

Gates Chili Unit Template

Stage 1: Desired Results

Title of Unit

This should represent the organizing center – An important theme or concept that is meaningful and relevant for students. It is connected to the Essential Question and allows for natural integration of subjects.

Examples:

- Family
- Super storms
- Energy
- Observation
- Persuasion

Enduring Understandings

The enduring understanding identifies the most important learning for the unit. It describes the unit title in more detail and connects the unit theme, content, and processes. What is the important generalization that you want students to understand?

Examples:

- How people deal with other people affects their future.
- Some form of conflict will be present in all lives at some point.
- Every artist has a style; every artistic period has a style.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Essential Questions

Thought provoking, open ended questions that drive students thinking and inquiry. What we want students to think about. Essential Questions are universal addressable questions that do not have a definitive answer. They should be stated in all units that are inquiry-based.

The best Essential Questions are:

- Open-ended and provocative
- Written in "kid friendly" and easily understood language
- Designed to focus instruction for uncovering the important ideas of the content

Examples:

- What makes a person courageous?
- What is the largest number?
- Is one system in the human body more important?
- Does history really repeat itself?
- What past event has made the most difference or had the most impact on our society?
- What makes good art?
- What technology exists without humans?
- What do readers do when they do not understand everything in a text?

Guiding Questions

These questions are content or process specific questions that support the essential question. Metacognitive or reflective guiding question ask students to think about the learning process. They are linked to the standards, knowledge and skills you have identified. Guiding questions are answerable, and they should lead to the Essential Understanding.

Examples:

- What are the Spanish Speaking countries? (content)
- What factors led to the Age of Exploration? (content)
- What are the elements of a story? (process)
- What strategy might be most efficient for solving this problem? (process)
- Why is maintaining equality important in Algebra? (content and process)
- What are effective persuasive writing strategies? (content and process)
- What part of the writing process is most difficult to you? Why? (metacognitive)
- What was your most important contribution to the group discussion? (metacognitive)

Knowledge

What we want students to know and understanding about the unit or topic we are teaching.

Knowledge reflects:

- The facts, concepts, generalizations and principles that are the focus of our curriculum
- Consciously understood factual information
- What students can explain to others

Examples:

Students will understand:

- The cause of the Revolution
- Different types of nouns
- Inverse operations

Include in this section the academic vocabulary that student will acquire in this unit. This list should be generated from standards, where appropriate.

Tier 2 Vocabulary	Tier 3 Vocabulary

Skills

What we want students to be able to do.

Enumerate the skills and processes students will acquire or practice as they work with the content of this unit.

Skills:

- Contain the processes, procedures and skills the students will possess that will allow them to apply the knowledge they have gained.
- Represent what students should be able to do with the content knowledge.
- Always begin with an action verb.

Examples:

Students will be able to:

- Solve a multi-step problem
- Calculate density
- Determine longitude and latitude

Standards

Incorporate CCLS as well as relevant content, process or graduation standards. When identifying standards, make sure that you only list the ones that you assess.

Stage 2: Assessment Evidence

The opportunities we provide students to demonstrate their understanding of our content and the skills they have acquired. List the Assessments (diagnostic, formative, and summative) you will use to gather evidence of student learning. They may include demonstrated proficiency in the classroom through participation in discussion, presentations and completed projects as well as traditional tests, quizzes and homework assignments.

Assessments are:

- Observable and measurable
- Directly linked to the Standards identified in the unit
- Varied to address different learning styles
- Stated in terms of what the teachers and students will do

Stage 3: Learning Plan

Learning Activities

This section includes activities, experiences, or mini-lessons that students may engage in. Some of them may scaffold learning and others may foster inter-disciplinary connections. These should be tied to the standards. Opportunities for differentiation should be notated here when appropriate.

Resources

Materials, both print and electronic, that we draw upon for our instruction. These should be supported with text-based questions that scaffold and promote close reading of texts. They should be reasonable in number and should support standards identified.