

Unit Title:

Duration of Unit:

Grade/Subject:

Stage 1 – Identify Desired Results

<p>Abstract <i>What is the gist of this unit? (Hint: Do this after the unit is designed)</i> <i>How will this unit address student interest, level and learning style?</i></p>	<p>Transfer <i>Students will be able to independently use their learning to...</i> <i>What kinds of long-term independent accomplishments are desired?</i></p>	
	<p>Meaning</p>	
<p>Established Goals (CCLS) <i>What content standards and program or mission-related goal(s) will this unit address?</i> <i>What habits of mind and cross-disciplinary goal(s) will this unit address?</i> <i>What other modalities are being represented in this unit? (Listening, Speaking, Reading, Writing, Language and/or Content and Mathematical Practice)</i></p>	<p>Essential Questions <i>Students will keep considering...</i> <i>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</i></p>	<p>Enduring Understandings <i>Students will understand that...</i> <i>What specifically do you want students to understand? What inferences should they make?</i></p>
	<p>Acquisition</p>	
	<p>Students will know... <i>What facts and basic concepts should students know and be able to recall?</i></p>	<p>Students will be able to... <i>What discrete skills and processes should students be able to use?</i></p>
	<p>Activating Prior Knowledge <i>What do students already need to know in order to be successful in this unit?</i></p>	<p>Potential Misconceptions <i>What missteps might students make during this unit?</i></p>

Stage 2 – Determine Acceptable Evidence

<p>Data/Assessment Sources</p>		
<p>Heading In... <i>What evidence do I have that shows that my students need to learn this?</i> <i>What data have I collected about what students know heading into this unit?</i> <i>How will I use that data throughout the unit?</i></p>	<p>Midway Through... <i>What evidence do I have that my students are acquiring the skills in this unit?</i> <i>Are there groups of students who need additional support?</i></p>	<p>At the End of this Unit... <i>What evidence do I have that my students have mastered the skills presented in this unit?</i> <i>What will I do to support students who did not master skills during this unit?</i></p>
<p>Evaluative Criteria <i>What criteria will be used in each</i></p>	<p>Performance Tasks <i>Students will show that they really understand by evidence of...</i></p>	

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<p><i>assessment to evaluate attainment of the desired results?</i></p> <p><i>Regardless of the format of the assessment, what qualities are most important?</i></p>	<p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p>
	<p><i>What standards are being addressed in this performance task?</i></p>
	<p>Other Evidence</p> <p><i>Students will show they have achieved Stage 1 goals by (tests, quizzes, prompts, work samples, observations, etc.)</i></p> <p><i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p> <p><i>What standards are being addressed in each piece of evidence?</i></p>
	<p>Student Self-Assessment and Reflection</p> <p><i>Students are given regular opportunities to rethink, revise and reflect on their work based on feedback from ongoing assessments?</i></p> <p><i>(e.g. Portfolios, Test Corrections, Rubric Reflection, etc.)</i></p>

Stage 3 – Plan Learning Experiences

How will I address the needs of different learners in my classroom? (SWDs, ELLs, Accelerated)

Be sure to add small group instruction and conferencing to your plan below.

Learning Plan (Option 1)

Periods/Days	Instructional Objective	CCLS
<p><i>How long do you expect each lesson to take?</i></p>	<p><i>Summary of task (if applicable: real-world connections).</i></p> <p><i>Lesson Objectives (SWBAT)</i></p> <p><i>What data is being used in this lesson? How are small groups needs being addressed in this lesson?</i></p>	<p><i>What standards are being addressed in this lesson?</i></p>

Learning Plan (Option 2)

Focus of Week	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Essential Questions and CCLS</i>	<i>Learning Objectives</i>				
<i>Assessment tools</i>	<i>Summary of Task</i>				
<i>Small group</i>					