Unit Template

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| **Stage 1—Identify Desired Results** | | | |
| **Established Goals/**  **Standards** | | [CCSS and relevant state standards] | |
|  | **Transfer** | *Students will be able to independently use their learning to ...* | |
| **Meaning** | Understandings/Big Ideas  *Students will understand that …* | Essential Questions  *Students will keep considering …* |
| **Acquisition** | Know (Content)  *Students will know …* | |
| Do (Skills)  *Students will be skilled at …* | |
| **Discipline Skills** | **Literacy Skills**  [Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.] |

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| **Stage 2—Determine Acceptable Evidence** | |
| Assessments  [Key performance tasks, tests, etc., including LDC task] | Evaluative Criteria  [Rubrics, including LDC rubric] |
| Supports/Scaffolding  [How will learning and assessment tasks be scaffolded/supported for **all** students (ELL, special ed, low performing, etc.)?] |

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| **Stage 3—Plan Learning Experiences and Instruction** | |
| **Unit Texts and Materials** |  |
| **Assessment Tasks** | [Measurable mile markers of student growth (tasks that will get evaluated)]  Formative pre-assessment(s)  Formative mid-assessment(s)  Summative/unit assessment |
| **Learning Tasks** | [The instructional ladder (sequence of learning activities to prompt and guide student growth). Add pages accordingly.] |

*Based on* Understanding by Design, *Wiggins and McTighe*