



Please include the following items when writing a new unit of study.

Unit Plan Checklist:

Overview: A brief description and a summary of the goals and outcomes of this unit.

- ❑ **Big Ideas:** This refers to transferable concepts, principles, and theories that should serve as the focal point of a unit. Big ideas help connect the discrete facts and skills. They can be connected by concepts, themes, issues, debates, paradox, process, an authentic problem, a theory, an underlying assumption or differing perspectives.
- ❑ **Essential Questions:** These reflect the most historically important issues, problems, and debates in a field of study. They are opened-ended with no single, correct answer. They are meant to stimulate inquiry, debate, and further questions, and can be reexamined over time. Additionally, they are designed to be thought provoking to students, engaging them in sustained and focused inquiries.
- ❑ **Standards:** Use the appropriate standards for your content. This includes the Common Core (Reading and Writing) *Literacy Standards for Science, SS/History and Technical Subjects*.
- ❑ **Learning Targets:** these can refer to what the student is going to learn by the end of the lesson or unit. They are stated in student-friendly language.

Assessments:

- ❑ **Formative Assessments:** Ongoing assessments that provide information to guide teaching and learning for improving learning and performance
- ❑ **Summative Assessments:** A task that requires students' knowledge and skills to reveal proficiency at the end of the unit of study

Vocabulary:

- ❑ **Tier II words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts. Tier Two words often represent subtle or precise ways to say relatively simple things. Because Tier Two words are found across many types of texts, they are highly generalizable.
- ❑ **Tier III words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers, they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded.

Instructional tools:

- ❑ **Protocols/Strategies:** These are processing strategies that help students build a skill. For instance, many strategies provide a structure in that will help students think, reflect, and work together effectively. These strategies should be aligned with the learning outcomes (standards).
- ❑ **Materials, Resources and Text Sets:** These include all materials you will need to teach this unit. The text sets should include a range of complex texts.

** Resources to guide planning may be found on our website: <https://www.bataviacsd.org/domain/59>