**CTE Unit Plan Template**

|  |  |  |
| --- | --- | --- |
| **TITLE:** | **COURSE:** | **DURATION:** |
| **What will students do in this unit?** | | |
|  | | |
| **CONTENT – What will students learn?** | | |
| **Career Ready Practices (21st Century Skills) (Check all that apply)** | | |
| 1. Act as a Responsible and Contributing Citizen and Employee  2. Apply Appropriate Academic and Technical Skills  3. Attend to Personal Health and Financial Well-Being  4. Communicate Clearly, Effectively and With Reason  5. Consider the Environmental, Social and Economic Impacts of Decisions  6. Demonstrate Creativity and Innovation  7. Employ Valid and Reliable Research Strategies  8. Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them  9. Model Integrity, Ethical Leadership and Effective Management  10. Plan Education and Career Path Aligned to Personal Goals  11. Use Technology to Enhance Productivity  12. Work Productively in Teams While using Cultural/Global Competence | | |
| **Career/Technical Education Career Cluster Standards (check all that apply)** | | |
| 1-  2-  3-  4-  5-  6- | | |
| **Career/Technical Education Career Pathways Standards (check all that apply)** | | |
| 1-  2-  3-  4-  5-  6- | | |
| **Industry-Based Standards (check all that apply)** | | |
|  | | |
| **CCLS Literacy, Math, Science** | | |
|  | | |
| **SCENARIO OR PROBLEM – What scenario or key questions will you use to engage students in this project?** | | |
|  | | |
| \*Source: Ohio Pathways Inquiry-Based Units. <http://pathways.ohiorc.org> | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT – How will you determine what students have learned? (Check all that apply)** | | | | | | |
| **FORMATIVE** | | | **SUMMATIVE** | | | |
| Quizzes/Tests | |  | Multiple Choice/Short Answer Test | | |  |
| Notes/Graphic Representations | |  | Essay Test | | |  |
| Rough Draft | |  | Written Product with Rubric | | |  |
| Practice Presentation | |  | Oral Presentation with Rubric | | |  |
| Preliminary Plans/Goals/Checklists of Progress | |  | Other Product or Performance with Rubric | | |  |
| Journal/Learning Log | |  | Self-Evaluation or Reflection | | |  |
| Observation: | |  | Evaluation by Authentic Audience | | |  |
| Other: | |  | Other: | | |  |
| **CALENDAR OF MAJOR LEARNING ACTIVITIES – What will be the learning activities for each day?** | | | | | | |
| **Week 1** | | | | | | |
| Day 1 | Day 2 | Day 3 | | Day 4 | Day 5 | |
|  |  |  | |  |  | |
| **Week 2** | | | | | | |
|  |  |  | |  |  | |
| **Week 3** | | | | | | |
|  |  |  | |  |  | |
| **Week 4** | | | | | | |
|  |  |  | |  |  | |

Adapted from: Project Planning Form, Buck Institute for Education, 18 Commercial Boulevard, Novato, CA 94949, [www.bie.org](http://www.bie.org).

|  |
| --- |
| **MATERIALS AND RESOURCES – What materials and resources will be needed?** |
|  |
| **SUPPORT, MODIFICATIONS, AND EXTENSIONS – What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?** |
|  |