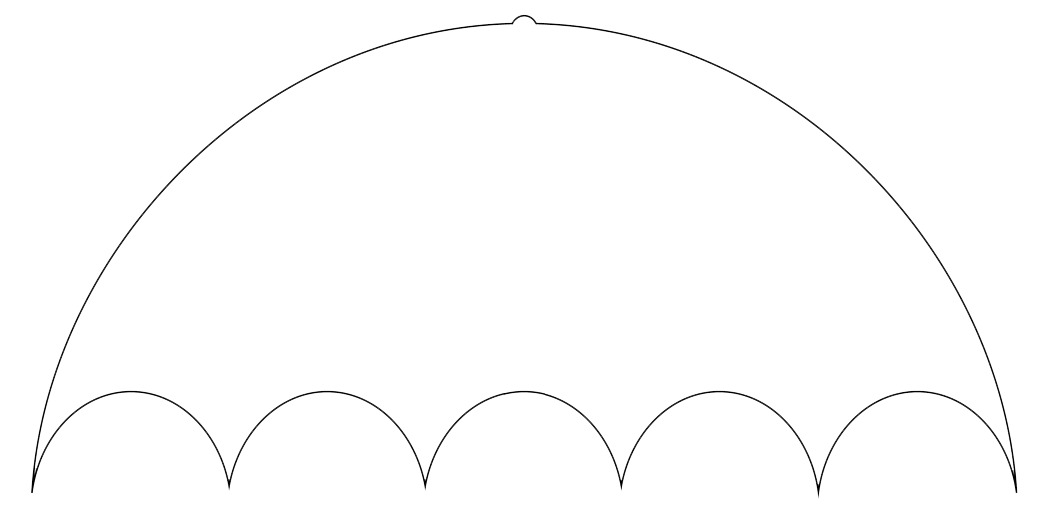
**UNIT SEGMENT OVERVIEW**

|  |  |
| --- | --- |
| Unit Title: | |
| Developed By: | |
| Grade: | Length/Time: |



Enduring Understanding(s):

Essential Questions:

|  |
| --- |
| Key Planning Considerations |
| Central Focus:  *What is the big idea of the entire learning segment?* |
| Essential Literacy Strategy:  *The specific strategy for comprehending or composing text that you will teach across your learning segment.* |
| Pre-assessment:  *What assessment data/knowledge of students’ personal, cultural or community assets do you have to justify what you are teaching?* |
| Academic Language  *The language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways.* |
| Language Demands  *Language demands include vocabulary, language functions, discourse and syntax and should be considered as you plan to support student learning of content.*  Language Function:  *The content and language focus of the learning task, represented by the active verbs within the learning outcomes*  Vocabulary:  *Words/phrases from the discipline, general academic vocabulary used across disciplines, and subject-specific words*  Syntax:  *The conventions for organizing symbols, words and phrases together into structures (sentences, graphs, tables)*  Discourse:  *How members of the discipline talk, write and participate in knowledge construction* |
| Desired Results |
| Targeted Standards:  *Include only standards that will be assessed. If partial standards will be addressed, include only the parts that are relevant. The standards must address the essential literacy strategy and skills for comprehending or composing text.* |
| Objectives for the Lessons:  *Include objectives for concepts and skills.* |
| Assessment |
| Unit Segment Assessments:  *List and describe the assessments you will use to allow students to evaluate student learning. What will students DO to demonstrate their learning?* |
| Evaluation Criteria:  *What criteria will you use to assess student performance? Attach your checklist, rubric, answer key, etc., or explain the criteria.* |
| Learning Plan |
| Instructional Strategies and Learning Tasks:  *Provide a clear description of the sequence of learning tasks/activities over the course of your 3-5 lesson plan sequence. Describe specifically how the lessons will build on each other. How will you equip the students with the skills and knowledge needed to explore and practice the learning objectives and literacy strategy? How will you get students to reflect and self-evaluate their skills? How will you guide them in rehearsing, revising, and refining their work? When will you include whole group instruction, guided and independent practice in the learning segment?* |
| Instructional Supports:  *What planned instructional supports will you use to help students understand, develop, and use the language demands? How will you differentiate instruction to meet the varied student learning needs including students with IEPs/504 Plans? How will you support English Language Learners or dialect speakers?* |