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| **Unit Overview and Learning Goals** | |
| **Course: Grade: Unit Name/Number: Dates/Weeks:** | |
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| **Focus/Power**  **Standard(s)** | **Key Learning Goals: Skills and Understandings** |
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| **College/Career Readiness Skills** | **How are these skills taught and assessed within the unit?** |
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| **Essential Questions and Key Understandings** |
| Year-long Essential Question:  Unit-level Essential Questions:  Key Understandings: |

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| **Performance Tasks** |
| Through which authentic performance tasks will students demonstrate mastery? By which criteria will students be judged? |
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| **RESOURCES:**  Differentiation  ELD/SPED/  GT/504/Other  [Planning for Multilingual Learners](https://drive.google.com/file/d/14fnhECsjIPKccmMaIq38q9TlPG8dX8Ma/view?usp=sharing) | Which unit **vocabulary** is key to understanding the unit?Has the most transfer to other subjects?  [Marzano’s Grade Level Vocabulary by Content](https://drive.google.com/file/d/1uh2gQsHnyoBuJqlxfKJa3CQrD17fIj_Q/view?usp=sharing)  [Vocabulary for students with disabilities](https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities) | What **funds of knowledge** do my students bring to the table? How can students tap into those as resources in ways that affirm identity?  [Engaging Background Knowledge](https://www.colorincolorado.org/role-background-knowledge)  [Activating prior knowledge in students with disabilities](https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p09/) | What is the dominant [**language function**](https://drive.google.com/drive/folders/1c8qAJqRMFjwERYwt-zeOnUogyfK9ygDh?usp=sharing)? ([Explain/Describe,](https://drive.google.com/file/d/1Q6kUZbECw4W3aTTzzWOwaODokCZ1Qvld/view?usp=sharing) [Opinion](https://drive.google.com/file/d/1G64nNAtUW7GMX4puWB8v1n5eIAt-fGCu/view?usp=sharing), [Sequence](https://drive.google.com/file/d/1QkaydT22XetKWRgnHzvLwxCEGc8bfmNN/view?usp=sharing), [Cause/Effect](https://drive.google.com/file/d/1OI6OJhdmGzxAE-en-EDwsHYwn4jn_NVR/view?usp=sharing), [Compare/Contrast](https://drive.google.com/file/d/1TrglUpTr1YJLpBrEFNC4zBeYh33NWewS/view?usp=sharing))  What **language forms support the function?** What **language forms** do my students need to utilize these skills?  Word/Phrase, Sentence, Discourse level) [Examples](https://drive.google.com/file/d/16BmLdMCjCYASAM2HclPwfhcS1Mayp79b/view?usp=sharing)  How are the ideas organized? What elements create cohesion?  Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?  Create **sentence frames** using identified functional words/phrases | Which strategies will I use to help students understand and utilize language?  **Strategies:**  [ColorinColorado Best Practices](https://www.colorincolorado.org/ell-strategies-best-practices) |  [CAL/EXCELL Go to Strategies](https://drive.google.com/file/d/149dRsvjjgPZzQ9tp5cq1Gk4CsDQPlQ5n/view?usp=sharing) |  [Structured Talk Resources](https://drive.google.com/drive/folders/1wz88C9adjz1nISaC3N-ePe1dxDrA7rk2?usp=sharing) | [Teaching Vocabulary](https://www.colorincolorado.org/teaching-vocabulary) |  [Marzano’s 6 Steps](https://drive.google.com/file/d/1h5KwudlTsGTPt8F5BCGHOXWgptLjPA8S/view?usp=sharing) | Are the resources I have chosen within the [Zone of Proximal Developmen](https://www.colorincolorado.org/faq/what-scaffolding-and-how-does-it-help-ells)t for Multilingual Learners?  Use supports/scaffolds and differentiated reading to support comprehensible input  [WIDA List of Supports](https://drive.google.com/file/d/1C6jAIbRUBb858cD4RXWu4eqMYxy_vvGS/view?usp=sharing)  [Scaffolding Reading](https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/) | Use [WIDA Can Do Key Uses](https://drive.google.com/drive/folders/1q1yWilU8WgloS1XwGsN_qSScc8jtqJxe?usp=sharing) to inform **linguistic expectations** at each level and guide **differentiation**. |

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| **Model Proficient Response:** *What do you expect students to say or write?* (([Explain/Describe,](https://drive.google.com/file/d/1Q6kUZbECw4W3aTTzzWOwaODokCZ1Qvld/view?usp=sharing) [Opinion](https://drive.google.com/file/d/1G64nNAtUW7GMX4puWB8v1n5eIAt-fGCu/view?usp=sharing), [Sequence](https://drive.google.com/file/d/1QkaydT22XetKWRgnHzvLwxCEGc8bfmNN/view?usp=sharing), [Cause/Effect](https://drive.google.com/file/d/1OI6OJhdmGzxAE-en-EDwsHYwn4jn_NVR/view?usp=sharing), [Compare/Contrast](https://drive.google.com/file/d/1TrglUpTr1YJLpBrEFNC4zBeYh33NWewS/view?usp=sharing)) | |
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| **Assessment Differentiation/Accommodation** |  |

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| **Language** | | | |
| **Background Knowledge Activities** | **Language Functions** | **Language Form** | **Student Interaction** |
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| **Support for Exceptional Students** | | |
| **Supports for Language Learners** | **Support for Students with Disabilities and Students in Need of Intervention** | **Support for Gifted Learners** |
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| **Key Vocabulary Terms** | |
| **Term:** | **Learning Plan:** |
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| **Pacing Guide** | | | | | |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ***Week 1*** | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ***Week 2*** | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ***Week 3*** | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ***Week 4*** | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| ***Week 5*** | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources | Standard  Objective  Key Resources |

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| **Supplementary Resources and Activities** | | | |
| Title or Activity | Author | Purpose | Suggested Place in the Unit |
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