**Planning Your Unit Introduction**

Thinking about Unit Placement:

*Where does your unit fit in the overall plan for the year? What unit immediately precedes and follows this one?*

Thinking about the Students:

*What are you imagining as the characteristics of the students in the class where this unit will be taught?*

I’ve posted to the weebly site the planning heuristic that Wessling designed to help keep students at the center of your teaching. Other useful questions to consider include:

* Students*:* What are their ages, grade level(s), gender, demographics, and so forth? What interests and assets can you imagine that students might bring to your class that you could capitalize on in this unit? What/whom do they already know that others might benefit learning from?
* School*:* What course are you imagining for your yearlong plan (e.g., 12th grade British Literature)? What are the demographics of the overall school (e.g., race, gender, family income, etc.)? Is there a school-wide or department-wide focus (e.g., alternative school, IB, AP, performing arts, etc.) that might shape your teaching? How relevant are standardized test scores on the school’s “sense of itself”?
* Community: What’s the demographic information of the community? Does it reflect that of the school? What’s the level of support for the school? What political dispositions might influence views of the curriculum? What’s the level of parental involvement?

Thinking about the Texts:

*What texts will students* ***read****? Have you planned for a range of:*

* Text complexity? See Wessling, p. 26, and think in terms of a fulcrum text, context texts, and texture texts. Don’t forget to use the reading complexity circles graphic on the weebly site.
* Genre and media (poems, short stories, novels, films, graphic narratives, memoirs, digital materials, etc.)?
* Cultural voices?
* Time periods?
* Interest and student appeal?

*What artifacts will students* ***produce*** *during and at the end of the unit? Have you planned for a range of genres that will allow students to construct, rather than regurgitate, what they are learning* (e.g., reading logs, blog posts, visual interpretations of texts, book trailers, essays, etc.)*?*

See the weebly site for a blank copy of a writing complexity graphic oriented toward the texts students will *produce*.

Thinking about Standards:

*What body of standards will you use and why* *(e.g., Colorado Standards for Reading, Writing and Communicating; the CCSS; the school district where you are student teaching; etc.)?*