Unit/Module Overview

| Title | **Title of the unit** |
| --- | --- |
| Length of Unit | Number of weeks, class periods and/or minutes for the unit of instruction |
| Unit Description |  |
| Compelling Question | What will students discover? What question will they answer by the end of the unit of instruction?  This supports that vision of critical thinking and analysis. |
| Relevance | How will this unit connect to your students?  Why will students care about this? |
| What is the problem I am trying to solve or perspective I am trying to change? What do I want students to understand? What ideas do I want students to explore? | This could be an answer to our compelling question (see below).  *Eg: Compelling question - What does it mean to be successful? What role does failure play in success?*  *Students will consider the factors that contribute to success and identify examples of what success looks like in order to decide what they believe constitutes success.*  *Other examples of compelling questions include: How can a single decision change your life? How do perceptions influence peoples’ lives?* |
| Content competencies/ Concepts  *What are the priority key performance indicators for this unit of instruction?*  *(green = major, blue = supporting)* | Competencies and Key Performance Indicators would be listed here. |
| Illinois Learning Standards Addressed |  |
| Essential skills process competencies | Check All That Apply:   |  | Growth Mindset |  | Collaboration with Others | | --- | --- | --- | --- | |  | Agency |  | Self Reflection | |  | Work and Time Management | | |   This would be where we would have the process skills & competencies (see page 11 of the policies document), including: Cultural competence, persistence, technology use, time management, dependability, conflict resolution, etc. |
| Metacognition Process Competencies | How will students reflect on and think about their own thinking (metacognition) in this unit of instruction?  Check All That Apply:   |  | Planning and Monitoring | Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills. | | --- | --- | --- | |  | Self-Reflection | Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes. | |  | Transfer | Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts  beyond the English language arts classroom. |   During this unit of instruction, students will engage in metacognitive process competencies in the following ways (check all that apply):   |  | Journaling/Learning Log |  | Focus Groups | | --- | --- | --- | --- | |  | Whole-Class Discussion |  | Small Group Discussion (Fishbowl, Socratic, etc) | |  | Surveys |  | Group Progress Log | |  | Other: | | | |
| Text set  ***Link in the texts that you will use*** | Open source texts may be linked here. Texts not limited to print, may also include podcasts, speeches, video clips, posters, propaganda, photos, drawing, graphs, etc. Texts should work cohesive together to support the theme or compelling question that students are investigating.  Text should build knowledge throughout the unit of instruction.  Choice is an important factor to consider for students |
| Summative Evidence of Learning | The final product. What will students create or do to show an understanding of the competencies in this unit?  Often, this responds to the compelling question and students build their knowledge, skills, and thinking over the course of the unit for this final piece.  Writing is a hallmark component of this course. |
| Formative Evidence of Learning | How will students exhibit their learning? What formative assessments will the teacher use to check in with students about their progress *(eg. reading journals, text annotation, class discussion, graphic organizers, peer feedback, culminating project/assignment)* |
| Student Voice and Choice | How are students demonstrating voice and choice in this unit of instruction? |
| \*Community Engagement | Optional piece for community engagement (guest speaker, site visits, publishing and sharing the work, etc.) |
| Suggested Unit Pacing & Benchmarks | Texts, activities, benchmarks, etc. will go here AFTER the instructional plan has been determined (see sections below). Due date or dates would be the day number in the unit of instruction (day 9, Day 12, etc.) All activities should point to the culminating task.   | Unit Components | Due Date | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | **Summative Evidence of Learning** |  | |

Learning Plan

Learning plan cannot be developed until the section above has been framed.

**Learning Segment 1 *Unit divided into learning segments and NOT daily lessons. These learning segments may take several days to complete.***

**Recommended Length of Time: *Number of class periods. Recommend basing on 45 minute class periods. If a multiday learning segment, please calculate the number of minutes.***

| **Planning Components** |  | | | | |
| --- | --- | --- | --- | --- | --- |
| **Coherence**  *How does this learning segment prepare students for future learning segments?* |  | | | | |
| **Component of Project**  *Which component of the learning are you working on?* | **How does this learning segment build to the culminating task?** | | | | |
| **Competency/Skill/**  **Concept** | Competencies and Key Performance indicators (identified for the unit & listed above) that are specific to THIS LEARNING SEGMENT. | | | | |
| **Activities** | What will students be completing during class? Aim for 20 minutes or less of direct instruction. | | | | |
| **Check for Understandings** | What are your formative assessments in this learning segment? How will they demonstrate what they’ve learned? How will feedback be provided? | | | | |
| **Resource(s)**  *Link in Resources that you will use.* |  | | | | |

**Learning Segment 2**

**Recommended Length of Time:**

| **Planning Components** |  | | | | |
| --- | --- | --- | --- | --- | --- |
| **Coherence**  *How does this learning segment link to the previous segment?*  *How does this learning segment prepare students for future learning segments?* |  | | | | |
| **Component of Project**  *Which component of the project are you working on?* |  | | | | |
| **Competency/Skill/**  **Concept** |  | | | | |
| **Activities**  *What will students be completing during class? Direct instruction should be 20 minutes or less.* |  | | | | |
| **Check for Understandings**  *What are your formative assessments? How will they demonstrate what they’ve learned?* |  | | | | |
| **Resource(s)**  *Link in Resources that you will use.* |  | | | | |

**Learning Segment 3**

**Recommended Length of Time:**

| **Planning Components** |  | | | | |
| --- | --- | --- | --- | --- | --- |
| **Coherence**  *How does this learning segment link to the previous segment?*  *How does this learning segment prepare students for future learning segments?* |  | | | | |
| **Component of Project**  *Which component of the project are you working on?* |  | | | | |
| **Competency/Skill/**  **Concept** |  | | | | |
| **Activities**  *What will students be completing during class? Direct instruction should be 20 minutes or less.* |  | | | | |
| **Check for Understandings**  *What are your formative assessments? How will they demonstrate what they’ve learned?* |  | | | | |
| **Resource(s)**  *Link in Resources that you will use.* |  | | | | |

**Learning Segment 4**

**Recommended Length of Time:**

| **Planning Components** |  | | | | |
| --- | --- | --- | --- | --- | --- |
| **Coherence**  *How does this learning segment link to the previous segment?*  *How does this learning segment prepare students for future learning segments?* |  | | | | |
| **Component of Project**  *Which component of the project are you working on?* |  | | | | |
| **Competency/Skill/**  **Concept** |  | | | | |
| **Activities**  *What will students be completing during class? Direct instruction should be 20 minutes or less.* |  | | | | |
| **Check for Understandings**  *What are your formative assessments? How will they demonstrate what they’ve learned?* |  | | | | |
| **Resource(s)**  *Link in Resources that you will use.* |  | | | | |

**Learning Segment 5**

**Recommended Length of Time:**

| **Planning Components** |  | | | | |
| --- | --- | --- | --- | --- | --- |
| **Coherence**  *How does this learning segment link to the previous segment?*  *How does this learning segment prepare students for future learning segments?* |  | | | | |
| **Component of Project**  *Which component of the project are you working on?* |  | | | | |
| **Competency/Skill/**  **Concept** |  | | | | |
| **Activities**  *What will students be completing during class? Direct instruction should be 20 minutes or less.* |  | | | | |
| **Check for Understandings**  *What are your formative assessments? How will they demonstrate what they’ve learned?* |  | | | | |
| **Resource(s)**  *Link in Resources that you will use.* |  | | | | |