**SLED 2015-2016 Unit Plan**

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| **Your Name(s**): | **Unit BIG IDEAS**: |
| **Grade Level**: | **Key science vocabulary and definitions**: |
| **School**: | **Unit prior to and following this unit**: |
| **Total time** (hours or class sessions): | **Estimated starting date in the school year**: |

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| **Unit Objectives** (one to three objectives):  By the end of this unit, students will be able to:  *Note: Do your goals and objectives align with the lesson’s big ideas?* |
| **Core Indiana Academic Standard** to be addressed (one or two):  **Standard Indicator**(s) to be addressed (one to two):  **Process Standards: The Nature of Science** to be addressed (one or two):  **Process Standards: The Design Process** to be addressed (one or two): |
| **Conceptual understandings related to the engineering design process:** (What engineering design process vocabulary will you integrate in this lesson and how will you define them for your students?) |
| **Materials and Resources** (available in school and/or will need to get): |

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| **Questions for Returning SLED teachers:** | **Response:** |
| 1. Which tasks have you implemented in the past? |  |
| 2. What appeared to work best with one or more of these tasks? |  |
| 3. What challenges did you face when implementing these tasks? |  |
| 4. What challenges did your students face when implementing these tasks? |  |
| 5. Exactly what will you do differently – if you plan to implement these tasks again? |  |

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| ***Overview of Lesson Activities*** |
| **Timeline:** Outline the **day by day timeline of activities** |
| **Unit Introduction:** How will you introduce the unit? What kinds of questions will you ask students to engage them? Will there be any pre-assessment to gather students’ existing knowledge? |
| **Activities:** What kinds of hands-on activities will students engage in? |
| **Design Process:** How and when will you introduce and reinforce the phases of the engineering design process? Be explicit and descriptive. |
| **Science Concepts:** How and when will you integrate the science concepts and vocabulary? Is the science accurately represented and does the science content align with your standards? |
| **Leveraging Existing Curriculum:** Describe how the lesson will build on your existing curriculum. |
| **SLED Resources:** Which SLED resources (i.e., PowerPoints, design briefs, complete lesson plan, videos, rubrics, materials from other SLED teachers) will you use in your lesson and how do you plan to use them? Be explicit. |
| **Unit Conclusion:** How will you conclude the unit? |
| **Teacher Resources:** What handouts, worksheets, or other classroom materials will you create and/or use? |
| **Cross-curricular connections**: Provide specific and descriptive ways you will connect this lesson with other disciplines. Include examples of writing prompts, books, inquiry activities, etc.  **Mathematics**:  **Literacy/Language Arts/90 minute Reading Block**:  **Social Studies**:  **Art**: |
| **Assessment**: How will you assess students’ learning of science and engineering design? **Be specific**. Include copies of your rubrics.  What kinds of questions will you ask students to determine what they learned?  How will you determine or assess a design that is a good design? |
| How will you determine whether or not students have mastered the science big ideas and/or vocabulary? (In other words, **WHAT** are you assessing and **HOW** are you assessing? |
| What work (evidence) will you collect from students that best represents student learning of **science**? |