# Idaho State University Department of Teaching and Educational Studies
## Instructional Sequence Plan Template

*Instructional Sequences (sometimes known as "Unit plans") should be written to a teacher audience. Use of first person is acceptable, but voice should always be professional and use appropriate academic language. Any outside sources should be cited using APA conventions.*

| Placement Information | | | |
|---|---|---|---|
| **Candidate Name:** | | **Total Students:** | |
| **Grade Level:** | | **Students with Disabilities (IEPs):** | |
| **Subject Area:** | | **Students with 504 Plans:** | |
| **Co-Author(s):** *(i.e. cooperating teacher, peer partner, etc.)* | | **English Language Learners:** | |
| | | **Gifted / Talented:** (formally or informally identified) | |

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|---|
| **Title of Instructional Sequence:** |
| **Summary of Instructional Sequence:** *Develop a summary that*<br>● *Captures the purpose of your Instructional Sequence*<br>● *Delineates key content*<br>● *Delineates interdisciplinary connections*<br>● *Shows how it promotes critical thinking, problem solving, and real world connections (e.g. project-based, web-based, etc.)*<br><br>[Type 1-2 paragraphs here.] |
| **Previous learning and understanding:** *(1 or more paragraphs)*<br>*What relevant knowledge and skills do students need to have before engaging in this Instructional Sequence?*<br>*Those composing instructional sequences for field placements must provide specific evidence. [It is insufficient, for example, to note that "The teacher covered X." Can the students actually demonstrate this knowledge and understanding? How have they done so?]*<br><br>[Type 1-2 paragraphs here.] |

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| Stage 1 Desired Results | | | | |
|---|---|---|---|---|
| **ESTABLISHED GOALS/OBJECTIVES** | | *Transfer* | | |
| **Focus Content Standard(s)** *Limited to one or two content standards actively addressed.* [Type here.] | **Corresponding "I Can" Statement(s)** I can... | *Students will be able to independently use their learning to…* [Type here] | | |
| | | *Meaning* | | |
| | | ENDURING UNDERSTANDING(S) *Students will understand that…* [Type EUs here] | | ESSENTIAL QUESTION(S) [Type EQ here.] |
| **Focus ELA Standard(s)** *Limited to one or two ELA standards actively addressed.* [Type here.] | **Corresponding "I Can" Statement(s)** I can... | *Acquisition* | | |
| | | **Factual Knowledge** Students will know: [Type list here.] | **Procedural Knowledge** Students will be able to: [Type list here.] | **Conceptual Knowledge** Students will understand: [Type list here.] |
| **ISP Vocabulary:** | *Provide a bullet list of ISP vocabulary terms with definitions.*<br>● [Type here.] | | | |
| **Vocabulary Instruction:** | *Explain how vocabulary will be introduced, practiced, and assessed throughout the ISP.* [Type paragraph here.] | | | |

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| Stage 2 - Evidence ||
|---|---|
| **Evaluative Criteria** | **Evaluation Evidence** |
| PERFORMANCE TASK(S)/SUMMATIVE ASSESSMENT CRITERIA: *Attach comprehensive rubric with criteria statements and grading scales.*<br>*Note: It is possible that evaluation criteria will not correspond to grades. One may, for example, give "points for completion" in the gradebook but use more rigorous or specific criteria for assessing student understanding, progress, and needs.*<br><br>[Type here.]<br><br>[Insert link or document here.] | PERFORMANCE TASK(S)/SUMMATIVE ASSESSMENT DESCRIPTION:<br>*Describe the performance task / summative assessment. Indicate how it demonstrates that students have met the objectives and acquired the factual, procedural, and conceptual knowledge listed above.*<br><br>[Type here.] |

| Stage 3 – Learning Plan ||||
|---|---|---|---|
| **#** | ***Lesson Title*** <br> ***(Add more rows if needed)*** | ***Short Lesson Description (paragraph)*** <br> ***(Include lesson lead teacher if applicable)*** | ***To which Stage 1 desired result(s) does this lesson contribute?*** |
| *1* | | | |
| *2* | | | |
| *3* | | | |
| *4* | | | |
| *5* | | | |

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| Stage 4 – Assess and Reflect | |
|---|---|
| **Considerations** | **Comments** |
| *Adaptive Dimension*<br>What purposeful adjustments have I made to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students? | **For struggling students**:<br><br>[Type paragraph here.]<br><br>**For students who need an extra challenge**:<br><br>[Type paragraph here.] |
| *Instructional Approaches*<br>Effective instruction utilizes a variety of teacher-directed and student-centered instructional approaches. How have I incorporated various approaches into my plan? | [Type paragraph here.] |
| *Resource-Based Learning*<br>What various resources [written, electronic, physical, etc.] do my students have access to on an ongoing basis? | [Type paragraph here.] |
| *Universal Design for Learning Part 1*<br>How have I created a series of lessons in this instructional sequence that provide flexibility and multiple entry points for all learners (struggling, advanced, language learners)? | [Type paragraph here.] |
| *Universal Design for Learning Part 2*<br>How have I provided multiple ways of engaging student interest or participation, representing the content, and allowing for multiple ways of acting or expressing learning? | [Type paragraph here.] |

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|---|---|
| ***Knowing Your Students***<br><br>Student identities are linked to many factors related to their communities, histories, and interests.<br>Consider: *How have I nurtured and promoted my students' needs in regards to communities, histories, interests, and other parts of their identities that might affect their learning? How are members of your class(es) different from those in other schools, grades, or states? Which parts of their identities seem to be important to the students, themselves?*<br>Name and explain at least <mark>3 factors</mark> unique to this group and explain how these factors have influenced your planning of this instructional sequence. | *Where are your students coming from? What parts of their cultures and backgrounds can or should be considered when designing instruction? Be sure to consider strengths and opportunities, not just weaknesses or challenges (avoid purely "deficit" thinking). What knowledge, skills, habits, etc., do these particular students bring (culturally, through family and community, etc.)? Consider things such as age (kid culture and interests, developmentally appropriate practices for their age, etc.), region/neighborhood (urban/rural, etc.), socioeconomic status, etc. Remember that all student identities are multi-faceted.*<br><br>[Type 3 paragraphs here.] |
| ***Family Connections***<br>How have I integrated meaningful connections to students' families? | *Identify how you will connect with students' families during your instructional sequence. Make sure the connections that you integrate into your instructional sequence are meaningful to students and will enhance their understanding of your instructional sequence objectives.*<br>*Remember that family connections can take a number of forms: from school to home; from home to school; parent-teacher collaboration; parenting skills help, etc.*<br>*A teacher "telling parents things" is an extreme minimum when considering family connections.*<br><br>[Type 1-2 paragraphs here.] |

*Adapted from Wiggins & McTighe UBD and UBD2.0 templates.*