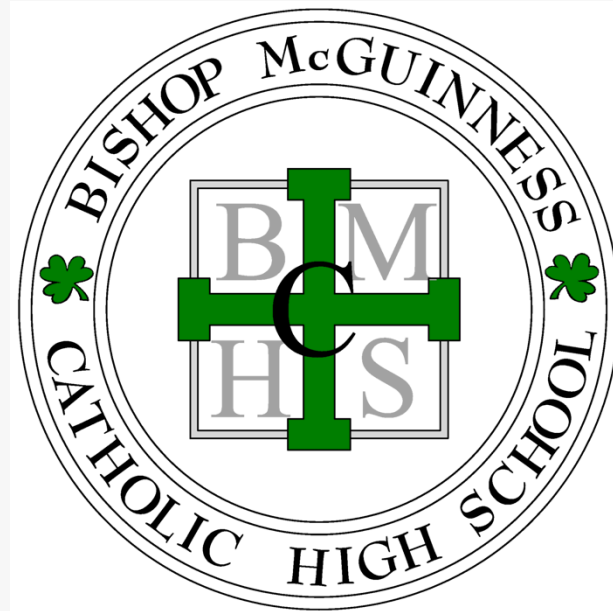


# Unit Planning Strategies

Archdiocesan In-Service  
March 21, 2017



# Objectives



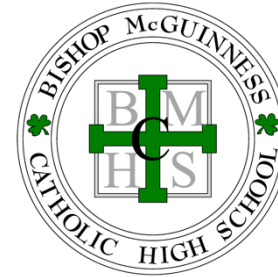
1. Describe the basic structure of an effective unit plan.
2. Write lesson plan objectives from brainstormed content and skill topics.
3. Organize lesson plans as a progressive narrative to help students master the unit goal.

# Rationale



Choosing instructional activities to help students master the unit goal can be overwhelming and intimidating. Using backward design to structure a unit leads to strong units that always have the end goal in mind.

# Background



## Basic Structure of Effective Unit Plan

- Acquire and Integrate phase (3-5 lessons)
- Traditional Assessment
- Extend and Refine phase (1-3 lessons)
- Using Knowledge Meaningfully phase  
(usually 1 lesson, sometimes omitted, sometimes coincides with PA)
- Performance Assessment

# Methodology



Start with Unit Concept and Unit Goal

Original Unit Concept:  
Interpreting Infographics

Original Unit Goal:  
SWBAT critically evaluate a variety of  
graphical resources to defend a position  
on a topic.

# Methodology



Ask yourself, “What will the students do to prove to me that they have mastered this topic?”

- Write an essay to defend a topic, citing information from infographics?
- Reason about validity of information found online?
- Use a rubric to systematically assess information?
- Be able to make their own infographic?

# Methodology



Modify Unit Goal, if needed

- More important at this age to focus on simple analysis of information, not on complex defense of information
  - Justification: ACT and PSAT will be encountered before AP-style DBQs
  - Not all students in MOS will take AP classes, but all will take ACT and PSAT
    - Therefore: Unit Goal modified to SWBAT create infographic to express information from an experiment.

# Methodology



Choose performance assessment task

- Unit Goal is SWBAT create an infographic from an experiment
- Narrow focus: should be able to be completed independently and individually IN CLASS.
- PA: Create an infographic with at least three data visualizations to convey information from an experiment we have done previously this year.



# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Graphic design dos and don'ts
- Informational organization strategies
- Types of visualizations
- Use valid resources
- Use a rubric effectively to analyze rough drafts
- Describe similarities and differences between infographics and lab reports
- Make infographic interesting even when topic is boring
- Describe common characteristics of infographics

# Methodology



Break those skills down into even smaller steps

- Graphic design dos and don'ts
  - Typography
  - Color palette
  - Right amount of text
  - Repeated objects
  - Placement of objects

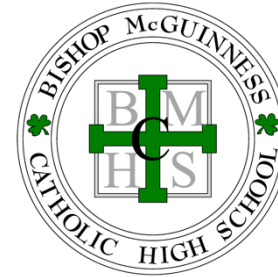
# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Informational organization strategies
  - Location
  - Hierarchy
  - Alphabetical
  - Timeline
  - Categories
  - Inverted pyramid

# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Types of visualizations
  - Pie charts, donuts, half circles
  - Vertical, horizontal, stacked bars
  - Histograms and pictograms
  - Excel style vs. artistic style
  - Line graphs, scatter plots

# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Use valid resources
  - Look for bibliographies/sources
  - Assessing validity of cited sources
    - Journals, research universities, government reports vs
    - satirical/fake news (The Onion, Borowitz Report) and biased opinion sites (HuffPost, Addicting Info, InfoWars, Breitbart)

# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Use a rubric effectively to analyze rough drafts
  - Describe features of rubric
  - Identify differences in treatment levels
  - Apply rubric to unfinished work of peers to give critical feedback to improve infographic

# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Describe similarities and differences between infographics and lab reports
  - Explain common features
  - Explain major differences

# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Make infographic interesting even when topic is boring
  - Describe what makes an infographic catch and hold the attention of the reader
  - Apply strategies for appeal, comprehension, and retention to creating own infographic



# Methodology



Brainstorm every skill necessary for a student to be able to create a good infographic

- Describe common characteristics of infographics
  - Visual
  - Content
  - Knowledge
  - Appeal
  - Comprehension
  - Retention

# Organization



Use a T-chart or template to organize skills in a narrative

- Loosely divide skills into basic and advanced categories
  - Basic skills will become Acquire and Integrate phase
  - Advanced skills become Extend and Refine phase
  - Very advanced/direct application = Using Knowledge Meaningfully phase

Choose where to place formative and summative assessments

- Traditional assessment after A&I phase
- PA after E&R or UKM phase
- Formative assessments after every 1-2 LPs

To get to different units, please click the different sheet tabs at the bottom of the page.

Components
Core Concepts/Skills

### Unit Plan Objectives

### Straightforward Lesson Concepts (A&I)

### Acquiring and Integrating

1. Objective: Assessment:
2. Objective: Assessment:
3. Objective: Assessment:
4. Objective: Assessment:
5. Objective: Assessment:

## Extending and Refining

1. Objective: Assessment:
2. Objective: Assessment:
3. Objective: Assessment:
4. Objective: Assessment:
5. Objective: Assessment:

### Using Knowledge Meaningfully

1. Objective:  
Assessment:
2. Objective:  
Assessment:

1. Objective:  
Assessment:
2. Objective:  
Assessment:

Describe what makes an infographic catch and hold the attention of the reader



# Limitations

- What looks awesome on paper doesn't always translate to real classroom
- Authentic assessment of unit structure vital to culture of continuous improvement
  - Revise LPs
  - Revise Unit Goal
  - Revise assessment instruments