



## Unit Organizer Device Checklist

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School: Gloucester High School  
Date 10/5/18

Observer Dawn Perry  
Subject: \_\_\_\_\_

Directions: Put a checkmark (✓) by each component that you observe.

### Bigger Picture and Unit Names

p. 7 in Unit Organizer guidebook

- Bigger Picture creates a context for students and is written in the Bigger Picture box. (Idea or theme holds several units together or helps students understand what multiple units have in common)
- Current Unit Name provides a big idea for the unit and is written in the Current Unit box. (May be a section of a textbook or name created by teacher or helps student tie together ideas and information)
- Name of the previous unit is written Section 2.
- Name of the next unit is written in Section 3.
- Bigger Picture and Unit Names (previous, current, and next units) hang together and create a coherent context for students.

### Unit Map

pp. 7-8 in Unit Organizer guidebook

- Paraphrase is a clear translation of the main idea of the unit.
  - Paraphrase is written in words that the students can easily understand.
  - Paraphrase contains words that reveal the central idea that students will learn.
  - Paraphrase may be a definition of the main idea.
  - Paraphrase is short.
- Content Map depicts how the content of the unit is organized.
- Unit parts (bubbles) contain a few key words for each important part of the unit.
  - Unit parts (bubbles) are limited to the most important parts (generally 7 or less).
  - Lines are drawn between the shapes to show how the parts are related to the main idea.
  - Line labels on the lines show the relationships so that students can read the unit name, paraphrase, and each unit part as a connected, complete sentence.
  - Content structure of map is limiting (helps students chunk), connected, linear, hierarchical (shows relationships), and simple.

### Unit Relationships

p. 8 in Unit Organizer guidebook

- Two or more major relationships listed in the Unit Relationships box show how the teacher wants the students to think about key concepts in the unit (higher order thinking skills that are needed to understand the unit).
- Relationships listed are reflected in the paraphrase, the unit parts, and the unit questions.

### Unit Questions

p. 8 in Unit Organizer guidebook

- Four or five questions listed in the Unit Questions box and focus on the big ideas that students should know by the end of the unit.
- Questions are limited to the most important ideas (generally 4-5 questions).
- Unit questions are coherent with the other parts of the unit.

### Unit Schedule

p. 8 in Unit Organizer guidebook

- Major activities and assignments for the unit are listed (possibly) in the schedule box with proposed dates.

Activities and assignments are linked to the mapped parts of the unit and support the learning of the unit.

### Expanded Unit Map and Questions

(Mark if used and mark NA if not used.)

p. 8 in Unit Organizer guidebook

Expanded map provides a more detailed understanding of the unit concepts.

Map meets **all** of the criteria for unit map above (limited to most important information, lines, line labels, coherent with other parts of unit).

Shapes (square, diamond, etc.) show different levels of subtopics and clearly show how all of the parts are related.

New unit questions meet the criteria above.

### Overall

Unit Organizer makes abstract and complex ideas more concrete and understandable.

Information on the device is spaced well (not too much, not too crowded).

The entire unit is coherent.

### Comments:

This is a draft of a unit in progress. After feedback I'll draft unit for next topic, making speeches, I would like to launch that with the class.

- Reflections: Because I don't work with students I partnered with a teacher. We used information from her public speaking elective class to begin organizing the unit. The class does not have any texts or curriculum. This gave us an opportunity to plan and think ahead to the next unit. Using Bloom's taxonomy to reflect on unit relationships helped us stretch student thinking and learning.