

# Unit Template

## Stage 1—Identify Desired Results

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Established Goals/<br/>Standards</b>   | <i>[CCSS and relevant state standards]</i>   |  |   |   |
| <b>Transfer</b>   | <i>Students will be able to independently use their learning to ...</i>  |  |   |   |
| <b>Meaning</b>  | <b>Understandings/Big Ideas</b><br><i>Students will understand that ...</i><br><ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>  | <b>Essential Questions</b><br><i>Students will keep considering ...</i><br><ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |   |   |
| <b>Acquisition</b>  | <b>Know (Content)</b><br><i>Students will know ...</i><br><ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  |  |   |   |
|   | <b>Do (Skills)</b><br><i>Students will be skilled at ...</i><br><table border="1" data-bbox="396 1129 1529 1528"> <tr> <td data-bbox="396 1129 980 1528"> <b>Discipline Skills</b><br/> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> </td> <td data-bbox="980 1129 1529 1528"> <b>Literacy Skills</b><br/> <i>[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]</i><br/> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> </td> </tr> </table> |  | <b>Discipline Skills</b><br><ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <b>Literacy Skills</b><br><i>[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]</i><br><ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |
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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.)?]*

## 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)

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#### Formative mid-assessment(s)

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#### Summative/unit assessment

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### 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*