

CONTENT AREA LITERACY UNIT PLANNING TEMPLATE

UNIT: _____ TIME FRAME: _____ TEACHER: _____

Unit Summary and Rationale: (Outlines the components of the unit and the reasoning for their inclusion):

Unit Connection College and Career Ready Descriptions: Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards: Teachers should list the standards to be addressed within the unit.

Content	Reading	Writing

<p>Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond <i>who, what and where</i>. They need to lead to the <i>how and why</i>.</p>	<p>Big Ideas: These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study.</p>

<p>Content – (What students need to know)</p>	<p>Skills – (What students need to be able to do)</p>
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Assessments: List types of assessments that will be used throughout the course of the unit.

If you do not have assessments for this unit, they should be created before moving on to the lesson design

DIAGNOSTIC	FORMATIVE	SUMMATIVE

Text(s) Selections (generated by both teacher and student)

Teachers will list the genres/titles for study:

Notes: