

Module 2

Planning My Unit

This Notebook is used for the Intel Teach Essentials Online Course. Throughout the course you can record your thoughts online or on paper in this notebook. Using this printed notebook is a good option if you have limited Internet connectivity or you prefer to plan or take notes on paper.

Activity 2: Developing Curriculum-Framing Questions

Step 1: Understanding Essential, Unit, and Content Questions 2

Step 3: Sharing Curriculum-Framing Questions 2

Activity 3: Considering Multiple Methods of Assessment

Step 1: Exploring Formative and Summative Assessments 3

Activity 4: Creating an Assessment to Gauge Student Needs

Step 1: Tapping into Prior Knowledge 5

Optional Resources..... 5

Step 2: Planning My Assessment 7

Activity 5: Creating a Presentation about My Unit

Step 1: Planning My Presentation 9

Planning Ahead (Optional)

Step 1: Creating Project Ideas for an Essential Question10

Activity 2: Developing Curriculum-Framing Questions to Engage Students

Step 1: Understanding Essential, Unit, and Content Questions

Take notes on ideas for your Curriculum-Framing Questions.

Step 3: Sharing Curriculum-Framing Questions

Take notes on the ideas provided by your colleagues about your Curriculum-Framing Questions.

Activity 3: Considering Multiple Methods of Assessment

Step 1: Exploring Formative and Summative Assessments
Planning Assessment Strategies

Gauging Student Needs

What strategies are you considering to gauge student readiness for the unit?

Monitoring Progress

What reporting and monitoring strategies could you use to encourage student self-management and progress during independent and group work? How could you help students stay on track during a project? What monitoring and reporting instruments would you need to create?

Encouraging Self-Direction and Collaboration

How will you involve students in understanding the project expectations and criteria? How can you help your students become independent learners who are efficient at planning and following through without prompting? What assessments could you use to help students collaborate with other students and provide effective feedback?

Checking for Understanding and Encouraging Metacognition

What assessment strategies will help students reflect on their learning (metacognition) and help you to check understanding? What assessments will you need to create?

Demonstrating Understanding and Skill

What strategies could you use to assess final understanding and demonstration of learning? How will you and your students know they have met the learning goals?

Activity 4: Creating an Assessment to Gauge Student Needs

Step 1: Tapping into Prior Knowledge

Take notes on strategies you might use to gauge student needs.

Optional Resources

Review information from *Designing Effective Projects* and *Assessing Projects*, take notes on Tapping Prior Knowledge, Curriculum-Framing Questions, and Gauging Student Needs.

Tapping Prior Knowledge

Curriculum-Framing Questions

Gauging Student Needs



Step 2: Planning My Assessment

Based on your discussion, take notes as needed on the following questions:

- What kinds of information do you need to gather from your students to better understand their learning needs? How will you collect it?
- How can your Essential and Unit Questions be used for gauging student needs?
- In what ways can you gather information about your students' higher-order thinking and 21st century skills related to this unit?
- How will you use the information you collect?

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Gauging Student Needs Assessment Content

Use the following planning area to help you think through the content of your gauging student needs assessment and the methods to use.

Assessment Information Needed	
Prior knowledge information	
Misconceptions or areas of weakness	
Strategies for Gathering Assessment Information	
How to use the Essential and Unit Questions?	
How to pre-assess necessary 21st century skills?	
What is most	

effective assessment method?	
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Activity 5: Creating a Presentation about My Unit

Step 1: Planning My Presentation

Take notes on the Unit Portfolio Presentations, focusing on the Unit Summaries.

Unit Portfolio Presentation Preparation

Take notes as you consider the following questions in preparation for creating your Unit Portfolio Presentation:

- What do you want to learn by creating this unit? What about this unit makes it suitable for helping you achieve your goals for the course?
- How will your project-based approaches, ongoing assessment, and Curriculum-Framing Questions help your students meet 21st century learning goals?

Planning Ahead (Optional)

Step 1: Creating Project Ideas for an Essential Question

1. Read the following four unit descriptions and the corresponding Essential Questions.
2. Choose one Essential Question based on your group's interests.
3. In the column on the right, brainstorm other student project ideas that connect to that same Essential Question.

Essential Question	Unit Title and Description	Other Project Ideas Relating to the Essential Question
How does the world change?	<p>Seasoning the School Year (Science, Math, and Language Arts, Grades 3–5): Students become botanists and climatologists to investigate seasonal changes. Students observe and record changes in the weather, the length of the day, and the animal and plant life around them. They create multimedia presentations and weather graphs to compare weather in other parts of the world. With a partner class, students publish seasonal newsletters and class books to celebrate changes in and promote awareness of the environment.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Students take on the role of the masters by creating drawings and paintings in the style of artists from three different periods and analyze the stylistic differences. • • • •

<p>How do ordinary people accomplish extraordinary things?</p>	<p>Enduring Heroes (Language Arts, Grades 6–8): Students read stories about the heroes of Greek mythology and analyze what it takes to be a hero. They compare Greek and modern day heroes to determine how the definition has changed over time and across cultures. They then synthesize their thinking when they write a myth based on a contemporary hero. The myths are compiled into books that can be read to younger students or shared with senior citizens during a service-learning project.</p>	<p>Example:</p> <ul style="list-style-type: none">• Students reflect on their experiences as explorers during the 13th to 15th centuries.••••
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<p>What does the past tell us about the future?</p>	<p>Track the Trends (Algebra 1 and 2): Taking on the role of statisticians, students choose a subject of interest (AIDS rate, rise of average baseball salaries, state population growth, and so forth) and collect statistical information about the subject over time. Using a graphing calculator and an exponential regression function, students derive the equation for curve of best fit for the data. The actual data and curve of best fit are graphed, and future predictions are made using the equation. Finally, students evaluate and present the socioeconomic implications of their predictions and the validity of their statistical investigation as a tool for predicting the future.</p>	<p>Example:</p> <ul style="list-style-type: none">• Students analyze the rise and fall of the Roman Empire to predict the future of contemporary cultures.••••
<p>How has the past shaped who I am?</p>	<p>The Mystery of the Mayans (World Language, Social Studies, Grades 6–8): Mist and mystery still shroud the ancient Maya ruins of Mesoamerica. Students become anthropologists, conducting research into history and archaeology to learn how the fascinating and mysterious Mayas still influence us.</p>	<p>Example:</p> <ul style="list-style-type: none">• Students research how great breakthroughs in science have influenced our world.•••