

The Unit Organizer

4 BIGGER PICTURE

NAME BT Lively
DATE 9/10/2018

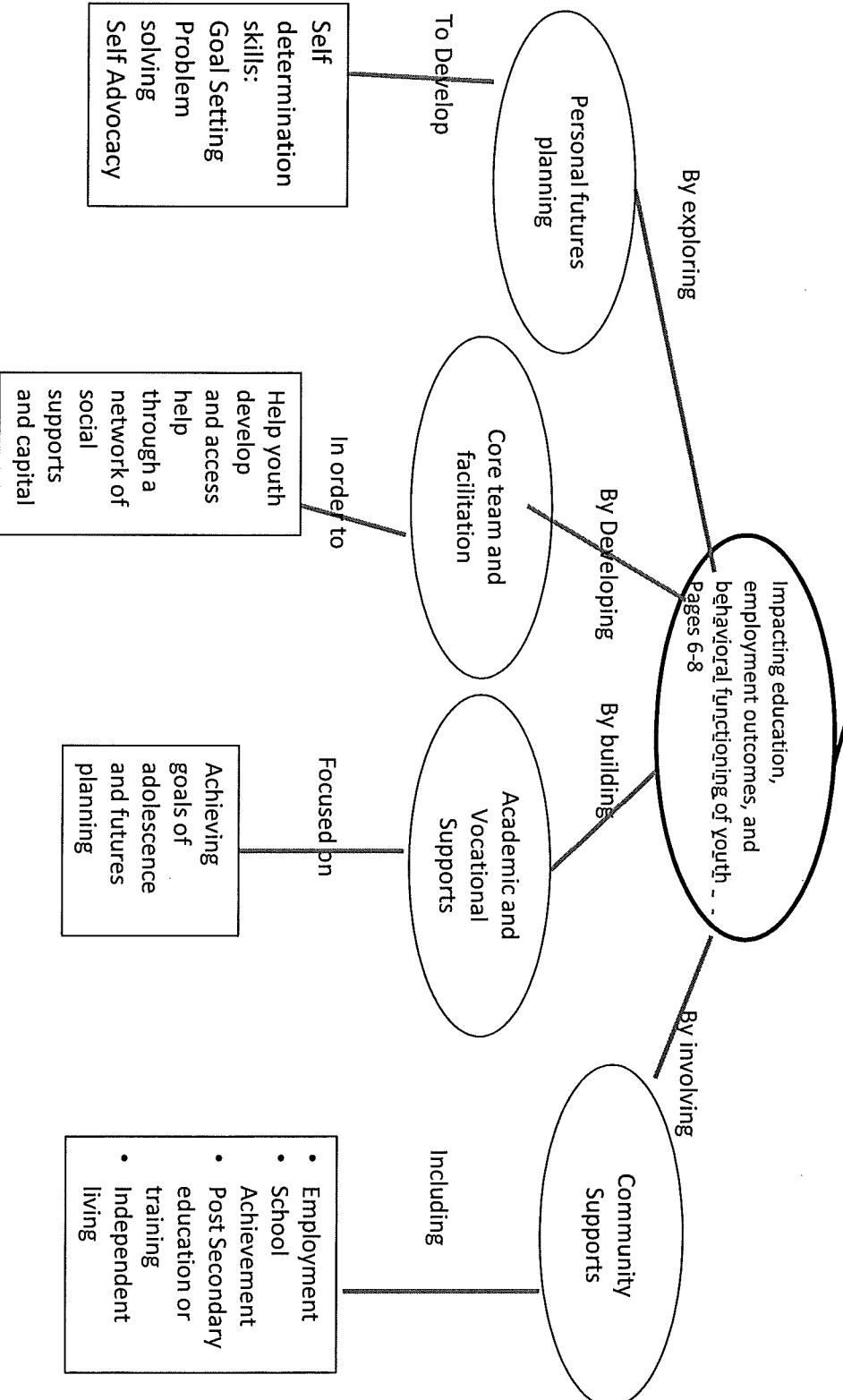
<p>2 LAST UNIT /Experience Systems of Care</p>		<p>1 Renew Theory of Change CURRENT UNIT Elements of the RENEW Model</p>		<p>3 NEXT UNIT /Experience Principles and Core Values</p>									
<p>8 UNIT SCHEDULE</p>		<p>5 UNIT MAP</p>											
<p>9/8 Elements and impacts of the RENEW model</p>													
<p>9/9 Relationship to the RENEW Theory of Change</p>													
<p>9/9 Cooperative Groups</p>													
<p>7 UNIT SELF-TEST QUESTIONS</p>		<p>6</p> <table border="1"> <tr> <td>1 – What are the two evidence based interventions RENEW are grounded in?</td> <td>Cause and Effect</td> <td rowspan="2">RELATIONSHIPS</td> </tr> <tr> <td>2 – How does RENEW focus on youth development ?</td> <td>Explain</td> </tr> <tr> <td></td> <td></td> <td>UNIT</td> </tr> </table>				1 – What are the two evidence based interventions RENEW are grounded in?	Cause and Effect	RELATIONSHIPS	2 – How does RENEW focus on youth development ?	Explain			UNIT
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		UNIT											

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Elements of the RENEW Model

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9 Expanded Unit Map



10

NEW UNIT SELF-TEST QUESTIONS

2

University of Kansas Center for Research on Learning 2006

Teacher: B.T. Lively

Observer Name: _____

Name of Unit Organizer: Renew Theory of change Date: 9/10/08

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	
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.	
2	2. lead students to do well on outcome measures and monitor their own progress	
	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:	
N/A	1. are <u>not</u> presented in the draft.	
N/A	2. are generated with students, they capture new information not in the original Self-Test Questions.	

Comments: