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 …**
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| **Acquisition** | Know (Content)*Students will know …**
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| Do (Skills) *Students will be skilled at …* |
| **Discipline Skills***
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 | **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] *
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 | 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** | *
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| **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*