�'The Unit Organizer Routine

The Content Enhancement Series

1995

The Unit Organizer Routine

AGENDA

PURPOSE:

To explain, model, prepare for, and practice the Unit Organizer Routine

OBJECTIVES:

1. Explain the Unit Organizer Routine.
2. State rationales for using the Unit Organizer Routine with students.
3. Describe and model the Unit Organizer Routine.
4. Develop an example Unit Organizer and present to colleagues.
5. Plan for Implementation of the Unit Organizer Routine.

RESOURCES

The Unit Organizer Routine guidebook from the Content Enhancement Series published by Edge Enterprises, Lawrence. KS.

Handouts for understanding and constructing Unit Organizers from the University of Kansas, Center for Research on Learning, Lawrence, Kansas.

Textbooks and/or content-area materials that can be referred to as drafts of the Unit Organizer are constructed.

Blank overhead transparencies and fine-tip overhead transparency pens for presenting draft Unit Organizers to colleagues.

OUTLINE:

Advance Organizer
Introduction to the Unit Organizer Routine
The Unit Organizer Device
The Unit Organizer Linking Steps: CRAFT
The Unit Organizer CUE-DO-REVIEW sequence
Get Ready: Preparing the Unit Organizer
    Practice in drafting the Unit Organizer
    Presenting the Unit Organizer
Get Set!: Teaching Students About the Unit Organizer
Go!: Ongoing Use of the Unit Organizer Routine
Win!: Ensuring "The Double Win!
Planning [or Implementation
Post Organizer

OVERHEAD MASTERS AND SUGGESTED SEQUENCE FOR THE UNIT ORGANIZER ROUTINE

The overheads in this sequence have been included to allow. for presentation of the Unit Organizer Routine with or without the use of the transparencies from the Content Enhancement Overview packet.

Advance Organizer
UO Overhead   #01   The Unit Organizer Routine: Title Page
Introduction to the Unit Organizer Routine
UO Overhead   #02   Content Enhancement Definition
UO Overhead   #03   Guidebooks in the Content Enhancement Series
UO Overhead   #04   The Challenge
UO Overhead   #05   Responding to the Challenge: The Unit Organizer Routine
UO Overhead   #06   Supporting Research
UO Overhead   #07   Components of the Unit Organizer Routine

The Unit Organizer Device
UO Overhead   #08   The Unit Organizer Teaching Device
UO Overhead   #09   Unit Organizer Device Page 1 Example: Sectionalism
UO Overhead   #10   Unit Organizer Device Page 2 Example: Sectionalism
UO Overhead   #11   Unit Organizer Device Defined: Parts 1, 2, 3, & 4
UO Overhead   #12   Unit Organizer Device Defined: Part 5
UO Overhead   #13   Unit Organizer Device Defined: Part 6
UO Overhead   #14   Unit Organizer Device Defined: Part 7
UO Overhead   #15   Unit Organizer Device Defined: Part 8
UO Overhead   #16   Unit Organizer Device Defined: Part 9
UO Overhead   #17   Unit Organizer Device Defined: Part 10

The Unit Organizer Linking Steps: CRAFT
UO Overhead   #18   Purpose of The CRAFT Linking Steps
UO Overhead   #19   The CRAFT Linking Steps
UO Overhead   #20   Understanding CRAFT

The Unit Organizer The CUE-DO-REVIEW Sequence
UO Overhead   #21   CUE-DO-REVIEW sequence

Get Ready: Preparing the Unit Organizer
UO Overhead   #22   Ready?
UO Overhead   #23   Unit Organizer Science Example: Vertebrates
UO Overhead   #24   Unit Organizer Social Studies Example: Democracy
UO Overhead   #25   Unit Organizer Language Arts Example: Short Story
UO Overhead   #26   Unit Organizer Science Example: Decimals
UO Overhead   #27   Unit Organizer Implementation Options

Either at this point or when the Linking Steps are first explained, show how one set of Unit Organizer forms have numbers indicating the suggested order in which the CRAFT Linking steps are completed. Also draw attention to the second set of Unit Organizers on which the numbers have been omitted. Teachers can use these Unit Organizer forms to determine their own sequence for constructing the Unit Organizer with students.

Get Set!: Teaching Students About the Unit Organizer
UO Overhead   #28   Set?
UO Overhead   #29   Unit Organizer Modeling Example: Cooperative Groups

Go: Ongoing Use of the Unit Organizer Routine
UO Overhead   #30   Go!
UO Overhead   #31   Implementing the Unit Organizer
UO Overhead   #32   General Use Tips
UO Overhead   #33   Presentation Checks

Win: Ensuring "The Double Win"
UO Overhead   #34   The Double Win

Blank Unit Organizer Forms
UO Overhead   #35   Blank Unit Organizer
UO Overhead   #36   Blank Expanded Unit Map

These overheads can be inserted anywhere in the training sequence to illustrate the design or use of the blank Unit Organizer. For your convenience, the overhead number has been omitted so that you can insert the appropriate overhead among the overheads. For example, if you insert one of these after Overhead #17, you can number the inserted overhead 17B.

UO Overhead Unit Organizer Page with numbers
UO Overhead Unit Organizer Page 2 with numbers
UO Overhead Unit Organizer Page 1 without numbers
UO Overhead Unit Organizer Page 2 without numbers

♦ The Unit Organizer Routine

The Content Enhancement Series

1995

**The University of Kansas
Center for Research on Learning
Lawrence, Kansas 66045**

🖌 Content Enhancement

A way of teaching an academically diverse group of students in which:

🖌 both group and individual needs are valued and met;

🖌 the integrity of the content is maintained;

🖌 critical features of the content are selected and transformed in a manner that promotes student learning; and

🖌 instruction is carried out in a partnership with students.

Guidebooks in the Content Enhancement Series

Routines to help students organize and fram(information and tasks:

> The Course Organizer Routine
> The Unit Organizer Routine
> The Survey Routine
> The Lesson Organizer Routine
> The Framing Routine

Routines to help students understand concepts and information:

> The Concept Anchoring Routine
> The Concept Mastery Routine
> The Concept Comparison Routine
> The Clarifying Routine

Routines to help students remember and respond:

> The Recall Enhancement Routine
> The Quality Assignment Routine

The Challenge

Many students have difficulty:

Relating new information to what they have experienced and learned.

Seeing the "big ideas" among the details.

Translating the "big ideas" into words, phrases, and concepts that make sense to them.

Identifying how information in a unit is structured.

Seeing the relationships between different sets of information in a unit.

Generating questions to help them focus their learning.

Projecting and managing time in order to complete tasks.

Keeping the "big ideas" and structure of a unit in mind as they progress through the unit.

Responding to the Challenge

The Unit Organizer Routine helps students to:

Relate unit content to previous and future units and to bigger course ideas.

Understand the main idea of the content through the use of a meaningful paraphrase of the "big idea" of the unit.

See the structure of the unit's content.

Focus attention on important relationships in the content of the unit.

Generate questions that relate to learning the big ideas of the unit.

Build a schedule to plan time and task completion.

Keep the "big ideas" and structure of the unit in mind as unit content is learned.

Supporting Research

✎ The Unit Organizer Routine was studied in secondary content-area classes (grades 7-12) characterized by diversity.

✎ In each study, teachers learned the Unit Organizer Routine easily and student learning gains were observed by both teachers and researchers.

✎ In each study, students gained an average of at least 10 to 20 percentage points on tests or tasks that required students to demonstrate learning. Teachers continued using the routine after the studies were completed.

✎ These results were achieved when teachers: (a) received 2-3 hours of instruction in the routine, (b) had opportunities to discuss the routine with colleagues, (c) spent the necessary time to plan and use the routine for more inclusive teaching, (d) taught students how to participate in and use the routine, and (e) used the routine regularly over time.

✎ In general, the greatest gains were seen in classes where teachers had the highest expectations for student learning and were consistent in their use of the routine over time.

Components of
The Unit Organizer Routine

The **Unit Organizer**
Teaching Device

The **CRAFT** Linking Steps

The CUE-DO-REVIEW Sequence

⚗ The **Unit Organizer**
Teaching Device

Is an visual device that:

⚗ **is used under teacher guidance**

⚗ **focuses attention on critical outcomes**

⚗ **identifies critical content features**

⚗ **prompts elaboration on critical points**

⚗ **helps make relationships concrete**

⚗ **is designed to enhance student...**
####### **...organization**
####### **...understanding**
####### **...remembering**
####### **...responses**
####### **...belief in the value of the content**

The Unit Organizer

NAME ___Elida Cordora___
DATE ___1/22___

② BIGGER PICTURE

The roots and consequences of civil unrest.

③ LAST UNIT /Experience
Growth of the Nation

① CURRENT UNIT
The Causes of the Civil War

③ NEXT UNIT /Experience
The Civil War

⑤ UNIT MAP

is about...

Sectionalism
pp. 201-236

was influenced by → Leaders across the U.S.

became greater with → Events in the U.S.

emerged because of → Differences between the areas

was based on → Areas of the U.S.

⑧ UNIT SCHEDULE

Date	Activity
1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

⑥ UNIT RELATIONSHIPS

descriptive	
compare/contrast	
cause/effect	

⑦ UNIT SELF-TEST QUESTIONS

What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

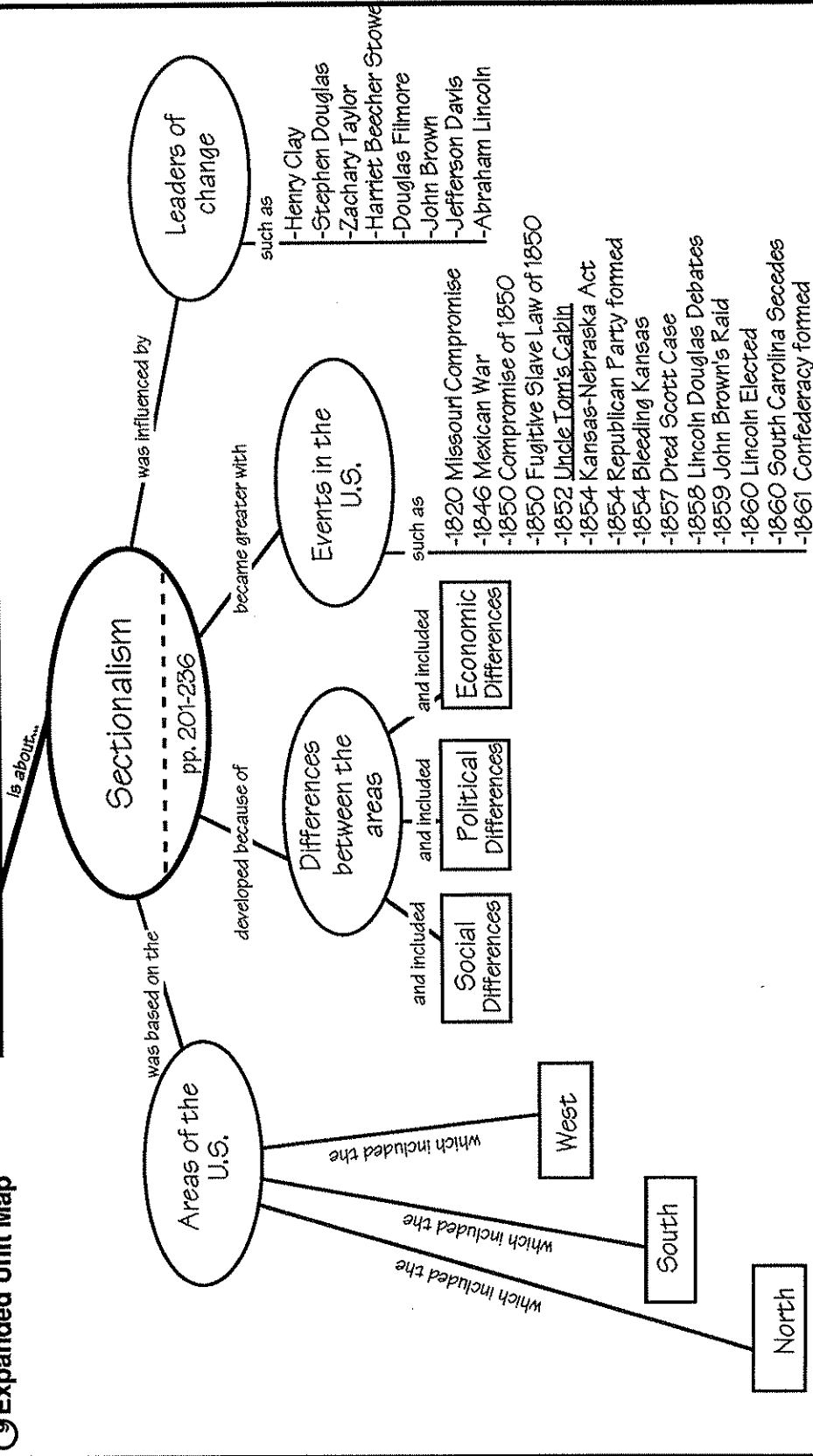What examples of sectionalism exist in the world today?

The Unit Organizer

⑨ Expanded Unit Map

The Causes of the Civil War

Sectionalism
pp. 201-236

is about...

was influenced by

Leaders of change

such as
- Henry Clay
- Stephen Douglas
- Zachary Taylor
- Harriet Beecher Stowe
- Douglas Filmore
- John Brown
- Jefferson Davis
- Abraham Lincoln

became greater with

Events in the U.S.

such as
- 1820 Missouri Compromise
- 1846 Mexican War
- 1850 Compromise of 1850
- 1850 Fugitive Slave Law of 1850
- 1852 Uncle Tom's Cabin
- 1854 Kansas-Nebraska Act
- 1854 Republican Party formed
- 1854 Bleeding Kansas
- 1857 Dred Scott Case
- 1858 Lincoln Douglas Debates
- 1859 John Brown's Raid
- 1860 Lincoln Elected
- 1860 South Carolina Secedes
- 1861 Confederacy formed

developed because of

Differences between the areas

and included → Economic Differences

and included → Political Differences

and included → Social Differences

was based on the

Areas of the U.S.

which included the → West

which included the → South

which included the → North

How did national events and leaders pull the different sections of the U.S. apart?

The Unit Organizer

NAME: Elida Cordora
DATE: 1/22

② **LAST UNIT /Experience**
Growth of the Nation

① **CURRENT UNIT**
The Causes of the Civil War

④ **BIGGER PICTURE**
The roots and consequences of civil unrest.

③ **NEXT UNIT /Experience**
The Civil War

⑤ **UNIT MAP**

is about... Sectionalism

was influenced by

was based on

Areas of the U.S.

Overlay box:

1. CURRENT UNIT
2. LAST UNIT
3. NEXT UNIT
4. BIGGER PICTURE

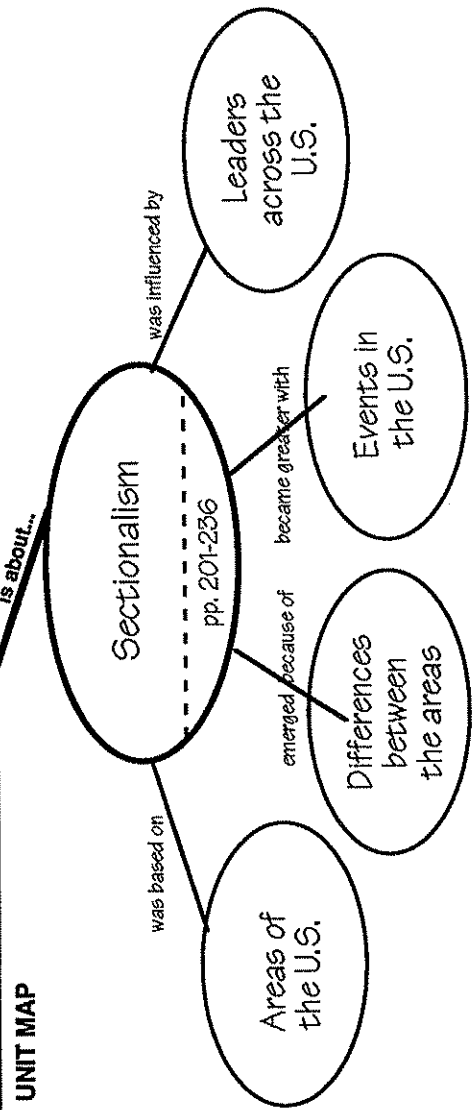Information is listed to help students see how the current unit is related to other units an to course ideas.

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⑧ **UNIT SCHEDULE**

Date	Activity
1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

⑦ **Unit Self-test Questions**

What was sectionalism as it existed in

How did the differences in the sections Civil War?

What examples of sectionalism exist in the world today?

The Unit Organizer

○ BIGGER PICTURE

⟶ The roots and consequences of civil unrest. ⟵

LAST UNIT /Experience	②	CURRENT UNIT	③	NEXT UNIT /Experience
Growth of the Nation		The Causes of the Civil War		The Civil War

④ UNIT MAP

Sectionalism pp. 201-236

is about...

was influenced by → Leaders across the U.S.

became greater with → Events in the U.S.

emerged because of → Differences between the areas

was based on → Areas of the U.S.

⑦ UNIT SCHEDULE

1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personaliti project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test

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5. UNIT MAP

A Unit Paraphrase of the big idea of the unit and a Content Map are used to show students how to think about and structure the information in the unit.

The Unit Organizer

NAME _Elida Cordora_
DATE _1/22_

② **BIGGER PICTURE**

The roots and consequences of civil unrest.

③ **LAST UNIT /Experience**
Growth of the Nation

CURRENT UNIT
The Causes of the Civil War

③ **NEXT UNIT /Experience**
The Civil War

is about....

④ **UNIT MAP**

6. UNIT RELATIONSHIPS

A list of relationships that reflect the central ideas of the unit are provided so that students can look for these relationships as the content of the unit is learned.

⑥ Unit Relationships
descriptive
compare/contrast
cause/effect

...contribute to the start of the

⑤ **UNIT SCHEDULE**

1/22	Cooperati... over pp. ?
1/28	Quiz
1/29	Cooperati... over pp. ?
	"Influenti... project d...
1/30	Quiz
2/2	Cooperati... over pp. ?
2/6	Review for ...
2/7	Review for test
2/6	Test

⑦ **Unit Self-test Questions**

What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

What examples of sectionalism exist in the world today?

The Unit Organizer

○ BIGGER PICTURE

The roots and consequences of civil unrest.

LAST UNIT /Experience	CURRENT UNIT	NEXT UNIT/Experience
Growth of the Nation	The Causes of the Civil War	The Civil War

is about...

UNIT MAP

7. UNIT SELF-TEST QUESTIONS

Questions that students can use to check understanding of the big ideas and relationships in the unit are listed.

UNIT SCHEDULE

1/22	Cooperative groups - over pp.
1/28	Qui
1/29	Coop over
	"Influ proje
1/30	Quiz
2/2	Coope over
2/6	Review for test
2/7	Review for test
2/6	Test

Unit Self-test Questions

What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

What examples of sectionalism exist in the world today?

Unit Relationships

descriptive

compare/contrast

cause/effect

The Unit Organizer

8. UNIT SCHEDULE

To help students organize task management and completion, experiences that promote learning and show students what they have learned are listed.
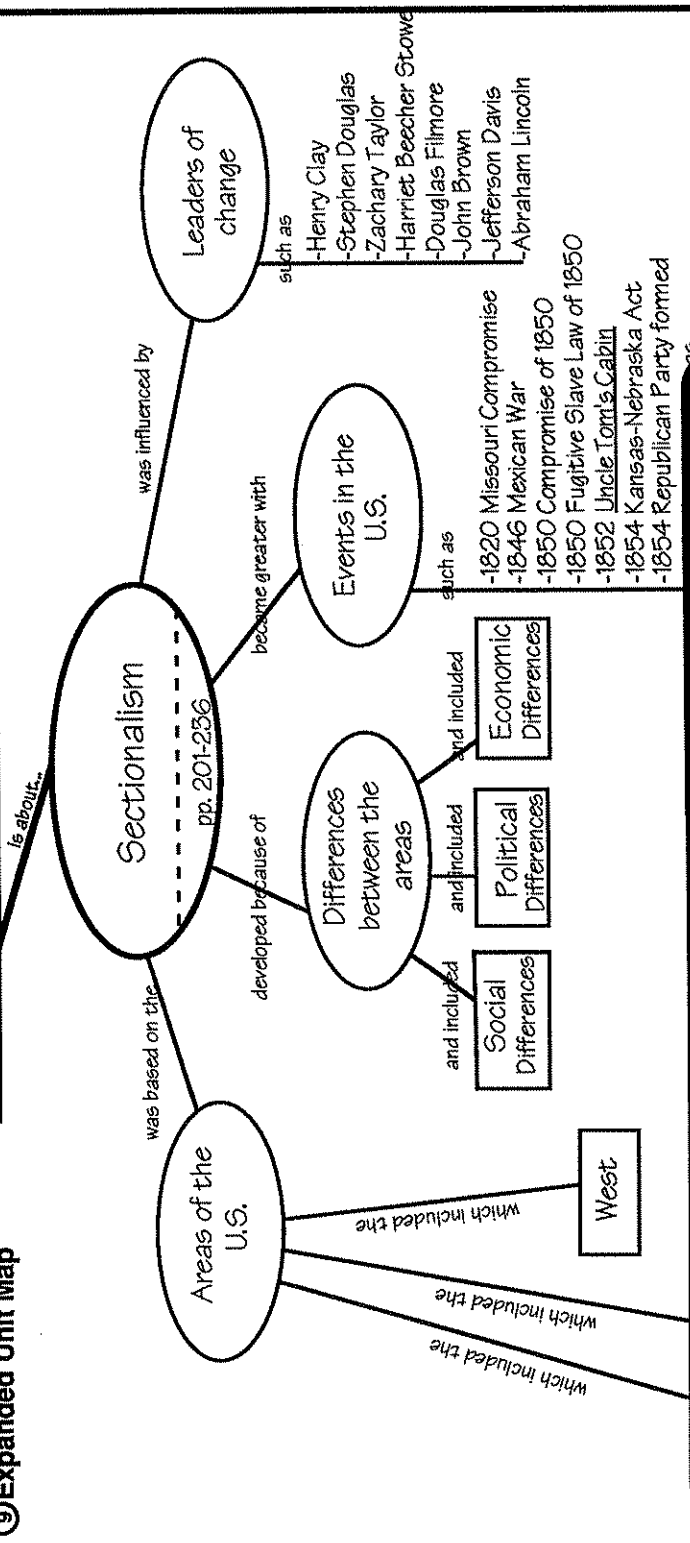
② LAST UNIT /Experience

①

⑤

⑧ UNIT SCHEDULE

Date	Activity
1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

⑥ **Unit Relationships**

descriptive
compare/contrast
cause/effect

⑦ **Unit Self-Test Questions**

...s it existed in the U.S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

What examples of sectionalism exist in the world today?

The Unit Organizer

⑨ Expanded Unit Map

NAME _Linda Cordova_
DATE _1/22_

The Causes of the Civil War

Is about...

Sectionalism
pp. 201-236

was influenced by

became greater with

developed because of

was based on the

Leaders of change

such as
- Henry Clay
- Stephen Douglas
- Zachary Taylor
- Harriet Beecher Stowe
- Douglas Filmore
- John Brown
- Jefferson Davis
- Abraham Lincoln

Events in the U.S.

such as
- 1820 Missouri Compromise
- 1846 Mexican War
- 1850 Compromise of 1850
- 1850 Fugitive Slave Law of 1850
- 1852 Uncle Tom's Cabin
- 1854 Kansas-Nebraska Act
- 1854 Republican Party formed

Differences between the areas

and included — Economic Differences

and included — Political Differences

and included — Social Differences

Areas of the U.S.

which included the — West

which included the

which included the

(partially visible text: Debates ... aid ... Secedes ... med ... New)

9. EXPANDED UNIT MAP

As the unit progresses, the basic UNIT MAP from the first page of the Unit Organizer is expanded with key summary information about the content of the unit.

The Unit Organizer

⑨ Expanded Unit Map

The Causes of the Civil War

is about...

Sectionalism

was based on the

was influenced by

...ders of ...ange

...y Clay
...hen Douglas
...nary Taylor
...iet Beecher Stowe
...glas Filmore
...n Brown
...erson Davis
...aham Lincoln

-1857 Dred Scott Case
-1858 Lincoln Douglas Debates
-1859 John Brown's Raid
-1860 Lincoln Elected
-1860 South Carolina Secedes
-1861 Confederacy formed

which Inclu...

South

North

10. NEW UNIT SELF-TEST QUESTIONS

As the unit progresses, new questions that seem important about the content of the unit are listed or old questions can be modified.

⑪ New Unit Self-test Questions

How did national events and leaders pull the different sections of the U.S. apart?

The **CRAFT** Linking Steps

Guide the teacher in ways to:

- present the Unit Organizer effectively

- involve students in constructing and using the Unit Organizer

- elicit and make connections to the prior knowledge of students

- focus student attention on learning

The **CRAFT**   Linking Steps

STEPS

① **C**reate a context

② **R**ecognize content structures

③ **A**cknowledge unit
   relationships

④ **F**rame unit questions

⑤ **T**ie content to tasks

Understanding CRAFT

CREATE A CONTEXT

Explore how the information in this unit fits with previous, future, and bigger learning

RECOGNIZE CONTENT STRUCTURES

Identify how to think about and structure the information to be learned in the unit.

ACKNOWLEDGE UNIT RELATIONSHIPS

Explore relationships that are or might be important in the unit.

FRAME UNIT QUESTIONS

Generate and discuss the types of questions that reflect what the unit is really about.

TIE CONTENT TO TASKS

Identify a schedule of tasks to be completed and how these tasks connect to learning the content.

The CUE-DO-REVIEW Sequence

The overall instructional process that guides use of the Unit Organizer and CRAFT Linking Steps.

This instructional process involves:

CUE The teacher announces the Unit Organizer and explains its use.

DO The teacher and class collaboratively construct the Unit Organizer device using the CRAFT Linking Steps such that the content is connected or "linked" to the needs and goals of students.

REVIEW Information presented in the Unit Organizer is reviewed and confirmed.

Ready?

Decide when to use the routine.

Collect needed materials.

Construct a draft.
Enter the name of the Current Unit.
Enter the name of the Last Unit.
Enter the name of the Next Unit.
Identify the Bigger Picture.
Draft the Unit Map.

> Develop the Unit Paraphrase
> Develop the Content Map
> ☆*keep it simple*
> ☆*keep it to seven or fewer parts*
> ☆*place line labels*

Enter the Unit Relationships.
Enter the Unit Self-test Questions.
Create the Unit Schedule.
Prepare the Expanded Unit Map.
Enter New Unit Self-test Questions.

Prepare Presentation Notes

The Unit Organizer

NAME Sharra Ti

DATE 4/1

② LAST UNIT /Experience

Invertebrates

④ BIGGER PICTURE

The Animal Kingdom

CURRENT UNIT

Vertebrates

③ NEXT UNIT /Experience

Ecology

Interrelationships

① ⑤ UNIT MAP

is about...

the most advanced and intelligent animals on the earth
pp. 427-482

such as the — mammals

such as the — birds

such as the — reptiles

such as the — amphibians

such as the — fishes

⑥ UNIT RELATIONSHIPS

explanation

compare/contrast

⑧ UNIT SCHEDULE

Date	Activity
4/1	Introduce vertebrates
4/4	Fish/Amphibian of choice report due
4/5	Fish/Amphibian quiz
4/10	Reptile quiz
4/12	Trip to natural history museum
4/15	Trip report due
4/16	Bird/Mammal quiz
4/17	Lab report due
4/18	Review
4/19	Test

⑦ UNIT SELF-TEST QUESTIONS

What are the basic differences among the major groups of vertebrates?

In what ways is life on land more difficult than life in water?

What is mean by cold blooded and warm blooded?

Which of the major groups of vertebrates is the most successful group? Why?

The Unit Organizer

② ④ BIGGER PICTURE

Forms of Government

② LAST UNIT /Experience
Monarchy

CURRENT UNIT
Democracy

③ NEXT UNIT/Experience
Socialism

⑤ UNIT MAP

Is about...

equal say
pp. 54-72

and can be a → direct democracy
such as → Ancient Athens, Greece

or

and can be a → indirect democracy
such as → United States of America

⑥ UNIT RELATIONSHIPS

contrast

advantages/ disadvantages

hierarchy

⑧ UNIT SCHEDULE

Date	Activity
10/1	Unit Introduction.
10/2	Vocabulary quiz
10/4	Reports due on democracy in schools
10/5	Quiz on direct democracy
10/9	Diagram on Congress due
10/11	Parent interviews due
10/11	Test review
10/12	Test
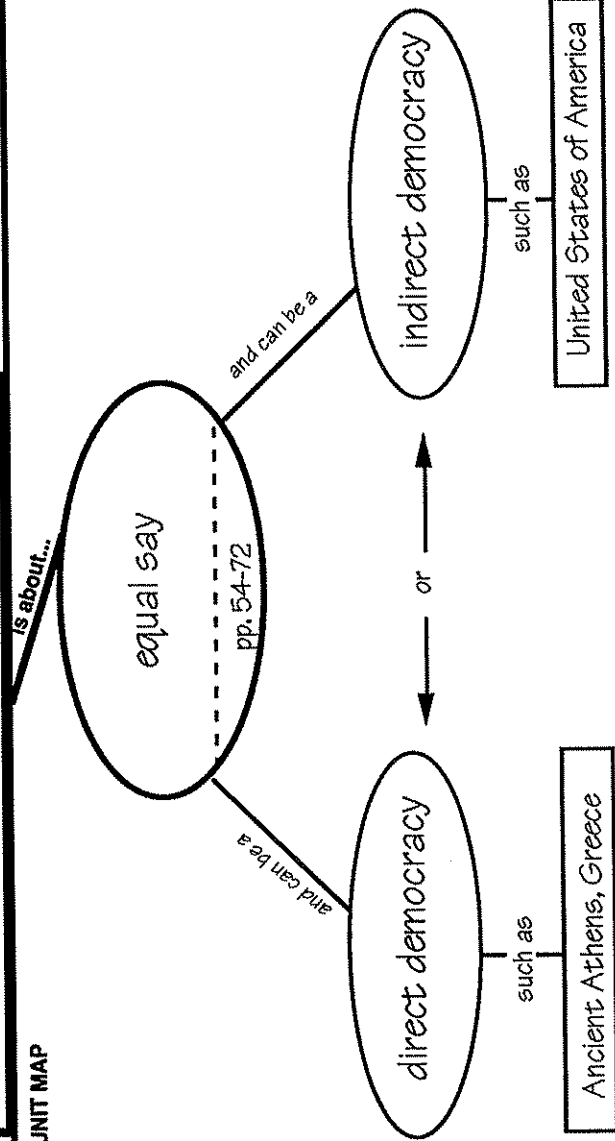
⑦ UNIT SELF-TEST QUESTIONS

How are direct and indirect democracies different?

What are the advantages and disadvantages of living in an indirect democracy?

How is indirect democracy organized in the United States?

How is political power and responsibility organized in the United States?

The Unit Organizer

④ BIGGER PICTURE

Basic Math Idea and Skills

③ LAST UNIT /Experience
Addition and Subtraction

CURRENT UNIT
Working with Decimals

③ NEXT UNIT /Experience
Measurement

Using Math Skills

⑤ UNIT MAP

is about...

Expressing number values in relation to "10"
pp. 54-72

with — percents

with — fractions

by — rounding

through — word names

⑥ UNIT RELATIONSHIPS

Steps		
Pros and Cons		

⑧ UNIT SCHEDULE

11/5	Problems on p. 54.
11/6	Problems on pp. 55-57
11/8	Quiz on names and rounding
11/9	Class demonstrations
11/10	Problems on pp. 59-61
11/11	Problems on pp. 63-65
11/12	Conversion quiz
11/13	Problems on pp. 67-69
11/14	Problems on pp. 70-71
11/15	Class demos and review
11/16	Test

⑦ UNIT SELF-TEST QUESTIONS

How can rounding help us solve problems?

How do you change a fraction into a decimal? (Now, show me!)

How do you change a percent into a decimal? (Now, show me!)

The Unit Organizer

NAME _Sharra Ti_
DATE _9/18_

② LAST UNIT /Experience	④ BIGGER PICTURE	③ NEXT UNIT /Experience
Quality Writing	Types of Literature	Drama

CURRENT UNIT
① The Short Story

is about...

⑤ UNIT MAP

learning about the world through brief tales that can be read in one sitting
pp.1-221

by following → plot
by analyzing → character
by defining → point of view
by exploring → setting
by identifying → theme

⑥ UNIT RELATIONSHIPS

cause/effect

problem/solution
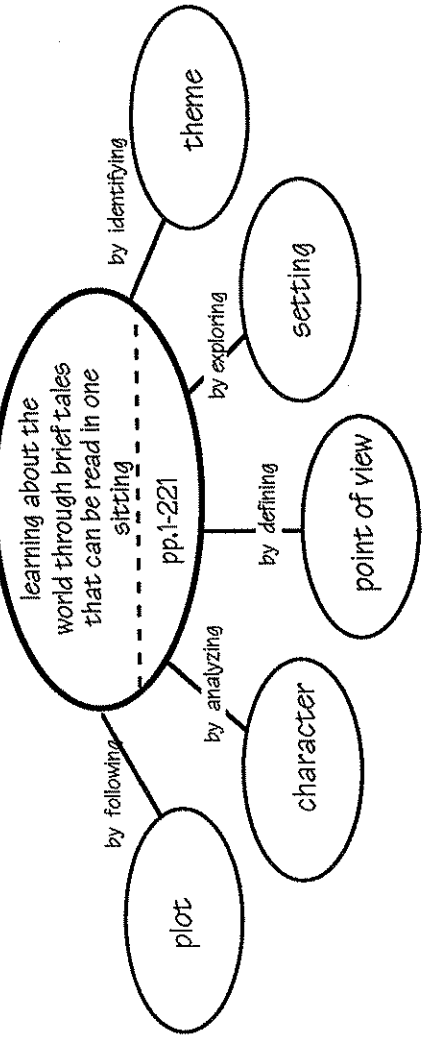
⑧ UNIT SCHEDULE

9/19	Concept Anchoring
9/20	Quiz on reading strategies
9/27	Portfolio presentation
10/1	Quiz on Plot/Character
10/5	Film on Point of View
10/8	Project due
10/12	Point of View assignment
10/15	Portfolio presentation
10/21	Quiz on Setting/theme
10/24	Short story due
10/25	Review
10/27	Short story analysis Due

⑦ UNIT SELF-TEST QUESTIONS

What makes a good short story?

How do short stories help us learn and think about the world?

How do you write a short story?

Unit Organizer
Implementation Options

1. A blank Unit Organizer form on an
    overhead or chalkboard is used and the
    unit framework is built from scratch;
    students construct their own organizer
    on blank paper.

2. Blank Unit Organizer forms are
    distributed to students and they build a
    unit framework as the teacher guides the
    class using a Unit Organizer form on an
    overhead or chalkboard.

3. Partially completed Unit Organizer forms
    are distributed to students; the teacher
    and students add additional information
    as the Unit Organizer is created.

Set?

How to choose material.

How to introduce Unit Organizers.

8   Describe how you will <u>CUE</u> their use of Unit Organizers.

8   Describe and model how you will <u>DO</u> the routine.

8   Explain how you will <u>REVIEW</u> the information with the Unit Organizer.

How to Debrief.

The Unit Organizer

NAME _____ Ben Goodloner _____
DATE _____ 9/6 _____

④ BIGGER PICTURE

Creating a learning community

① LAST UNIT /Experience	CURRENT UNIT	③	NEXT UNIT /Experience
Course Organizer	② Cooperative Learning Group Work		Peer Tutoring

⑤ UNIT MAP

Is about...

working together so that everyone wins — no text

- through the use of → Cooperative Strategies
- by successfully using → Basic Social Skills
- by following → Principles and Rules

⑧ UNIT SCHEDULE

Date	Activity
9/6	Introduce unit
9/7	Quiz over cooperation rules
9/8	Role play evaluations
9/11	Group work evaluations
9/14	Group reports due
9/16	Individual reports due
4/18	Review
4/19	Cooperation Reports

⑥ UNIT RELATIONSHIPS

explanation	
steps	
compare/contrast	
cause /effect	

⑦ UNIT SELF-TEST QUESTIONS

What makes a Cooperative Group successful?

How do basic skills help a Cooperative Group to be successful?

What are the rights and responsibilities of group members during cooperative group work?

How does cooperative group work compare with individual work?

Go!

Specific "CRAFT" Guidelines for:

"Launching the Unit"

"Floating the Unit"

"Tying Up the Unit"

General Use Guidelines:

Use the routine explicitly.

Be creative

Beware of pitfalls.

Evaluate your use of the routine.

Implementing the Unit Organizer Routine

	Launching the Unit	Floating the Unit	Tying Up the Unit
GOAL	The new unit is introduced to students using the Unit Organizer Routine.	Attention is drawn to unit ideas as each unit section is completed or introduced.	The Unit Organizer is used to review unit content and promote student confidence.
C	The CURRENT UNIT is related to the LAST UNIT, the NEXT UNIT, and a BIGGER IDEA in the course.	Each unit section is reviewed and in conjunction with the UNIT MAP.	The UNIT MAP, the EXPANDED UNIT MAP, and relationships to other units and ideas are reviewed.
R	The UNIT MAP is revealed through a Unit Paraphrase and a Content Map.	Key information is added to the EXPANDED UNIT MAP as part of section review or introduction	Students construct personal unit maps without looking at the Unit Organizer and then check accuracy.
A	The UNIT MAP is explored and UNIT RELATIONSHIPS are identified.	UNIT RELATIONSHIPS are confirmed and highlighted on the EXPANDED UNIT MAP.	Students explain, edit, and revise personal content maps with others.
F	UNIT QUESTIONS reflecting central ideas of the unit are constructed.	UNIT QUESTIONS are answered and answers to previously answered questions are improved.	Students answer the UNIT QUESTIONS and generate new self-test questions.
T	The UNIT SCHEDULE is constructed and explained.	Status of task progress, completion, and student satisfaction wit learning is checked.	Class discusses how unit task promoted learning and how learning could have been improved.

General Use Tips

☆   Use fine or extra-fine tip overhead transparency pens to add information to Unit Organizers during presentations.

☆   Vary the colors in the construction of the Unit Map to distinguish parts or levels.

☆   Construct the Expanded Unit Map using different geometric shapes to distinguish levels of information. For example, circles can represent the first level, squares can represent the second level, and triangles can represent the third level.

☆   For more complex Unit Maps and Expanded Unit Maps, draw empty geometric shapes on a blank Unit Organizer and make copies for students. As the Unit Organizer is completed, simply help students fill in the geometric shapes with appropriate unit content.

☆   Once some students learn how to use the Unit Organizer, they will want to use it in other classes. To encourage students to independently use the Unit Organizer in your class or other classes, have a stack of blank Unit Organizers available.

Presentation Checks

👁 Large enough to see from the back of the class?

👁 Words, symbols, and lines legible?

👁 Relationships clearly depicted?

👁 Ideas presented concisely and meaningfully?

👁 Ideas adequately separated with space and symbols?

👁 Students could read and explain the parts?

👁 Ideas adequately separated with space?

👁 All words and labels were read?

👁 Pointed to the important parts of the visual?

👁 Cued students to take notes around the Unit Organizer?

👁 Made complete statements about each Unit Organizer part?

👁 Explained the relationships shown in the content map?

The Double Win!

STUDENTS WIN!
Are students learning what they are
supposed to be learning?
Are students personally satisfied
with what and how they are
learning?
Do students' grades reflect what they
have really learned?

YOU WIN!
Select a "growth target."
Choose a way to learn.
Choose a support system.
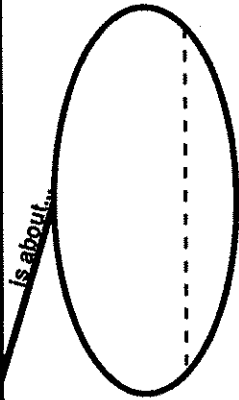Plan for confidence building.
Debug.
Maximize the challenge.
Take ownership of the routine.

The Unit Organizer

NAME————
DATE————

③ Expanded Unit Map

is about...

New ④
Unit
Selftest
Questions

The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

② LAST UNIT

③ NEXT UNIT
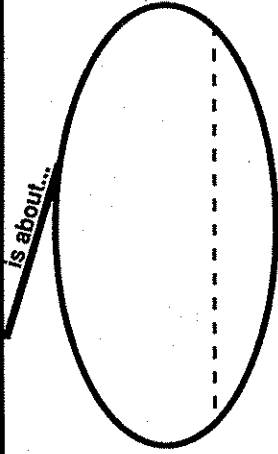
CURRENT UNIT

is about...

①

⑤ UNIT MAP

⑥ Unit Relationships

⑧ UNIT SCHEDULE

⑦ Unit Self-Test Questions :

The Unit Organizer

9 Expanded Unit Map

is about...

New
Unit
Selftest
Questions
10