

## UNIT OVERVIEW

<b>Name of Project:</b>		<b>Duration:</b>
<b>Subject Area:</b> Choose the primary content area(s) for this project.  Quick Tip: The subject area is determined by the focus of the learning activities in relationship to the Alabama Course(s) of Study standards.	<b>Teacher(s):</b>	<b>Grade Level:</b>
<b>Project Idea/Summary</b> Provide a summary of the issue, challenge, investigation, scenario, or problem. Quick Tip: What is the big idea in the targeted COS/CCRS aligned to the unit/project? Include keywords relating to the objectives and overall goal of the project. These keywords will be used by the ALEX search engine to locate a particular project.	DRAFT	
<b>Course of Study Standard(s)</b> Select the most important Course of Study Standard(s) that will be addressed during the student learning activities for this particular project. Quick Tip: A clear connection to the selected standard(s) needs to be evident in the learning outcomes, activity, and assessment. From your standards and expectations, what is it that you want your students to be able to know, do, or understand?		
<b>Cross Curricular Connections (If Applicable):</b> Provide a listing of the secondary subject areas that are correlated with this project. Quick Tip: List the subject area(s) that the products students create require the integration of knowledge & skills from these content areas.		

<p><b>21<sup>st</sup> Century Skills</b> (Essential Skills)</p> <p>Select the 21st Century Skill(s) the students will apply during the project activities.</p> <p>Quick Tip: Student implementation of 21<sup>st</sup> Century Skills is encouraged by collaborative group activities and enhanced through the use of digital tools. The skills are assessed throughout the project.</p>	<input type="checkbox"/> Collaboration/Team Work	<input type="checkbox"/> Creativity
	<input type="checkbox"/> Communication	<input type="checkbox"/> Critical Thinking/Problem Solving
	<input type="checkbox"/> Leadership	<input type="checkbox"/> Time Management

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<p><b>Driving Question</b> (Essential/Guiding Question) Create a challenging, open-ended question aligned to the selected Course of Study Standards for the project. Quick Tip: The driving/essential question should be relevant and guide students through all aspects of the unit/project exploration. What Essential, Unit, and Content Questions will you use to help focus the learning for your students?</p>			
		<b>Presentation</b>	
<p><b>Culminating Products and Performances</b> List the culminating products and/or performances students will complete to answer the Driving Question and aligned to the Course of Study Standards selected for the project. Quick Tip: The culminating product(s) may be a tangible item students 'create' or a performance – something they 'do' during the project activities.</p>	<b>Group:</b>	Class:	
		School:	
		Community:	
	<b>Individual:</b>	Experts:	
		Web:	
		Other:	

<p><b>Assessments</b> Select methods of evaluation to measure learner outcomes determined for the project. These assessments should provide a clear alignment to the COS/CCRS selected.</p> <p>Quick Tip: How will you know your students have met the learning goals?</p>	<p><b>Formative Assessments (During Project)</b> Quick Tip: What methods of assessment will you use throughout the project in order to inform you and your students about their learning process? Formative Assessments frequently monitor student learning of important content &amp; skills and student work on project tasks, so the teacher can improve instruction.</p>	Quizzes/Tests	Practice Presentations
		Journal/Learning Log	Notes
		Preliminary Plans/Outlines/Prototypes	Checklists
		Rough Drafts	Concept Maps
		Online Tests/Exams	Project(s)
		Other:	
	<p><b>Summative Assessments (End of Project)</b> Quick Tip: Summative assessment focuses on both team-created products and individual learning, with the proper weight for each. Assessments targets all important content &amp; skill outcomes.</p>	Written Product(s), with rubric:	Other Product(s) or Performance(s), with rubric:
		Oral Presentation, with rubric	Peer Evaluation
		Multiple Choice/Short Answer Test	Self-Evaluation
		Essay Test	Other:
<p><b>Unit/Project Resources Needed</b> List all resources needed by the teacher and students to complete the project.</p>	<b>On-site people, facilities:</b>		
	<b>Equipment:</b>		
	<b>Materials:</b>		
	<b>Community resources:</b>		

Reflection					
<b>Unit/Project Student Reflection Methods</b> Indicate methods the students will use to reflect on the knowledge acquired in the unit/project activities	<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log		Focus Group	
		Whole-Class Discussion		Fishbowl Discussion	
		Survey		Other:	
<b>Teacher Unit/Project Reflection:</b>	1. What were students able to do?	2. What evidence do you have?	3. Which students need additional instruction?	4. How will the next lesson be adjusted to meet their needs?	
Student Credentialing (Optional)					
Select a state recognized credentialing program the project activities may prepare students to pursue.					

## UNIT PLANNING GUIDE

<b>UNIT PLANNING GUIDE</b>			
<b>Unit/Project Title:</b>			
<p><b>Entry Event</b> List and briefly describe an entry event for the project. Include the URL if the event is a digital resource.</p> <p>Quick Tip: An entry event will powerfully engage students, both emotionally and intellectually to make them feel invested in the project and provoke inquiry.</p>			
<p>Map unit/project tasks to answer the driving question and Course of Study Standards selected for the project.</p> <p>Quick Tip: List the knowledge and skills students will need to complete the project. What scenarios will you develop to provide rich learning opportunities to help students meet the learning goals? There will be a mix of direct instruction, daily lesson plans, opportunities for practice skills, and independent work time.</p>			
<p><b>Major Product(s) and Presentation</b> students need to complete</p>	<p><b>Knowledge and Skills Needed by Students</b> to successfully complete major products and presentations</p>	<p><b>Scaffolding / Materials / Lessons to be Provided</b> by the project teacher, other teachers, experts, mentors, community member</p>	<p><b>Planning Documents</b> Select planning documents used for this activity.</p> <p>Quick Tip: You may select or create your own Lesson Plan, Learning Asset, Instructional Strategy Plan, or use the form below.</p>

	<p>è</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Lesson Plan</li> <li><input type="checkbox"/> Learning Asset</li> <li><input type="checkbox"/> Instructional Strategy Plan</li> <li><input type="checkbox"/> Create A Planning Document</li> </ul>
	<p>è</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Daily Lesson Plan</li> <li><input type="checkbox"/> Learning Asset</li> <li><input type="checkbox"/> Instructional Strategy Plan</li> <li><input type="checkbox"/> Create A Planning Document</li> </ul>

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