



Social and Emotional Learning

Problem-Solving Skills

Relationship Skills

[Unit 1 -](#)

[Unit 2 -](#)

[Unit 3 - \[Type title here and then delete brackets\]](#)
[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

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Course Title:	Course Author: Monica Rich	Grade Level(s): K-6	Time/Duration:
Course Summary: (optional)			
Unit Name:	Unit Number: Unit 1	Created: 2021-2022	Revised: TBD
Standards Addressed: <ul style="list-style-type: none">Speaking and Listening CC.1.5 Respond to what a speaker says in order to follow directions, seek help, or gather information.Health, Safety, and Physical Education 10.4.6.F Identify and Describe positive and negative interactions of group members (leading, following, teamwork, etiquette, adherence of rules)			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Transfer

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

Meaning

UNDERSTANDINGS

Students will understand that...

ESSENTIAL QUESTIONS

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...

SKILLS

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

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
	PERFORMANCE TASK(S)/Think GRASPS:
	OTHER EVIDENCE: 1. direct observations of student behavior in the learning environment

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

Unit 2

[Jump to Table of Contents](#)

Course Title: [Social Skills]	Course Author: [Monica Rich]	Grade Level(s): [K-6]	Time/Duration: [4 Sessions]
Course Summary: (optional)			
Unit Name:	Unit Number:	Created: [2021-2022]	Revised: TBD
Standards Addressed:			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Transfer

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Stage 1: Essential Content, Concepts & Skills

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Acquisition

KNOWLEDGE

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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
	PERFORMANCE TASK(S)/Think GRASPS:
	OTHER EVIDENCE:

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

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"> • [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?

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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?

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Evaluative Criteria	Assessment Evidence
1. [Type Here] 2. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 1. [Type Here] 2. [Type Here]
1. [Type Here] 2. [Type Here]	OTHER EVIDENCE: 2. [Type Here] 3. [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 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"> • [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...

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?

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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?

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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: 4. [Type Here] 5. [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 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]
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"> • [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...

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?

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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?

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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: 6. [Type Here] 7. [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

- 7. [Type Here]
- 8. [Type Here]
- 9. [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]
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"> • [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...

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: 8. [Type Here] 9. [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

- 10. [Type Here]
- 11. [Type Here]
- 12. [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"> • [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: 10. [Type Here] 11. [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*

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Summary of Key Learning Events and Instruction

- 13. [Type Here]
- 14. [Type Here]
- 15. [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]
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"> • [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...

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?

[Jump to Table of Contents](#)

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: 12. [Type Here] 13. [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 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"> • [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...

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?

[Jump to Table of Contents](#)

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?

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[Jump to Table of Contents](#)

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: 14. [Type Here] 15. [Type Here]

Stage 3: Learning Plan

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Summary of Key Learning Events and Instruction

- 19. [Type Here]
- 20. [Type Here]
- 21. [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"> • [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...

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?

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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?

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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: 16. [Type Here] 17. [Type Here]

Stage 3: Learning Plan

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Summary of Key Learning Events and Instruction

- 22. [Type Here]
- 23. [Type Here]
- 24. [Type Here]