



# [UNDER CONSTRUCTION]

## Curriculum Unit Overview

[Template]

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[Unit 1 - \[Type title here and then delete brackets\]](#)  
[Unit 2 - \[Type title here and then delete brackets\]](#)  
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[Unit 4 - \[Type title here and then delete brackets\]](#)  
[Unit 5 - \[Type title here and then delete brackets\]](#)  
[Unit 6 - \[Type title here and then delete brackets\]](#)  
[Unit 7 - \[Type title here and then delete brackets\]](#)  
[Unit 8 - \[Type title here and then delete brackets\]](#)  
[Unit 9 - \[Type title here and then delete brackets\]](#)  
[Unit 10 - \[Type title here and then delete brackets\]](#)

[Curriculum Development Hub](#)

### Unit 1[Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD

**Standards Addressed:**

- [Type Here]

**Stage 1 Desired Results: Enduring Understandings & Essential Questions**

*What are the overarching takeaways and big ideas for students?*

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**Big Ideas:**

[Type Here]

**Transfer**

*Students will be able to independently use their learning to...*

1. [Type Here]
2. [Type Here]

**Meaning****UNDERSTANDINGS**

*Students will understand that...*

1. [Type Here]
2. [Type Here]
3. [Type Here]

**ESSENTIAL QUESTIONS**

1. [Type Here]
2. [Type Here]

**Stage 1: Essential Content, Concepts & Skills**  
*What do we want students to know and be able to do?*  
[Jump to Table of Contents](#)

*Acquisition*

**KNOWLEDGE**

Students will know...

1. [Type Here]
2. [Type Here]

**SKILLS**

Students will be skilled at (be able to do)...

1. [Type Here]
2. [Type Here]

**Stage 2: Assessments/Evidence of Learning**  
*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*  
*How will you know that they did it?*  
[Jump to Table of Contents](#)

**Evaluative Criteria**

1. [Type Here]
2. [Type Here]

**Assessment Evidence**

- PERFORMANCE TASK(S)/Think GRASPS:
1. [Type Here]

	2. [Type Here]
1. [Type Here] 2. [Type Here]	OTHER EVIDENCE: 1. [Type Here] 2. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

*This section provides a summary of the Key Learning Events and Instruction*

*Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)*

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*Summary of Key Learning Events and Instruction*

1. [Type Here]
2. [Type Here]
3. [Type Here]

## Unit 2 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
---------------------------	----------------------------	-----------------------------	----------------------------

Course Summary: (optional) [Type Here]	
--	--

Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
------------------------	--------------------------	----------------------	--------------

Standards Addressed:

- [Type Here]

## Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

*Transfer*

*Students will be able to independently use their learning to...*

3. [Type Here]

4. [Type Here]

*Meaning*

## UNDERSTANDINGS

*Students will understand that...*

4. [Type Here]
5. [Type Here]
6. [Type Here]

## ESSENTIAL QUESTIONS

3. [Type Here]
4. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

[Jump to Table of Contents](#)

### Acquisition

## KNOWLEDGE

**Students will know...**

3. [Type Here]
4. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

3. [Type Here]

4. [Type Here]

## Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
3. [Type Here] 4. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 3. [Type Here] 4. [Type Here]
3. [Type Here] 4. [Type Here]	OTHER EVIDENCE: 3. [Type Here] 4. [Type Here]

## Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

- 4. [Type Here]
- 5. [Type Here]
- 6. [Type Here]

### Unit 3 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
Standards Addressed: <ul style="list-style-type: none"><li>[Type Here]</li></ul>			

- [Type Here]

### Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:

[Type Here]

*Transfer*

*Students will be able to independently use their learning to...*

5. [Type Here]

6. [Type Here]

*Meaning*



## UNDERSTANDINGS

*Students will understand that...*

7. [Type Here]
8. [Type Here]
9. [Type Here]

## ESSENTIAL QUESTIONS

5. [Type Here]
6. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

[Jump to Table of Contents](#)

### Acquisition

## KNOWLEDGE

**Students will know...**

5. [Type Here]
6. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

5. [Type Here]

6. [Type Here]

## Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
5. [Type Here] 6. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 5. [Type Here] 6. [Type Here]
5. [Type Here] 6. [Type Here]	OTHER EVIDENCE: 5. [Type Here] 6. [Type Here]

## Stage 3: Learning Plan

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*Summary of Key Learning Events and Instruction*

7. [Type Here]  
8. [Type Here]  
9. [Type Here]

## Unit 4 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
Standards Addressed: <ul style="list-style-type: none"><li>[Type Here]</li></ul>			

## Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

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Big Ideas:  
[Type Here]

### Transfer

*Students will be able to independently use their learning to...*

7. [Type Here]
8. [Type Here]

### Meaning

## UNDERSTANDINGS

*Students will understand that...*

10. [Type Here]

11. [Type Here]

12. [Type Here]

## ESSENTIAL QUESTIONS

7. [Type Here]

8. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

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### Acquisition

## KNOWLEDGE

**Students will know...**

7. [Type Here]

8. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

7. [Type Here]

8. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
7. [Type Here] 8. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 7. [Type Here] 8. [Type Here]
7. [Type Here] 8. [Type Here]	OTHER EVIDENCE: 7. [Type Here] 8. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

10. [Type Here]  
11. [Type Here]  
12. [Type Here]

## Unit 5 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
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Course Summary: (optional) [Type Here]	
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Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
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Standards Addressed:

- [Type Here]

## Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

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Big Ideas:  
[Type Here]

*Transfer*

*Students will be able to independently use their learning to...*

9. [Type Here]

10. [Type Here]

*Meaning*

## UNDERSTANDINGS

*Students will understand that...*

13. [Type Here]

14. [Type Here]

15. [Type Here]

## ESSENTIAL QUESTIONS

9. [Type Here]

10. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

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### Acquisition

## KNOWLEDGE

**Students will know...**

9. [Type Here]

10. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

9. [Type Here]

10. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
9. [Type Here] 10. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 9. [Type Here] 10. [Type Here]
9. [Type Here] 10. [Type Here]	OTHER EVIDENCE: 9. [Type Here] 10. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

13. [Type Here]

14. [Type Here]

15. [Type Here]



## Unit 6 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
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Course Summary: (optional) [Type Here]	
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Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
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Standards Addressed:

- [Type Here]

## Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

### Transfer

*Students will be able to independently use their learning to...*

11. [Type Here]
12. [Type Here]

### Meaning

## UNDERSTANDINGS

*Students will understand that...*

16. [Type Here]

17. [Type Here]

18. [Type Here]

## ESSENTIAL QUESTIONS

11. [Type Here]

12. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

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### Acquisition

## KNOWLEDGE

**Students will know...**

11. [Type Here]

12. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

11. [Type Here]

12. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
11. [Type Here] 12. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 11. [Type Here] 12. [Type Here]
11. [Type Here] 12. [Type Here]	OTHER EVIDENCE: 11. [Type Here] 12. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

16. [Type Here]  
17. [Type Here]  
18. [Type Here]

## Unit 7 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
Standards Addressed: <ul style="list-style-type: none"><li>[Type Here]</li></ul>			

### Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

#### *Transfer*

*Students will be able to independently use their learning to...*

13. [Type Here]

14. [Type Here]

#### *Meaning*

## UNDERSTANDINGS

*Students will understand that...*

19. [Type Here]

20. [Type Here]

21. [Type Here]

## ESSENTIAL QUESTIONS

13. [Type Here]

14. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

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### Acquisition

## KNOWLEDGE

**Students will know...**

13. [Type Here]

14. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

13. [Type Here]

14. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

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Evaluative Criteria	Assessment Evidence
13. [Type Here] 14. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 13. [Type Here] 14. [Type Here]
13. [Type Here] 14. [Type Here]	OTHER EVIDENCE: 13. [Type Here] 14. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

19. [Type Here]  
20. [Type Here]  
21. [Type Here]

## Unit 8 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
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Course Summary: (optional) [Type Here]	
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Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
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Standards Addressed:

- [Type Here]

## Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

### Transfer

*Students will be able to independently use their learning to...*

15. [Type Here]

16. [Type Here]

### Meaning

## UNDERSTANDINGS

*Students will understand that...*

22. [Type Here]

23. [Type Here]

24. [Type Here]

## ESSENTIAL QUESTIONS

15. [Type Here]

16. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

[Jump to Table of Contents](#)

### Acquisition

## KNOWLEDGE

**Students will know...**

15. [Type Here]

16. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

15. [Type Here]



16. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
15. [Type Here] 16. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 15. [Type Here] 16. [Type Here]
15. [Type Here] 16. [Type Here]	OTHER EVIDENCE: 15. [Type Here] 16. [Type Here]

### Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?*

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*Summary of Key Learning Events and Instruction*

22. [Type Here]

23. [Type Here]

24. [Type Here]

## Unit 9 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
Standards Addressed: <ul style="list-style-type: none"><li>[Type Here]</li></ul>			

### Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

#### *Transfer*

*Students will be able to independently use their learning to...*

- 17. [Type Here]
- 18. [Type Here]

#### *Meaning*

## UNDERSTANDINGS

*Students will understand that...*

25. [Type Here]

26. [Type Here]

27. [Type Here]

## ESSENTIAL QUESTIONS

17. [Type Here]

18. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

[Jump to Table of Contents](#)

### Acquisition

## KNOWLEDGE

**Students will know...**

17. [Type Here]

18. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

17. [Type Here]

18. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
17. [Type Here] 18. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 17. [Type Here] 18. [Type Here]
17. [Type Here] 18. [Type Here]	OTHER EVIDENCE: 17. [Type Here] 18. [Type Here]

### Stage 3: Learning Plan

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[Jump to Table of Contents](#)

*Summary of Key Learning Events and Instruction*

25. [Type Here]

26. [Type Here]

27. [Type Here]

## Unit 10 [Type Name Here]

[Jump to Table of Contents](#)

Course Title: [Type Here]	Course Author: [Type Here]	Grade Level(s): [Type Here]	Time/Duration: [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	Unit Number: [Type Here]	Created: [Type Here]	Revised: TBD
Standards Addressed: <ul style="list-style-type: none"><li>[Type Here]</li></ul>			

### Stage 1 Desired Results: Enduring Understandings & Essential Questions

*What are the overarching takeaways and big ideas for students?*

[Jump to Table of Contents](#)

Big Ideas:  
[Type Here]

#### *Transfer*

*Students will be able to independently use their learning to...*

- 19. [Type Here]
- 20. [Type Here]

#### *Meaning*

## UNDERSTANDINGS

*Students will understand that...*

28. [Type Here]

29. [Type Here]

30. [Type Here]

## ESSENTIAL QUESTIONS

19. [Type Here]

20. [Type Here]

## Stage 1: Essential Content, Concepts & Skills

*What do we want students to know and be able to do?*

[Jump to Table of Contents](#)

### Acquisition

## KNOWLEDGE

**Students will know...**

19. [Type Here]

20. [Type Here]

## SKILLS

**Students will be skilled at (be able to do)...**

19. [Type Here]

20. [Type Here]

### Stage 2: Assessments/Evidence of Learning

*What are the formative (informal) and summative (formal) assessments used to measure learning and growth?*

*How will you know that they did it?*

[Jump to Table of Contents](#)

Evaluative Criteria	Assessment Evidence
19. [Type Here] 20. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 19. [Type Here] 20. [Type Here]
19. [Type Here] 20. [Type Here]	OTHER EVIDENCE: 19. [Type Here] 20. [Type Here]

### Stage 3: Learning Plan

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*Summary of Key Learning Events and Instruction*

28. [Type Here]

29. [Type Here]

30. [Type Here]