Unit Plan

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| **Stage 1 –Desired Results** | | |
| **Established Goals**  What content standards will this unit address?  What habits of mind and cross- disciplinary goal(s), for example 21st century skills, will this unit address? | **Transfer** | |
| Students will be able to independently use their learning to…  What kinds of long-term independent accomplishments are desired? | |
| **Meaning-Making** | |
| **UNDERSTANDINGS**  Students will understand that….  What specifically do you want students to understand?  What inferences should they make? | **ESSENTIAL QUESTIONS**  Students will keep considering…  What thought provoking questions will foster inquiry, meaning-making, and transfer? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know…  What facts and basic concepts should students know and be able to recall? | **SKILLS**  Students will be skilled at…  What discrete skills and processes should students be able to use? |

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| **Stage 2 - Evidence** | |
|  | **Students will show their learning by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe