

Teacher:

Unit Title:



Dates/Marking Period:

Class:

Period:

New York State Next Generation Learning Standards

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Essential Questions of the Unit/Long-Term Learning Goals

Materials & Technology	Vocabulary		
	Tier One Words:	Tier Two Vocabulary:	Content Vocabulary:

Language Goals- Students will:

Know- (ACQUISITION) Wiggins, G., & McTighe, J. (2005)	Understand- (MEANING MAKING) Wiggins, G., & McTighe, J. (2005)	Be Able to- (TRANSFER) Wiggins, G., & McTighe, J. (2005)

Content Goals- Students will:

Know- (ACQUISITION) Wiggins, G., & McTighe, J. (2005)	Understand- (MEANING MAKING) Wiggins, G., & McTighe, J. (2005)	Be Able to- (TRANSFER) Wiggins, G., & McTighe, J. (2005)

WEBB's Depth of Knowledge Webb, N. (1997; 2006)	Evidence of Depth of Knowledge
Level 1: Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level.	
Level 2: Skill/Concept Use information or conceptual knowledge, two or more steps.	
Level 3: Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach.	
Level 4: Extended Thinking Requires connections and extensions, high cognitive demands and complex reasoning.	

Pre Assessments
Lesson Ideas (How will you be teaching new material?)/Explicit & Direct Instruction

Student Learning Experiences (What will the students be doing?)								
Differentiation- when differentiating, consider students' readiness, interests, and learning style/needs: Tomlinson, C. (2001)								
<table border="1"> <thead> <tr> <th>Content (what)</th> <th>Process (how)</th> <th>Product</th> <th>Environment</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Content (what)	Process (how)	Product	Environment				
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Assessments- Evidence of Learning

****This RIA unit plan is designed to be used in tandem with the RIA lesson plan. The lesson plan includes the SIOP features below. These features should be considered during Unit Planning.***

SIOP® Features Self- Checklist			
Lesson Preparation <input type="checkbox"/> Content Objectives <input type="checkbox"/> Language Objectives <input type="checkbox"/> Content Concepts <input type="checkbox"/> Supplementary Materials <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Meaningful Activities	Building Background <input type="checkbox"/> Link concepts to students' backgrounds & experiences <input type="checkbox"/> Link past and present learning <input type="checkbox"/> Emphasize key vocabulary	Comprehensible Input <input type="checkbox"/> Appropriate complexity, rate, & enunciation of speech <input type="checkbox"/> Clear explanations <input type="checkbox"/> Use of a variety of techniques	Strategies <input type="checkbox"/> Student use of Learning Strategies <input type="checkbox"/> Scaffolding Techniques <input type="checkbox"/> Promote Higher Thinking Through Questioning & Tasks
Interaction <input type="checkbox"/> Opportunities for teacher/student & student/student interaction <input type="checkbox"/> Grouping Configurations <input type="checkbox"/> Response Time <input type="checkbox"/> Use of L1	Practice & Application <input type="checkbox"/> Hands-on Materials/Manipulatives <input type="checkbox"/> Application of content & language <input type="checkbox"/> Integration of reading, writing, listening, & speaking	Lesson Delivery <input type="checkbox"/> Content Objectives <input type="checkbox"/> Language Objectives <input type="checkbox"/> Student Engagement <input type="checkbox"/> Pacing	Review & Assessment <input type="checkbox"/> Review Key Vocabulary <input type="checkbox"/> Review Key Concepts <input type="checkbox"/> Feedback to Students <input type="checkbox"/> Assessment of Comprehension & Objectives

Tomlinson, C. (2001) How to differentiate instruction in mixed-ability classrooms (2nd Ed.) Alexandria, VA: Association for the Supervision and Curriculum Development

Webb, N. (1997; 2006). Research monograph number 6: Criteria for alignment of expectations and assessments on mathematics and science education. Washington, D.C.: CCSSO.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Mission Statement

The Rochester International Academy is designed to facilitate the cultural and academic transition of newly arrived English Language Learners through rigorous language instruction and interdisciplinary learning in collaboration with families and community.

Vision Statement

RIA students will learn English to be successful scholars and to have full access to College and/or Career opportunities.

