

The Unit Organizer

NAME Mary Lou Hevon
DATE August 13 2018

4 BIGGER PICTURE

1 CURRENT UNIT <u>Adolescent Academic Vocabulary</u> Word Generation	NEXT UNIT / Experience 3 <u>Classroom Implementation</u>
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2 LAST UNIT / Experience <u>Review schoolwide data</u>	5 UNIT MAP is about... <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> to meet academic rigor per CCSS for vocabulary </div> <div style="text-align: center;"> by using Academic vocabulary across content areas </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> by supporting discourse </div> </div>	
8 UNIT SCHEDULE	* Revised per feedback	

7 QUESTIONS How does Word Generation promote & enhance academic vocabulary across content areas? * after 3 word Gen Units → 1 assess student use of academic vocabulary	6 UNIT RELATIONSHIPS explanation
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* after 3 word Gen Units →
1 assess student use of academic vocabulary



Model

The Unit Organizer

9 Expanded Unit Map

NAME: Marcy Lou Heron
DATE: Aug 13 2018 REVISION

Word Generation

is about...

promoting student academic language & argumentation skills

to meet

academic rigor per CCSS for vocabulary

by

reviewing current student data

using evidence based teaching practices

by supporting

discourse

by using

classroom activities

checklist for Productive Discussions per WG resources

by using

academic vocabulary across content areas

in

ELA

Math

Science

Social Studies

Writing

10

NEW UNIT SELF-TEST QUESTIONS

Teacher: _____

Observer Name: _____

Name of Unit Organizer: _____ Date: _____

Teacher: **Mary Lou Heron**

Observer: **NA / Self Reflection**

Name of Unit Organizer: **Word Generation**

Date: **REVISED 8.23.18**

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Not present

Unit Organizer Device Checklist:

Score	Feature	Comments
2	Current Unit: captures the nature of the present unit for students.	
2	Last Unit/Experience: captures the nature of the previous unit or experience	Revised to include a review of school data
2	Next Unit/Experience: captures the nature of the following unit or experience.	
2	The Bigger Picture: names the idea or theme that holds several units together.	
2	Unit Paraphrase: clearly captures or defines the main idea of the unit in a few words.	
Unit Map:		
2	1. parts (bubbles) contain a few key words.	
2	2. has seven or fewer parts.	
2	3. gives a linear, left-to right representation of the order in which content will be presented or learned.	
2	4. does not include details.	
2	5. line labels show how information is connected.	
Unit Relationships:		
2	1. capture important relationships	
2	2. include relationships which students will have to demonstrate understanding of on tests.	
Unit Self-Test Questions:		
2	1. identify ways in which students should think about the information to be learned.	Revised to capture the critical idea of the Unit
2	2. lead students to do well on outcome measures and monitor their own progress	
2	Unit Schedule: includes assignments, projects, quizzes and tests, etc.	
Expanded Unit Map:		
2	1. depicts a hierarchical arrangement of ideas.	
2	2. provides sufficient level of detail(i.e. not all details are depicted).	
2	3. Sub-topic names are simple words or phrases.	
2	4. Line labels accurately express the relationship between ideas.	
New Unit Self-Test Questions:		
	1. are not presented in the draft.	
	2. are generated with students, they capture new information not in the original Self-Test Questions.	

Teacher: _____

Observer Name: _____

Name of Unit Organizer: _____ Date: _____

Comments:

Per feedback, submitting this REVISED UO for Word Generation along with the Device Checklist.
Observer is NA since the checklist reflects thinking on suggested refinements.



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