

## UNIT PLAN (INSTRUCTIONS)

UNIT TITLE \_\_\_\_\_ Taken from course syllabus \_\_\_\_\_  
COURSE \_\_\_\_\_ Taken from course syllabus \_\_\_\_\_

### I. OVERVIEW/PROGRAM TASK TAUGHT

*This section contains a narrative explaining the rationale for including the unit in the curriculum. Briefly tie the content to the past units and the future units. Summarize the content of the unit. List the tasks identified in the course that are to be covered in the unit.*

### II. LESSON TOPICS

#### TOPIC

#### LENGTH

*This section is comprised of a numerical list of the topics to be covered in the individual lessons of the unit and the corresponding length of each. Each topic listed will be developed on a lesson plan. A topic may take more or less than a 50-minute period to be taught as needed. Remember that the length identified is an approximation or guideline for the instructor who is assigned to teach the course.*

### III. UNIT SCANS COMETENCIES

#### SCANS

#### LESSON TOPIC NO.

*This section contains the list of SCANS competencies identified in Section IV of the course syllabus to be taught in this unit. Write the complete statement of the SCANS competency, not just the identification number. Indicate in what lesson topic each SCANS competency will be covered. The unit may have no SCANS competencies assigned to it.*

### IV. A. UNIT LEARNING OUTCOME

*The unit learning outcome is written as a complete performance objective containing the condition (for example, "upon completion of the unit"), type of evaluation instruments, minimum passing criteria and a summary of the unit specific learning outcomes.*

*The unit learning outcome is not found in the course syllabus. The unit plan developer must compose the unit learning outcome.*

## **B. UNIT SPECIFIC LEARNING OUTCOMES (Taken from course syllabus)**

### **LESSON TOPIC NO.**

*The specific learning outcomes are the short performance statements that identify what the student will accomplish leading to the mastery of the unit learning outcome. Knowledge specific learning outcomes are usually listed first, followed by the performance (or manipulative) learning outcomes. These learning outcomes are found in the course syllabus and should not be changed when transferred to the unit plan form unless the developer realizes that the learning outcomes in the syllabus are incomplete or incorrect. In that case, the outcomes should be rewritten for the unit and then changed in the syllabus. A revised syllabus must then be sent to the Associate Dean of Instruction where all WECM syllabi are housed by program.*

*These unit specific learning outcomes will be distributed onto the individual lesson plans and will be evaluated by unit evaluation instruments described in Section VI of this form.*

*Indicate in what lesson topic each specific outcome is taught.*

## **V. STUDENT LEARNING ACTIVITIES**

*This section is a comprehensive list of the learning experiences provided by the instructor so that the students may achieve the learning outcomes of the unit. These learning activities will then be appropriately distributed among the lesson plans within the unit.*

*The learning experiences should be carefully chosen to relate to the unit specific objectives. The selected activities should provide for*

- \* incorporation of knowledge and skills learned*
- \* active learning on the part of the student*
- \* various student learning styles*
- \* practice*
- \* immediate feedback*

*Examples of learning activities include readings from the textbook (specify chapters), instructor lectures (specify topics), individual and/or group projects, labs (specify titles), research assignments, group discussion (specify subject), etc. Remember that a unit plan is an instructional package, so be sure the package includes all instructional activities for the unit- these will be then be distributed onto individual instructor lesson plans.*

*Any instructor-prepared assignment sheets, activity sheets, lab sheets, etc. provided to the students (in lieu of, or in addition to, a textbook assignments or lab manual that an instructor would need to teach this unit should be attached to the unit plan form, again as part of the complete unit instructional package.*

## VI. STUDENT EVALUATION

*Evaluation instruments are designed to determine whether students have achieved unit and specific learning outcomes, as well as unit SCANS competencies, and to provide feedback to students. The evaluation technique is determined by the action verb in learning outcomes. Outcomes with knowledge-based action verbs are measured on knowledge tests; outcomes with performance-based action verbs are measured on performance tests.*

*The unit plan developer must design assessment instruments to evaluate all of the specific learning outcomes for the unit. It is recommended that a test grid be used to develop unit tests to ensure that all specific learning outcomes are appropriately tested on at least one of the unit assessment instruments. The test grid form may be obtained at the Instructional Development Services Office.*

*The evaluation process may encompass a variety of methods, such as knowledge test(s), a performance test(s), projects, and/or SCANS evaluation. In this section describe the types of instruments to be used to measure student performance on unit and specific learning outcomes, as well as any unit SCANS competencies.*

**All unit evaluation instruments must be attached to the unit plan form.**

## VII. SUPPLEMENTARY RESOURCES/REFERENCES

*Any resources that have been used in the preparation of the instructional materials for the unit are listed here in case the instructor wishes to review them prior to teaching the unit or to use in developing his or her own instructional materials. Also include any Internet resources used. All hard copy references should be reported using the following format:*

*Book: Author last name, first name. Title. City of publication: Publisher, Copyright.*

*Periodical: Author last name, first name. "Article title." Name of Journal, volume number. Date of publication, page number.*

## VIII. REQUIRES RESOURCES/TEXTBOOK

*The bibliographical entry for the textbook and workbook is reported here. Also, all multimedia or other resources the instructor must gather to teach this unit are listed.*

## IX. EQUIPMENT NEEDED

*All equipment and/or tools that the instructor must gather to teach this unit are listed in this section.*