



# Unit Design

## Unit Planning Template

<b>Unit Overview</b>	
<b>Unit Title:</b>	
<b>Teacher:</b>	
<b>Grade Level/Course:</b>	
<b>Length/Dates:</b>	
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	

### Stage 1: Desired Results

<b>Standard(s)</b> List the Graduation Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

<b>Primary Indicators</b> List the Performance Indicators that will be assessed on the summative assessment for this unit	<b>Supporting Indicators</b> List any indicators that will be reviewed or introduced, but not formally assessed

<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	
<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	

<b>What will students <u>know</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

## Stage 2: Evidence of Student Learning

<b>Task Neutral Scoring Criteria</b> Define levels of performance for each indicator				
<b>Indicator</b> List performance indicators from Stage 1	<b>1 = Does Not Meet</b>	<b>2 = Partially Meets</b>	<b>3 = Meets</b>	<b>4 = Exceeds</b>

**Pre-assessment**  
Determines student strengths, weaknesses, and prior knowledge of the concepts and skills addressed in the unit

### Summative Assessment Task

Describe what students will do and produce to develop evidence that will be evaluated using the scoring criteria. If an assessment has not been developed, the Summative Assessment Planning Template and Protocol might be helpful to guide this process.

### Stage 3: Instructional Design

#### Hook

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, “Why do we need to learn this?”

<b>Learning Targets</b>	<b>Formative Assessments</b>	<b>Learning Experiences</b>
Identify what students should know and do in the course of the specific learning experience	Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction	Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Resources**

Support varied student needs and learning styles and include a range of media and print materials.

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**Stage 4: Reflection****Student Reflection**

Provides an opportunity for students to reflect on learning and progress toward indicators; occurs throughout and at the end of a unit; incorporates goal setting

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**Teacher Reflection**

Provides an opportunity for teachers to reflect on instruction and student progress toward indicators; occurs throughout and at the end of the unit; is based on student learning and engagement data; can result in changes to the unit, to instructional practice, or both

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