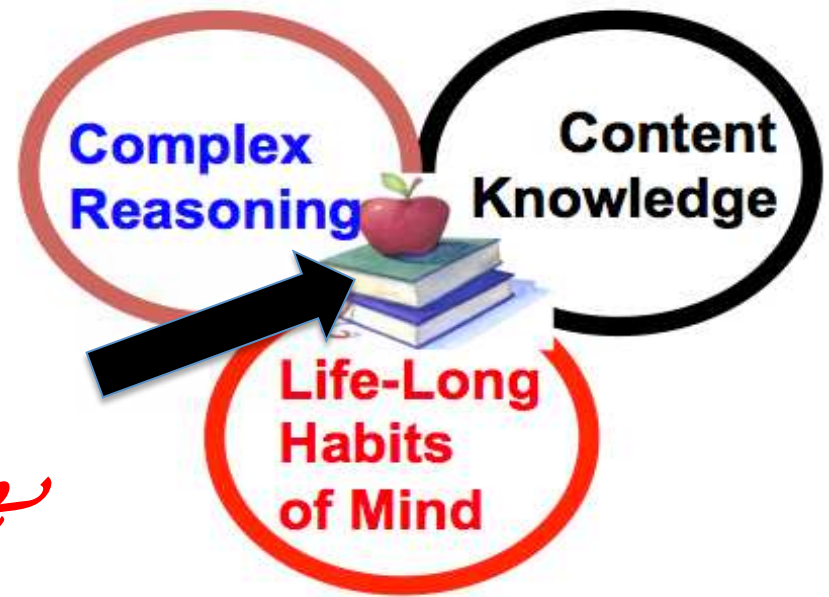


*Planning Learning  
Experiences  
In The  
"Middle of The Three  
Circles"*



***RSU 18 Unit of Study Development***

January 2013

**PLANNING TEMPLATE**

# RSU 18 Unit of Study Planning Template



Instructor(s):

Description of the Unit of Study:

Content-areas:

**Content Measurement Topics & Learning Goals:** *As a result of this unit of study, I want learners to.....  
Label these learning goals as declarative or procedural.*

*ELA, Math, Social Studies, Science, World Lang., Industrial Tech., Health, P.E., VPA, Career Development, & Technology Ed.*

**Communication & Collaboration Learning Goals:** *(What methods will learners use to demonstrate their proficiency???) (How will they collaborate with others?)*

**Planning Around Learning Goals: "Meeting Learners Where They Are ...."**

*Identify the type of knowledge (declarative or procedural) and what reasoning processes will be taught..  
What will it look like when a learner reaches proficiency?*

<b>Content Learning Goals</b>	<b>Taxonomy</b>	<b>Evidence</b>
<u><b>Declarative Learning Goals</b></u>	<u><b>Reasoning Processes</b></u>	<b>As a result of knowing or understanding ..... the learner will be able to .....</b>
<u><b>Procedural Learning Goals</b></u>	<u><b>Reasoning Processes</b></u>	<b>As a result of being skilled at ..... the learner will be able to .....</b>

**Complex Reasoning Processes Required to Successfully Learn the Content:**

Using Knowledge  
Analyzing Knowledge  
Comprehending Knowledge  
Retrieving Knowledge

*How will you help learners understand the reasoning processes?*

*What graphic organizer will you use to help learners practice the reasoning processes?*

*How will you give learners feedback on the degree in which they have performed the skill?*

**Habit(s) of Mind Required to Successfully Learn the Content:**

Reflective Learner  
Self-Directed Learner  
Collaborative Worker

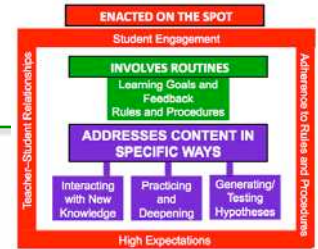
*How will you teach learners what the habit of mind is?*

*How will you help learners understand what strategies are used to develop the habit?*

*How will you help learners reflect on how they are doing on the habit, and create a plan for improvement, if necessary?*

# PLANNING for LEARNING WORKSHEET

## ROUTINE SEGMENTS



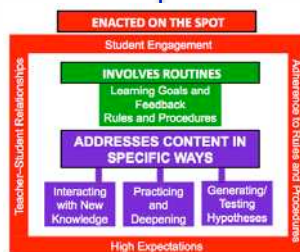
1a. What are your learning targets/goals? (from your curriculum)			
1b. How will you provide clear learning goals and scales (rubrics) to the learners?	1c. How will you track learner progress and have them track their progress?	1d. How will you celebrate success?	6. How will you establish and maintain rules and procedures?

## ON THE SPOT SEGMENTS

5. How will you engage and re-engage learners?	6. How will you acknowledge adherence or lack of to rules and procedures?	7. How will you develop relationships with learners?	8. How will you communicate high expectations for all learners?
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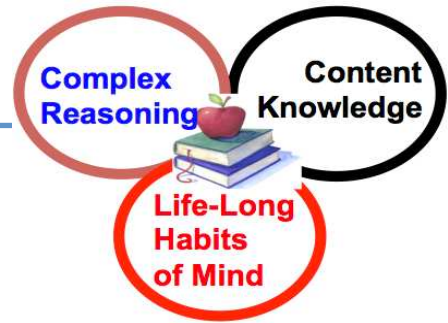
## CONTENT SPECIFIC SEGMENTS

<p>2a. How will you teach the critical components of the knowledge and help learners preview the new knowledge?</p>	<p>2b. How will you organize - group and regroup – to optimize the learning experiences?</p>	<p>2c. How will you chunk, stop, and have learners process the new knowledge? How will you help learners elaborate on the new knowledge?</p>	<p>2d. How will you help learners record, represent, reflect on, and review the new knowledge?</p>
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<p>3a. How will you help learners practice Procedural Knowledge (skills, processes)?</p>	<p>3a. How will you help learners deepen their understanding of Declarative Knowledge (concepts, generalizations, principles)?</p>
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<p>4a. How will you help learners analyze knowledge by examining and generating similarities and differences (Comparing, Classifying, Analogical Thinking)?</p> <p>4b. How will you help learners analyze knowledge by examining and generating arguments and assertions (Analyzing Perspectives, Constructing Support, Analyzing Errors in Reasoning)?</p> <p>4c. How will you help learners analyze knowledge by examining and generating logical inferences (Deductive Reasoning, Inductive Reasoning)?</p> <p>4d. How will you help learners use knowledge by generating and testing hypotheses to address situations and issues (Decision Making, Situational Problem Solving, Invention)?</p>	<p>4e. How will you help learners use knowledge by generating and testing hypotheses to clarify phenomena and events (Experimental Inquiry, Investigation, Systems Analysis)?</p>
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**Describe the Activities & Assignments:**



## Assessing The Learning: The Scoring Scale

*In what ways & options will learners have the opportunity to demonstrate they have learned the content knowledge?*

<b>Content Learning Goals</b>	<b>Taxonomy</b>	<b>Evidence</b>
<u><b>Declarative Learning Goals</b></u>	<u><b>Reasoning Processes</b></u>	<i>As a result of knowing or understanding ..... the learner will be able to .....</i>
<u><b>Procedural Learning Goals</b></u>	<u><b>Reasoning Processes</b></u>	<i>As a result of being skilled at ..... the learner will be able to .....</i>



# Resources To Support Learning



## Teacher Lessons

## Digital/Print Resources

## Peer/Mentor Resources

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**Alignment “Check In” Questions:** *With a colleague, describe the unit of study that you are proposing. Use the following questions to guide your work.*

- Are specific content learning goal(s), reasoning processes, & habits of mind identified? Are the learning goals clear & unpacked so learners understand the expectations?
- How will the learning expectations/goals be communicated?
- What depth of knowledge (critical thinking, reasoning process) does this unit require?
- What communication & collaboration skills will be included in this unit of study?
- How will the reasoning processes be explicitly taught?
- What habit of mind will be required to successfully reach proficiency on these learning goals?

Notes & Action Steps:

## Design “Check In” Questions:

- How will you know if learners clearly know what the learning goals mean?
- What methods will be used to have learners track their own progress?
- How will feedback specific to the learning goals be provided?
- How will learners celebrate success when they have reached their goals?
- What “On The Spot” strategies do you anticipate using?
- Are you teaching declarative or procedural knowledge in this unit?
- What content specific strategies are you planning to address?
- What choices will learners have to demonstrate their achievement of the learning goals?
- How will the learning expectations/goals be measured.
- What resources have you identified?

Notes & Action Steps: