The **Final Class Project** is a cumulative effort combining your previous work into one capstone product. For the following exercise we will assume you have taught at least one other previous Unit with a class. Data has been collected and analyzed from the previous work of students (from the previous Unit you taught), and from your findings you are generating or modifying the next sequential unit (e.g., you just taught a unit on *cell structure*, and after collecting and analyzing students strengths and weaknesses you are modifying your next unit on *energy in cells*) The final product should focus on designing a unit plan which is based on:

- **Standards** that are representative of requirements of the state (MD, VA or DC) and Local School System (where appropriate)
- Include a component that helps support the focus of your **schools "mission**" this year (e.g., our mock school was focusing on math)
- Pull together information based on *Backward Design , or* ***Teaching for Understanding*** *(*e.g., What standards will you be addressing? What do you want students to remember later on? What activities can help them better understand this and also what activities will help make the connection so they can also answer "test" assessments correctly)
- Include a **variety of assessments and assessment types**
- Include multiple level of activities to allow for **multiple learning styles**
- Include **rubrics** beforehand (for projects)that students can see to better understand what their final product should include
- Include a **variety of classroom activities** that not only accommodate multiple learning styles but should also accommodate individual learners that you have "tagged" through data analysis (e.g., do more of your learners have trouble comprehending? Perhaps listening is not their forte. Use of visual organizers and pictures might help. IEP's and/or students who need individualized strategies could also be tagged).

A completed Unit Plan will contain the following components:

1. MSDE/DCPS **Unit**[1] plan or equivalent.
2. Individualized **lesson plan**(s) strategies based on data analysis. Each lesson plan component should include: a) how it supports the overall mission of the school, b) what standards are being addresses, c) TfU and the 5 E's framework, d) assessments to measure knowledge/skills gained, e) rubrics (if appropriate) for the assessment(s), f) how you will address different learning styles and g) specific modifications that the lesson has based on data analysis of students previous work.
3. Assessments with accompanying rubrics (or at minimum at least one assessment and one rubric)
4. A spreadsheet (Excel type format or similar) that combines in some form -- a way of including what activities are representative of different MSDE/DCPS standards and students learning styles/weaknesses/strengths and other demographics
5. An example of past and/or present class/student data in an Excel format (or similar) analyzing at minimum one or two areas of interest that you will use to strengthen your next Unit (in this case the Unit you are planning for)

[1] A Unit should require a minimum of 3-4 weeks of instructional time and consist of a series of "modules" and/or lesson plans that teach concepts relating to a broad content topic. Each module and/or lesson plan should include the 5 E's framework (Engagement, Exploration, Explanation, Extension and Evaluation)