The Unit Organizer

NAME __B. Wilson__   DATE _____

(4) **BIGGER PICTURE** Traumatic Brain Injury

(2) **LAST UNIT** /Experience TBI:101

(1) **CURRENT UNIT** Concussion in Students

(3) **NEXT UNIT** /Experience Mod-Severe TBI

(8) **UNIT SCHEDULE**

- 10/24 Causes exploration
- Video
- 10/3 Symptoms
- Videos
- reflection notes
- 11/7 Recovery
- +accommodation
- quiz

(5) **UNIT MAP**

is about...

Concussion in students — learning how to support students during recovery from concussion

- by exploring → Causes
- by learning → Symptoms
- by learning → recovery process
- by learning + practicing → best accommodation practices

(7) **UNIT SELF-TEST QUESTIONS**

1. What are some common causes of a concussion?
2. What symptoms might teachers observe in a student recovering from concussion?
3. What are some best practice accommodations for students during recovery?

(6) **UNIT RELATIONSHIPS**

- connection
- research
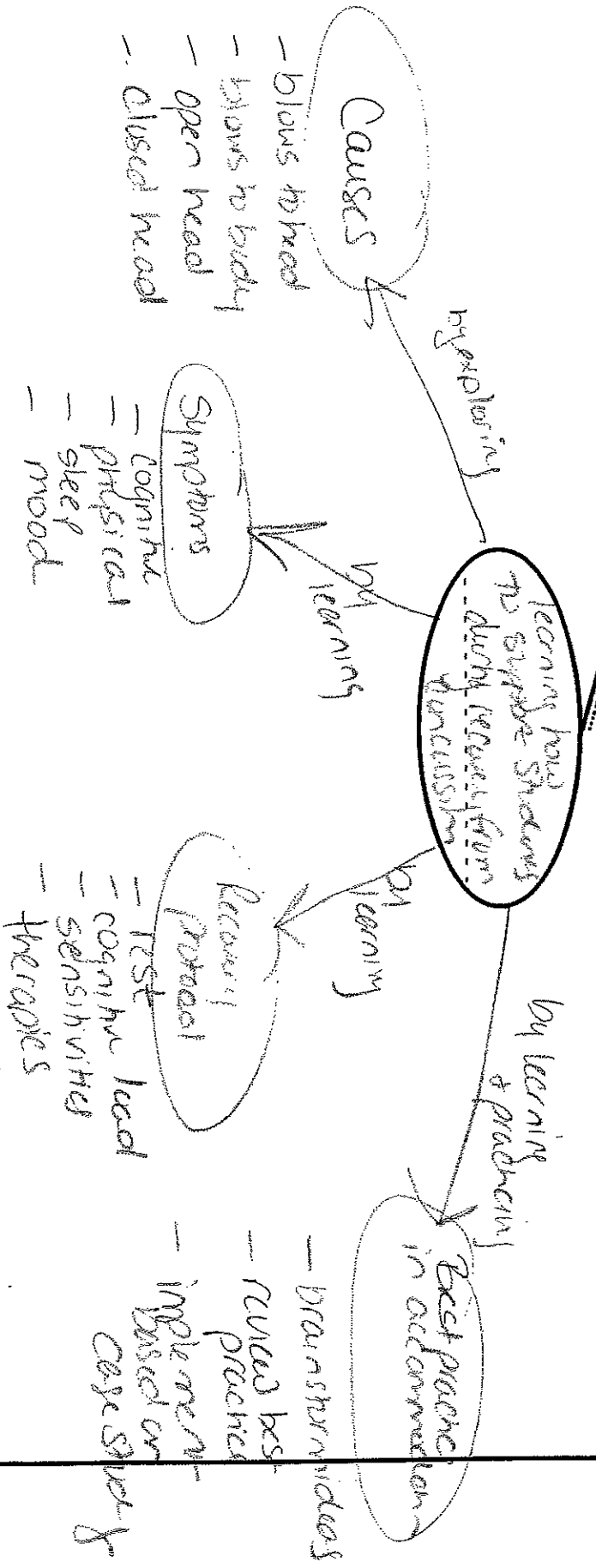- analysis

The Unit Organizer

⑨ Expanded Unit Map

⑩

NEW
UNIT
SELF-TEST
QUESTIONS

2

NAME   B Wilson
DATE

Concussion in students

is about...

learning how to engage students during recovery from concussion

Causes
— blow to head
— blows to body
— open head
— closed head

hyperplasia

by learning

Symptoms
— cognitive
— physical
— sleep
— mood

by learning

Recovery Physical
— test
— cognitive head
— sensitivities
— therapies

by learning
& practices

Best practice in accommodation
— brainstorm ideas
— review best practices
— implement research based on case studies &

Teacher: _Bethany Wilson_ Observer Name: _____

Name of Unit Organizer: _Concussion in Students_ Date: _____

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.	
	Unit Paraphrase: clearly captures or defines the main idea of the unit in a few words.	? unsure
	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:	
	1. capture important relationships	
	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	
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.	

Comments:

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Expanded Unit Map

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Teacher: **Bethany Wilson** Observer Name: _____

Name of Unit Organizer: **Concussion in Student** Date: _____

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