

Understanding by Design Unit Template

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| Author Name(s): Unit Topic: Grade: Length of unit: (periods, days, hours) | |
| STAGE 1- STANDARDS/GOALS <i>What should students understand, know, and be able to do? Stage one identifies the desired results of the unit including the related state science content standards and expected performances, enduring understandings, essential questions, knowledge and skills.</i> | |
| Content Standard(s) <i>Generalizations about what students should know and be able to do.</i> | |
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| Enduring Understandings <i>Insights earned from exploring generalizations via the essential questions (Students will understand THAT...)</i> | Essential Questions <i>Inquiry used to explore generalizations</i> |
| Students will understand THAT.... | |

Knowledge and Skills

What students are expected to know and be able to do

The knowledge and skills in this section have been extracted from the district's Curriculum. If no current curriculum is available, then this section was created based on unpacking the state standards.

STAGE 2 – DETERMINE ACCEPTABLE EVIDENCE

How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand? Stage two identifies the acceptable evidence that students have acquired the understandings, knowledge, and skills identified in stage one.

| Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS. (Goal, Role, Audience, Setting Performance, Standards)</i> | Other Evidence <i>Other methods to evaluate student achievement of desired results.</i> |
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STAGE 3 – LESSON ACTIVITIES

What will need to be taught and coached, and how should it best be taught, in light of the performance goals in stage one? How will we make learning both engaging and effective, given the goals (stage 1) and needed evidence (stage 2)? Stage 3 helps teachers plan learning experiences that align with stage one and enables students to be successful in stage two.

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