIT PLAN GROUP ASSIGNMENT AND RUBRIC

Unit Plan—Due 3-13-2020. (75 points)

You will create a six-week unit plan based on an overarching question(s) and anchor text. You will incorporate multiple learning standards, assessment practices, and texts. You will define an academic focus—the big learning expectation that will be assessed summatively. You will determine and identify the learning sequence and formative checkpoints so that learners are “ready” to demonstrate their learning on the end of the unit summative assessment. For each sequence or step, you will identify the learning activities, specific resources, assessment practices and accompanying rubrics, and the context and texture texts that support the anchor text.

You may work in small groups of 2-4 members to complete this task. Details for the unit plan and evaluation rubric will be posted in Blackboard.

The unit must be grounded by an overarching idea or thematic question that links texts together within the unit. The unit’s overarching idea or question allows learners to study a concept, topic, or theme in-depth through interaction with multiple and diverse literary and informational texts. Additionally, the unit and overarching idea/question invites learners into the learning, defines the standard-based learning targets, and captures what learners are meant to discover as a result of their learning (e.g., aha moment).

Your unit will include an anchor text and suggested reading schedule. Generally, the anchor text serves as the extended text for the unit. The anchor text should not be read in isolation, but rather in concert with the context and texture texts. You will define how students will read the text by applying a specific theoretic lens (e.g., cultural criticism, feminist, deconstructionist, reader-response).

The unit plan components includes:

- Overview and Purpose of the Unit
- Timeframe (at least 6 weeks or more)
- Road Map that outlines the lesson and skill sequence and authentic assessment(s)
- Overarching Thematic Question (OEQ)
- Anchor Text including a statement on the theoretic lens that will be applied to analysis of the text
- Suggested Reading Schedule for the Anchor Text
- Learning Activities and Resources for each step in the Roadmap
- Standards and Learning Target(s) for each step in the Roadmap

The attached rubric will be used to evaluate your Unit Plan.

Finally, you will present your Unit Plan to the class at our last class meeting on March 10, 2020. Your presentation will last 15-20 minutes.

Unit Plan Rubric (75 Pts)

Criteria	Developing 10 – 12 points	Proficient 13 – 14 points	Exemplary 15 points
Overview <i>(Includes an explanation of the unit itself as well as the Roadmap and lesson sequences).</i>	<ul style="list-style-type: none"> Lacks a rationale for unit topic selection or does not consider students' learning needs and/or interests. Does not address teaching decisions. Text choices are neither justified nor demonstrate a focus on both literary and informational texts. Lacks connection to college and career readiness expectations. Lacks sustained attention to the related set of ideas relevant to the OEQ. 	<ul style="list-style-type: none"> Provides a rationale for unit topic selection that may consider students' learning needs and/or interests. Lists teaching decisions. Justifies text choices, but choices do not demonstrate a focus on both literary and informational texts. Superficially connects to college and career readiness expectations. Inconsistent attention to the related set of ideas relevant to the OEQ. 	<ul style="list-style-type: none"> Provides a detailed rationale for unit topic selection that considers students' learning needs and interests. Explains teaching decisions clearly. Justifies text choices. Connects to college and career readiness expectations. Provides sustained attention to the related set of ideas relevant to the OEQ.
Instructional Plan <i>(Includes learning activities and assessments).</i>	<ul style="list-style-type: none"> Lack of varied learning activities. Little alignment among the OEQ, standards, learning activities, and assessments, both formative and summative. Learning activities lack scaffolding and/or differentiation. Learning activities spiral. Modeling and/or scaffolding is not clearly described or appropriate. Assessments not included or are not purposefully connected to content-specific learning goal(s). Student grouping is not determined or explained. 	<ul style="list-style-type: none"> Uses a variety of learning activities. There is some alignment among the OEQ, standards, learning activities, and assessments, both formative and summative. There is some scaffolding and/or differentiation within the learning activities. Attempt to spiral the learning activities. Modeling and/or scaffolding is not clearly described. Assessments check for rote knowledge or are not purposefully connected to content-specific learning goal(s). Student grouping is not appropriate for the learning task. 	<ul style="list-style-type: none"> Uses specific learning activities and informal assessments to check for understanding. Demonstrates deep understanding of curriculum planning by aligning the OEQ, standards, learning activities, and assessments, both formative and summative. Learning activities are scaffolded and/or differentiated for culturally and linguistic responsive instruction. Learning activities spiral and build on past, present, and future learning. Modeling and/or scaffolding is appropriate and clearly described. Assessments are purposefully chosen and demonstrate both formative and summative practices. Student grouping facilitates deep learning and language use.
Alignment & Rigor <i>(Standards & learning targets).</i>	<ul style="list-style-type: none"> Text selections are not appropriate vehicles for the identified standards and learning targets. 	<ul style="list-style-type: none"> Text selections are sometimes appropriate vehicles for the identified standards and learning targets. 	<ul style="list-style-type: none"> Text selection are appropriate vehicles for the identified standards and learning targets.

	<ul style="list-style-type: none"> • Instructional goals fail to connect to the unit's purpose and/or goal. • Learning targets are not supported with hands-on, open-ended learning experiences that involve student interaction, manipulation of ideas and/or objects, production of texts and ideas, and/or development of learning strategies. 	<ul style="list-style-type: none"> • Instructional goals sometimes align with the unit's purpose and/or goal. • Learning targets are inconsistently supported with hands-on, open-ended learning experiences that involve student interaction, manipulation of ideas and/or objects, production of texts and ideas, and/or development of learning strategies. 	<ul style="list-style-type: none"> • Instructional goals refer to the unit's purpose and/or goal. • Learning targets are supported with hands-on, open-ended learning experiences that involve student interaction, manipulation of ideas and/or objects, production of texts and ideas, and development of learning strategies.
Interest & Relevance <i>(OER, Text Choices)</i>	<ul style="list-style-type: none"> • Text selection lacks consideration of students' interests. • Text selection lacks a balance of young adult literature and canonical texts. 	<ul style="list-style-type: none"> • Text selection may reflect knowledge of students' interests but may not be grade level appropriate. • Text selection may balance young adult literature and canonical texts but may not support teaching reading strategies and/or procedures for inquiry. 	<ul style="list-style-type: none"> • Text selection demonstrates knowledge of students' interests. • Text selection demonstrates a balance of young adult literature and canonical texts that may teach reading strategies and procedures for inquiry.
Resources & Preparation	<ul style="list-style-type: none"> • Fails to identify conceptual and practical tools and methods used to enact teaching practices (e.g., planning, small group work, handouts, URLs). • Fails to use formal strategies for recognizing and interpreting literary codes that students can apply to future reading. • Fails to offer opportunities for students to participate in and construct their own meanings and understandings. 	<ul style="list-style-type: none"> • Identifies conceptual or practical tools and/or methods used to enact teaching practices (e.g., planning, small group work, handouts, URLs). • Inconsistently uses formal strategies for recognizing and interpreting literary codes that students can apply to future reading. • Offers some opportunities for students to participate in and construct their own meanings and understandings. 	<ul style="list-style-type: none"> • Identifies conceptual and practical tools and methods used to enact teaching practices (e.g., planning, small group work, handouts, URLs). • Uses formal strategies for recognizing and interpreting literary codes that students can apply to future reading. • Offers opportunities for students to participate in and construct their own meanings and understandings.

GRADE LEVEL UNIT PLAN (TEMPLATE)

OVERVIEW & PURPOSE

SAMPLE COMMON CORE UNIT

Overall Time Frame:

Roadmap:

Overarching Thematic Question(s):

Anchor Text:

Note: This unit is anchored by

Suggested Reading Schedule for Anchor Text: S

Note: In this unit, students will read

STEP X:

<u>Activities</u>	<u>Resources</u>
<u>Standards/Learning Targets</u>	

STEP X:

<u>Activities</u>	<u>Resources</u>
<u>Standards/Learning Targets</u>	