5th & 6th Learning Support Math

Curriculum Unit Overview

VMath Level F

Table of Contents

Unit 1 Foundations

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5 & 6	**Time/Duration:** 60 minutes
Course Summary:			
Unit Name: Foundations	**Unit Number:** 1	**Created:** December 2022	**Revised:** TBD

Standards Addressed:

- CC.2.1.5.B.1 Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
- CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.

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:

- Understanding place value
- Understanding addition, subtraction, multiplication
- Understanding decimals
- Reading and writing decimals
- Understanding fractions are part of a whole
- Relating decimals to fractions

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Number position determines its value.
2. Decimals/fractions are part of a whole.
3. Mathematical operations are used in our daily lives.

ESSENTIAL QUESTIONS

1. How are decimals and fractions related?
2. How are decimals and fractions used to solve real-world problems?

3. How do effective problem solvers determine which operation to use?

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. The value of a given number.
2. How to add, subtract, and multiply
3. Decimals and fractions are part of a whole

SKILLS

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

1. State the value of a given number.
2. Add, subtract and multiply whole numbers.
3. Read and write decimals
4. Write fractions

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
1. Pretest on foundation skills 2. Post Test on foundation skills	PERFORMANCE TASK(S)/Think GRASPS: 1. "Sing" skip counting songs to multiply 2. Touch count to add and subtract 3. Create pictures to depict fractions and decimals
	OTHER EVIDENCE: 1. IXL results 2. Study Island Results

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

Jump to Table of Contents

Summary of Key Learning Events and Instruction

1. The students will receive direct instruction on given skills.
2. The students will practice together with the teacher and or partner. Whiteboards, manipulatives, task cards, and supplemental worksheets will be provided.
3. The students will complete independent practice. Independent practice may be on the computer, in the v-math book, or a supplemental worksheet.
4. Additional practice will be provided using extra practice, or IXL.

Unit 2 Whole Numbers & Decimals

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5-6	**Time/Duration:** 60 minutes
Course Summary: (optional) [Type Here]			
Unit Name: Whole Numbers & Decimals	**Unit Number:** 2	**Created:** March 2023	**Revised:** TBD

Standards Addressed:

- C.C.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare 3 digit numbers.
- C.C.2.1.5.B.1 Apply place value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.

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:

- Compare numbers using base-10 pieces
- Compare and order whole numbers
- Read and write decimals
- Write decimals in expanded notation
- Compare and order decimals
- Round decimals

Transfer

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

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

- Numbers can be represented by models
- Numbers have value and can be ordered accordingly
- Multi-digit numbers can be written in expanded notation
- Rounding numbers makes it easier to calculate amounts

ESSENTIAL QUESTIONS

- How can I represent numbers in a concrete way?
- What is the value of each digit in a given number?
- How can estimating help you make quick calculations?

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…

- The value of each digit in a given number
- Base ten blocks give a concrete representation of numbers
- Decimals are part of a whole
- Estimating makes calculations are easier to do in your head and on paper

SKILLS

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

- Make concrete representations of numbers using base ten blocks
- Compare and order whole numbers and decimals, least to greatest and greatest to least
- Round numbers to given place values

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
1. Pretest on whole numbers and decimals 2. Post test on whole numbers and decimals	PERFORMANCE TASK(S)/Think GRASPS: 1. Create concrete representations of numbers using base ten blocks 2. Write numbers in expanded notation 3. State the rhyme for rounding (Find your place, look next door, if it's 5 or higher, add one more)
	OTHER EVIDENCE: 1. IXL results 2. Study island results

Stage 3: Learning Plan

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Jump to Table of Contents

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Unit 3 Operations with Whole Numbers and Decimals

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5-6	**Time/Duration:** 60 minutes
Course Summary:			
Unit Name: Operations with Whole Numbers and Decimals	**Unit Number:** 3	**Created:** April 2023	**Revised:** TBD

Standards Addressed:

- CC.2.1.5.B.2 Extend an understanding of operations with whole numbers to perform operations including decimals.
- CC.2.2.4.A.2 Develop and/or apply number theory concepts to find factors and multiples.

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:

1. Adding Multi-Digit Numbers with Regrouping
2. Adding Decimals with the Same Number of Decimal places
3. Adding Decimals with a Different Number of Decimal Places
4. Subtracting Decimals with the Same Number of Decimal places
5. Subtracting Decimals with a Different Number of Decimal Places
6. Multiplying with multiples of 10
7. Multiplying by a 2-digit number
8. Dividing Decimals by Whole Numbers
9. Rounding and Estimating Decimals
10. Reasonableness and Estimation

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Regrouping is necessary when there is more than 10 in any given place value.
2. Structure within the columns is necessary when adding and subtracting decimals to ensure correctness. (line up the decimals)
3. The format for multiplying and dividing decimals is different from adding and subtracting. (don't line up decimals, count decimal places and include that many decimal places in the answer.)
4. Rounding and estimating is quicker and can be used in real life situations.

ESSENTIAL QUESTIONS

1. What are ways we use multi- digit decimals in our everyday life?

2. When adding and subtracting decimals, what is the first step and the most important step?
3. How is multiplying and dividing decimals different from adding and subtracting?
4. When is it helpful to estimate in real life?

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. Decimals must be lined up when adding and subtracting
2. Decimals do not get lined up when multiplying and dividing.
3. Decimals must be counted when multiplying and dividing and the answer must include the same number of decimal places.
4. When multiplying by 10, simply add a zero to the other number.

SKILLS

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

1. Add, subtract, multiply and divide decimals, with and without regrouping.
2. Round and estimate decimals

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
1. Pretest on operations with whole numbers and decimals 2. Post test on operations with whole numbers and decimals	PERFORMANCE TASK(S)/Think GRASPS: 1. State the rhyme for rounding (Find your place, look next door, if it's 5 or higher, add one more) 2. Use grid paper to demonstrate all four operations with decimals. 3. Estimate to determine how long it would take to get to a desired destination.
	OTHER EVIDENCE: 1. IXL results 2. Study island results

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4. Additional practice will be provided using extra practice, or IXL.

Unit 4 Fractions

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5-6	**Time/Duration:** 60 min
Course Summary: (optional)			
Unit Name: Fractions	**Unit Number:** 4	**Created: April 2023**	**Revised:** TBD

Standards Addressed:

- CC.Z.1.4.C.1 Extend the understanding of fractions to show equivalence and ordering
- CC..2.1.5.C.1 Use the understanding of equivalency to add and fractions
- cc.2.1.4.C.2 Build fractions from unit fractions by applying and extending previous understandings of operations of whole numbers.
- CC.2.1.5.C.2 Apply and extend previoμs understandings of multiplication and division to multiply and divide fractions.

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:

1. Finding equivalent fractions
2. Simplest form of a fraction
3. Changing mixed numbers to improper fractions
4. Changing improper fractions to mixed numbers
5. Adding fractions with unlike denominators

6. Subtracting fractions with unlike denominators
7. Subtracting fractions with no renaming
8. Subtracting fractions with whole numbers
9. Subtracting fractions with renaming
10. Multiplying fractions and whole numbers
11. Dividing a unit fraction by a whole number
12. Dividing a whole number by a unit fraction

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Different fractions that name the same amount are called “equivalent fractions.”
2. Every fraction has a “simplest form.”
3. Mixed numbers can be changed to improper fractions, and vice-versa
4. To add, subtract, multiply or divide fractions, they must have a common denominator.

ESSENTIAL QUESTIONS

1. When do we use fractions in real life?
2. What is the most important rule when adding, subtracting, multiplying and dividing fractions? (common denominator)
3. How are improper fractions and mixed numbers related?
4. How can models represent unit fractions?

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. All fractions have equivalent fractions.
2. All fractions have a simplest form.
3. Mixed numbers can be changed into improper fractions
4. Improper fractions can be changed into mixed numbers
5. Models can represent unit fractions

SKILLS

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

1. Identify and create equivalent fractions
2. Write given fractions in simplest form
3. Change mixed numbers to improper fractions
4. Change improper fractions into mixed numbers
5. Draw a model to represent a unit fraction

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
1. Pretest on fractions 2. Post test on fractions	PERFORMANCE TASK(S)/Think GRASPS: 1. Use models to represent fractions 2. Add fractions to double a recipe for baking cookies

	3. Use multiple “pizza” models to demonstrate mixed numbers and improper fractions
	OTHER EVIDENCE: 3. IXL results 4. Study island results

Stage 3: Learning Plan

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Jump to Table of Contents

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Unit 5 Algebraic Reasoning

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5-6	**Time/Duration:** 60 minutes
Course Summary: (optional)			

Unit Name: Algebraic Reasoning	**Unit Number: 5**	**Created: April 2023**	**Revised:** TBD

Standards Addressed:

- CC.2.2.S.A.1 Interpretand evaluate numerical expressions using order of operations.
- CC.Z.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- CC.2.2.4.A.4 Generate and analyze patterns using one rule

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:

1. Understanding Multiplication
2. Prime and Composite Numbers
3. Order of Operations
4. Numerical patterns
5. Representing Equations using a Scale
6. Solving Addition and Subtraction Equations
7. Solving Multiplication and Division Equations
8. Formulating Equations from a Word Problem
9. Numerical Patterns and rules

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Multiplication is repeated addition
2. Numbers are identified as prime and composite, based on their number of factors
3. Mathematical equations have an order that must be followed
4. Input/output tables have patterns
5. An equal sign means both sides of the equation are equal or balanced
6. Equations with a variable can be solved by doing the opposite operation (addition & subtraction; multiplication & division)
7. Word problems use words to indicate which operation is necessary.
8. Function rules show how variables are related

ESSENTIAL QUESTIONS

1. How do you add, subtract, multiply and divide algebraic expressions?
2. How can you rewrite expressions to help you solve problems?
3. How do you solve equations containing multiple operations?

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. …multiplication is repeated addition.
2. …the difference between prime and composite numbers.
3. …the order of operations

4. …how to apply rules with number patterns
5. …how to solve an equation.

SKILLS

Students will be skilled at...

1. …multiplication
2. …identifying factors to determine prime and composite
3. …solving equations in the proper order
4. …solving addition, subtraction, multiplication and division equations

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
1. Pretest on Algebraic Reasoning 2. Post-test on Algebraic Reasoning	PERFORMANCE TASK(S)/Think GRASPS: 1. Sing skip counting songs to multiply 2. Demonstrate equality with a scale 3. Recite "PEMDAS" Please Excuse My Dear Aunt Sally (Parenthesis, Exponents, Multiply, Divide, Add, Subtract) to remember the order of events
	OTHER EVIDENCE: 1. IXL results 2. Study island results

Stage 3: Learning Plan

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Jump to Table of Contents

Summary of Key Learning Events and Instruction

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Unit 6 Data Analysis

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5/6	**Time/Duration:** 60 min
Course Summary: (optional) [Type Here]			
Unit Name: Data Analysis	**Unit Number:** 6	**Created:** April 2023	**Revised:** TBD

Standards Addressed:

- CC.Z.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

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:

1. Bar graphs
2. Frequency Tables
3. Stem-and- Leaf Plots
4. Line Graphs
5. Scatter Plots
6. Line Plots and Measurement Data

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Information can be organized in a graph or tables.
2. Data can be interpreted from tables and graphs.
3. Bar graphs are used to compare quantities.
4. A large set of data is organized in a stem-and-leaf plot.
5. Scatter plots are used to show the relationship between two quantities

ESSENTIAL QUESTIONS

1. How can you use data to predict an event?
2. How can you display data in a way that helps you make decisions?
3. How can you construct and interpret a scatter plot?

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. …data can be organized into tables or graphs.
2. …the difference between bar graphs, frequency tables, stem and leaf plots, line graphs and scatter plots.
3. … how to analyze data
4. …how to used data to make decisions

SKILLS

Students will be skilled at...

1. …interpreting data from a frequency table
2. …interpreting data and solving problems from a bar graph
3. …interpreting data and solving problems from a line graph
4. …interpreting data from a stem-and-leaf plot
5. …interpreting data from a scatter plot
6. …making and using a line plot of measurement data

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
1. Pre-test on Data Analysis 2. Post-test on Data Analysis	PERFORMANCE TASK(S)/Think GRASPS: 1. Make and use a line plot of measurement data 2. Create bar graphs, frequency tables, stem and leaf plots, line graphs and scatter plots from given data
	OTHER EVIDENCE: 1. IXL results 2. Study island results

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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Jump to Table of Contents

Summary of Key Learning Events and Instruction

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Unit 7 Geometry and Measurement

Jump to Table of Contents

Course Title: Math	**Course Author:** Melissa Sherwood	**Grade Level(s):** 5-6	**Time/Duration:** 60 min
Course Summary: (optional) [Type Here]			
Unit Name: Geometry & Measurement	**Unit Number:** 7	**Created:** April 2023	**Revised:** TBD

Standards Addressed:

- CC.2.3.3.A.1 Identify,compare,and classify shapes and their attributes
- CC.2.4.5.A.5 Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
- CC.Z.4.5.A.1 Solve problems using conversions within a given measurement system.
- CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.

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:

- Naming figures using dot paper
- Points and Lines
- Classifying Quadrilaterals
- Polygons and Quadrilaterals
- Conversion of Customary units
- Conversion of Metric units
- Volume
- Solving Area problems
- Coordinate graphs

Transfer

Students will be able to independently use their learning to find patterns and structure in their lives by studying math concepts.

Meaning
UNDERSTANDINGS *Students will understand that…* 1. Figures have names, based on the number of sides and angles. 2. Different places in the world use different customary units of measure. 3. Customary units can be converted.
ESSENTIAL QUESTIONS 1. How are figures classified? 2. What customary units are used in the United States? 3. How can customary units be converted? 4. How can surface area and volume be used to find answers to real-world problems?

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. …the names of closed figures (triangle, quadrilateral, pentagon, hexagon, octagon, trapezoid, parallelogram, rhombus, rectangle and square) 2. …US customary units 3. …other parts of the world use the metric system

4. …customary units can be converted
5. …volume and area formulas
6. …points on a graph have coordinate points

SKILLS

Students will be skilled at...

1. …naming closed figures
2. …measuring with US customary units
3. …converting customary units
4. …finding volume and area of a given space
5. …identifying and graphing points on a coordinate graph

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
1.Pre-test on Geometry & Measurement 2. Post-test on Geometry & Measurement	PERFORMANCE TASK(S)/Think GRASPS: 1. Draw & label geometric figures 2. Use toothpicks to create lines 3. Find objects in the room that represent units of length (ex: a button is @1cm, a paper clip is @1 inch, etc.)
	OTHER EVIDENCE: 3. IXL results 4. Study island results

Stage 3: Learning Plan

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Jump to Table of Contents

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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]
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...

[Type Here]
[Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

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

ESSENTIAL QUESTIONS

4. [Type Here]
5. [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… 4. [Type Here] 5. [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
3. [Type Here] 4. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 4. [Type Here] 5. [Type Here]
1. [Type Here] 2. [Type Here]	OTHER EVIDENCE: 3. [Type Here] 4. [Type Here]

Stage 3: Learning Plan

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Jump to Table of Contents

Summary of Key Learning Events and Instruction

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

[Type Here]
[Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

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

ESSENTIAL QUESTIONS

6. [Type Here]
7. [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… 6. [Type Here] 7. [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?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
5. [Type Here] 6. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 6. [Type Here] 7. [Type Here]
3. [Type Here] 4. [Type Here]	OTHER EVIDENCE: 5. [Type Here] 6. [Type Here]

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Jump to Table of Contents

Summary of Key Learning Events and Instruction

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

[Type Here]
[Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

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

ESSENTIAL QUESTIONS

8. [Type Here]
9. [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… 8. [Type Here] 9. [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?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
7. [Type Here] 8. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 8. [Type Here] 9. [Type Here]
5. [Type Here] 6. [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?
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

Jump to Table of Contents

Summary of Key Learning Events and Instruction

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