

Chicago Teachers' Center @ NEIU
**Units for Books Mini-Grant
 Application & Planning Template**



An expandable version of this form is available online at www.chicagogearup.org/main/yal.html or www.neiu.edu/~yal.

| | |
|---|---|
| Title of Unit : | Date Submitted: |
| Book: | |
| Unit Developed by: | |
| Grade: | Subject: |
| Email: | School: |
| Dates when Unit will be Implemented: | Hours of Class Time Needed for Unit: |
| Curriculum Areas and Grade Level(s): | |
| Brief Description of the Unit (50-75 words) : | |
| Common Core Standards to be addressed by this unit. <i>List the applicable learning standards.</i> | |
| Teacher's Focus Question: <i>As a teacher, what aspect of your own instructional practice will you be examining or testing out in this unit? What is your goal and how will you know if you have succeeded?</i> | |
| Documentation Plan: <i>Please list the documentation you will submit to GEAR UP when you implement your unit. Documentation should reflect student work related to your focus question. It should include samples of student work, pictures, video, or other artifacts from your unit.</i> | |

Request for photographer or video: *Based on availability, GEAR UP staff can photograph or videotape an aspect of the unit (a debate, art project, final presentation, etc. What I would like to photograph or video:*

Student media releases signed by a parent or guardian are mandatory.

The 4 R's--Rigor, Relationships, Relevance, and Reflection

We believe that effective instruction has four elements in common. The schools set high academic standards and provide rigorous instruction paired with meaningful support so that all students can meet those high standards. Teachers build trusting relationships with students and take steps to build community within their classrooms. They take an interest in students' lives, drawing on their real-world experiences and current understandings to build new knowledge. Teachers make school relevant to students, showing them the connections between success in school and their plans for the future. Finally, instruction--and learning--get better when teachers and students intentionally reflect on the work they are doing. (*What Matters for Staying On-Track and Graduating in Chicago Public Schools, 2007. Consortium on Chicago School Research*).

Academic Rigor

Enduring Understandings *What do you want your students to understand and be able to use ten years from now?*

Essential Questions *What are the open-ended questions that will promote inquiry into the heart of the subject or discipline?*

Knowledge and Skill *What will your students know and be able to do at the end of the unit? How will your students use higher order thinking skills?*

Assessment Evidence/Instruments *How will you know how well your students learned? Attach rubrics and checklists, if used.*

Learning Activities *List the most important learning activities students will perform during the unit.*

Differentiating Instruction *In what ways does the unit respond to students' different learning styles or multiple intelligences? What modifications are made for students with special needs? ELL students?*

Relevance

How does the unit relate to students' lives, skills, cultures, language, and background knowledge?

How does the unit show students the relevance of their work in school to their future lives?

| |
|--|
| |
|--|

| |
|----------------------|
| Relationships |
|----------------------|

| |
|--|
| How does the unit help you as a teacher build trusting relationships with your students? |
|--|

| |
|---|
| How does the unit build, support, and draw from a trusting classroom community? |
|---|

| |
|-------------------|
| Reflection |
|-------------------|

| |
|---|
| <i>In what ways will students be asked to reflect on their learning? How do they monitor their understanding, ask critical questions, and connect what they are learning to their own experience?</i> |
|---|

| |
|--|
| <i>How will I as a teacher know what the students are learning? What? So What? Now what?</i> |
|--|