**Part I & Part II Assignments**

Electronic version available at: http://www.uni.edu/ceee/education/waste-reduction-education/miniunit-format. The mini-unit must include the items listed below.

**PART I & PART II Assignment
Part I Deadline: July 9**

Name:

Grade Level:

Subject:

School:Projected dates the mini-unit will be taught:

Name, position and school of the teacher/
administrator who gave input on this draft unit:

**Workshop Challenge:** Construct your unit to help you meet at least one essential skill your students must acquire from the Iowa Core, and look for ways to make your students think critically.

**1) List what you want your students to know or do as a result of the mini-unit. Limit this to one to three outcomes/essential skills. Include at least one essential skill. (For access to essential skills, go to** <http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602>**.)***Example: My students will: 1) Understand current social issues to determine how the individual is able to formulate opinions and respond to those issues (Social Studies/Behavioral Sciences/6-8 essential skill.); 2) Understand and apply knowledge to the social and personal implications of environmental issues (Science/Life Science/6-8); 3) Understand that waste reduction is preferable to recycling.*

(Insert text here.)

**2) Design your mini-unit to meet the outcomes/essential skills listed above.**

**Mini-unit plan (daily activities)**

* Complete your mini-unit plan, below, for as many days as you anticipate your unit will last, with a minimum of 5 days.
* Clearly state what new-to-you resources introduced through the *The Way We Live* workshop will be used in your mini-unit. Resources include DVDs, textbooks, books, lessons, websites, etc. **You must use at least two of the newly introduced resources**.
* Describe the formative assessments you will include in your plan to assess whether students are learning what you want them to know or do.

**Day 1 Daily Activities and Resources to be used:** (Insert text here and follow the same format for the following days.)

**Formative assessments (how teacher will monitor whether the students are learning what teacher wants them to know or do) will include:**  (Insert text here and follow the same format for the following days.)

***PART II: COMPLETE AFTER DAY 1:
Day 1 Reflection: What worked? What would you do differently next time?*** (Insert text here and follow the same format for the following days.)

**Day 2 Daily Activities and Resources to be used:**

**Formative assessments will include:**

***PART II: COMPLETE AFTER DAY 2:
Day 2 Reflection: What worked? What would you do differently next time?***

**Day 3 Daily Activities and Resources to be used:**

**Formative assessments will include:**

***PART II: COMPLETE AFTER DAY 3:
Day 3 Reflection: What worked? What would you do differently next time?***

**Day 4 Daily Activities and Resources to be used:**

**Formative assessments will include:**

***PART II: COMPLETE AFTER DAY 4:
Day 4 Reflection: What worked? What would you do differently next time?***

**Day 5 Daily Activities and Resources to be used:**

**Formative assessments will include:**

***PART II: COMPLETE AFTER DAY 5:
Day 5 Reflection: What worked? What would you do differently next time?***

 **PART II: Reflection**

 **Deadline: November 9**

1. What changes did you make on your mini-unit, either before or during the teaching of the unit?
2. Refer to Part I, Question 1: By the end of the unit, did your students **know what you wanted them to know, or do what you wanted them to do? Explain.**
3. **Did the unit fit the goals and objectives of your class? Yes No Please explain.**

***Optional:*** Include a copy of **one to three samples** of completed student assignments, one-three teacher-generated handouts, and/or other materials that could be shared with future participants in the *The Way We Live* workshop.