

Unit 6 Introduction
PROCESS: Deep Understanding & Critical Thinking

In the last unit, it was mentioned about the difference in content readiness between a student that has had exposure to Florida wild life versus the readiness of a student who has never seen or heard of most of the native animals of Florida. When you ascertain that certain students are going to need to build prerequisite background knowledge about your content in order to move forward toward meeting your objectives, it becomes necessary to empower students with this necessary prerequisite information. This means, you will need to fill in some of the gaps.

During the next 2 units, you will find learning activities that help students to process new information. You will focus on building background knowledge and promoting critical thinking in order to foster students' deep understanding of your content. You will explore a variety of learning activities that will meet the individual needs of your ELLs and dedicate some time to explore technology-based resources that build the background knowledge of your ELLs.

Before you begin exploring ways you are able to contextualize new information for students, start by reading pages 121-127 (stop at Mathematics) about Resources for Depth of Content.