

Integrated Unit Overview

This assignment meets course competencies GP 1a,1 b, 1c, 2a, 2b, 2c, 3b, 3c; MTS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; ACEI 1.0, 2.4, 2.5, 2.6, 2.7, 3.1, 3.3-3.5, 4.0, DP 3, 4.

Short term (lesson) and long term (unit) planning for instruction is a fundamental skill of effective professional educators. It provides the opportunity for you to demonstrate your understanding of the curriculum (knowledge, skills, and dispositions), planning, teaching, learning, motivation, group work, and formative and summative assessment. Although you may not have the opportunity to teach the unit until the second semester, this assignment will allow you to demonstrate your ability to:

- Expand your content knowledge base in subject matter addressed by the Missouri Learning Standards (MLS)
- Make connections among concepts to form a big understanding
- Integrate process skills (e.g., reading, writing, math, higher level thinking) within the selected major content area
- Make content connections to the real world
- Plan curriculum that engages students in active learning and scaffolds their construction of new knowledge
- Develop appropriate formative and summative assessments that inform you, the student, and parents
- Render decisions on modifications to be implemented in day-to-day lessons based on assessment results from the prior day's instruction and activities

You will develop a unit plan containing integrated lessons. Your unit should provide student opportunities to meet curriculum standards, goals and objectives in multiple content areas such as English Language Arts, Math, Science, Social Studies, Art, Music and/or Physical Education/Health. The unit should include a variety of teaching strategies and learning activities developed in an inquiry format.

Collaboration is a skill that is supported by dispositions like flexibility, open-mindedness, dependability, respect and accountability. School principals seek individuals skilled in *collaboration* for potential hires; therefore, *collaboration* with your Master Teacher, and perhaps other interns on your grade level, will be an essential element of the integrated unit planning process.

You are expected to maintain progress on your unit, delivering any pieces requested by your Teacher-in-Residence at checkpoints that are mutually agreeable. You will receive constructive feedback to improve drafts of your unit plan sections.

The unit plan MUST INCLUDE the following characteristics:

- A **topic, big understanding** and essential question(s) that reflects real world connections to students' daily lives
- **Learning goals** and **objectives** that are in alignment with the **Missouri Learning Standards** relating to the core content areas and the related arts
- A **concept web** that demonstrates your understanding of the concepts you are teaching, their developmental appropriateness, and their relationships to other concepts
- A sequenced **storyline** that shows the order in which you will teach each concept
- A **culminating event** that is clearly aligned to the unit learning goals and objectives and **includes a scoring rubric** for the unit that clearly demonstrates your expectations for the students at the end of the unit and correlates with your chosen standards, learning goals and objectives, and has an outside audience
- **Lessons** planned with **the 5E format for inquiry** to include:
 - An **introductory engagement lesson** that is developmentally appropriate, motivating, and engaging that focuses on and previews the unit, accesses learners' prior knowledge, and makes real world connections
 - Other 5E activities that must contribute to the learner's construction of the big understanding, developed in the format most appropriate for the objective(s) the lessons are addressing and containing **formative and/or summative assessments**
- **Integration** of Art, Music, and Health/PE curriculum standards
- **Related experiences** that may or may not contribute to the big understanding, but will enhance students' connections (skills students might use but will not be taught during the lesson)
- **Resources** including teacher resources, children's literature, technology, and human resources/field trips
- Students' use of **technology for activities that require higher level thinking** throughout the unit (WebQuest, word processing, internet research, or other)
- A **Rationale** for teaching the unit

*This Unit Plan was adapted from Grant Wiggins and Jay McTighe's *Understanding by Design, 2nd Edition*.