I. Introduce the chapter with the major topic of the unit plan by explaining its connection to the research portion of the project and/or why you have selected that topic for your project/unit plan.

II. Discuss the class for whom the unit plan will be designed:
   A. Grade level, name of class, and length of class period
   B. Connection to state curriculum standards and/or your district’s scope and sequence, etc. (If this works better with III B below, you can discuss standards there.)
   C. Anything you think it would be helpful for the reader to know about your students and school and/or the way you run your classroom

III. Provide preview/overview of unit plan:
   A. Number of days in unit plan
   B. Overall goals for the unit – Think broad here; e.g., what do you want your students to KNOW and/or BE ABLE TO DO at the end of the unit?
   C. Items provided with unit plan; e.g., handouts, power point slides, tests, rubrics, etc.

IV. Discuss the research-based strategies and activities you have selected and explain the research that supports their use.
*Also explain why you find these strategies compelling!
In other words, how/why will the strategies and activities you’ve selected for the unit plan help your students UNDERSTAND/LEARN the content?

Use the same style format you used in the research portion to cite your research.*

*Some of the professors prefer two separate Works Cited Page – one for the content research and one for the pedagogical research. Be sure to ask your Content expert which way s/he prefers.

I suggest that you organize this section according to the strategies/activities and their use; e.g., Beginning Class Activities, Developmental Activities, and Closure Activities:

A. Beginning Class Activities (BCA): How do you start class and/or your daily lessons? What research supports starting with some kind of beginning class activity that activates prior knowledge, etc? Ideally, you will use a different activity or strategy to start each day’s lesson, so identify the BCAs you selected, why you chose them, and how they will help your students get more out of the day’s lesson. You may wish to focus on a couple of them in more detail, especially if there is a specific body of research that supports their use. For example, if you use a visual/verbal vocabulary activity to introduce the main terms for the day in the BCA, you could discuss Marzano’s research on using nonlinguistic representations to learn concepts, etc. (There’s also Paivo’s research on dual-coding theory.)

B. Developmental Activities or the “meat” of the lesson – What is your general philosophy for providing the content to your students and helping them learn that content? Are there certain theories and research-based strategies that you adhere to in your classroom on a regular basis? (e.g., cooperative learning, multiple intelligence, brain-compatible learning principles such as
those by Caine and Caine, learning styles, Marzano’s Essential Nine strategies?) Discuss these research-based theories and provide examples of strategies and activities from the unit plan that are based on those theories. Or, you can categorize the strategies and activities from the unit plan and discuss those activities first and then provide the educational research that supports their use. Use whichever approach flows the best!

C. Closure activities – Use same approach as BCAs above.

D. Some suggestions of Sources for to support strategies and activities: Designing Brain Compatible Learning by Gregory and Parry (required for SS 740 course), Marzano’s Essential Nine Strategies, Caine and Caine’s twelve brain compatible principles, Johnson and Johnson and/or Kagan for Cooperative Learning, Gardner’s Multiple Intelligences.


V. Conclude the chapter with either how and why you are looking forward to teaching this chapter and how it will benefit your students, or, if you’ve taught the unit before or parts of the unit, explain what worked well and what didn’t, etc.

VI. This chapter should be at least 7-10 pages in length and will come after the content section, and before the lesson plans, in the project.

VIII. ALL PAGES MUST BE NUMBERED!