

UNIT PLAN	
CATHOLIC IDENTITY ELEMENTS: <i>scriptures, hymns, psalms, prayers, Catholic Social Teaching, lives of saints, Beatitudes, etc.</i>	
UNIT TITLE/THEME	
GRADE and SUBJECT	
LENGTH OF UNIT/TIMEFRAME <i>(3-9 weeks)</i>	
DESCRIPTION <i>(One sentence to describe what students will learn.)</i>	<i>Students will...</i>
OVERVIEW <i>(One paragraph that describes WHAT students will learn, and HOW they will learn it.)</i>	<i>In this ____-week unit, students will do ____, ____, ____ in order to learn...</i>
THE BIG PICTURE	
ESSENTIAL QUESTION(s): <i>about 3; Keep them big, broad, and general.</i>	
STANDARDS: <i>Each standard needs an objective. Each objective will be assessed.</i> Rigorous ELA Standards:	KEY OBJECTIVES LINKED TO THE STANDARDS: <i>These must be measurable. You will assess the objectives using summative assessment(s) and formative assessments (see page 2).</i> Students will...
Other Relevant Standards: <i>(These could include the diocese's religion standards, science standards, social studies standards, etc.)</i>	

### ASSESSMENTS

**Summative** *(You could do one summative assessment at the end of the unit, or do two mini-assessments, one in the middle of a long unit (e.g., after answering one essential question) and one at the end of the unit. Summative assessments should be as authentic and real-life applicable as possible. They may include multimedia presentation, photostory, dramatic interpretation, essay, test, etc.)*

**Formative** *(about 3 per week)*

*Formative assessment ‘forms’ your teaching for tomorrow. These are brief check-ins to ensure students are understanding and learning. They can be in the form of an exit slip, “do now,” anecdotal “over the shoulder” grading that you document with the student’s name and the date, journal entries, learning logs, etc. These are assessments for learning, so be aware of what the grades are used for – we don’t want to penalize a student with a low grade when it was a first attempt.*

### UNIT READINGS AND VOCABULARY

**Fiction Text (s)**

*You can include the important vocabulary for these texts immediately after the title and author (limit 7-10 words for each text).*

*You can also include the lexile level of the texts.*

**Non-Fiction Text (s)**

*You can include the important vocabulary for these texts immediately after the title and author (limit 7-10 words for each text).*

*You can also include the lexile level of the texts.*

**Essential Unit Vocabulary**

*This will include over-arching vocabulary for the entire unit.*

*(For example, if your unit is entitled “Perseverance,” over-arching vocabulary might include perseverance, giving up, courage, etc. – and then vocabulary specific to texts used should also be included here or above.)*

### INSTRUCTIONAL ACTIVITIES

- Here you will list your daily activities: What is the flow of instruction day to day?
- List using numbers or days (Day 1, Day 2, etc.) Write 1-2 sentences – enough to cue your memory to write a lesson plan.
- Start with a hook/anticipatory set on day 1.
- Don't forget formative assessments!

### REVIEW of INSTRUCTIONAL ACTIVITIES

Consider your INSTRUCTIONAL ACTIVITIES above. Use the boxes below to “audit” your unit. For example, if INSTRUCTIONAL ACTIVITIES items above # 1, 2, 4, 5, 6, 8, 9, 10 all include Catholic Identity, you will check the box next to Catholic Identity and write the numbers 1,2, 4, 5, 6, 8, 9, 10 after Catholic Identity.

- |   |  |
|---|--|
| <input type="checkbox"/> Catholic Identity  | <input type="checkbox"/> Language          |
| <input type="checkbox"/> Reading            | <input type="checkbox"/> Vocabulary        |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Speaking/Listening |  |

**Instructional Resources**

*In this section, include any materials you will use IN ADDITION TO the texts you listed on page 2. This may include Bibles, videos, websites, picture books for read alouds, models, maps, Smart board, dictionaries, rulers, etc.*

**Cross-Curricular Link(s)**

*In this section, you may choose to share ideas of how this unit could also be integrated with other subjects. For example, if your students are studying the life of Saint John Paul II and biographies, you may include some information about his country of birth in social studies.*