



## 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

[Jump to Table of Contents](#)

<b>Course Title:</b>	<b>Course Author:</b> Monica Rich	<b>Grade Level(s):</b> K-6	<b>Time/Duration:</b>
<b>Course Summary:</b> (optional)			
<b>Unit Name:</b>	<b>Unit Number:</b> Unit 1	<b>Created:</b> 2021-2022	<b>Revised:</b> TBD
<b>Standards Addressed:</b> <ul style="list-style-type: none"><li>• Speaking and Listening CC.1.5 Respond to what a speaker says in order to follow directions, seek help, or gather information.</li><li>• 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)</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:

### *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?*  
[Jump to Table of Contents](#)

**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?*

[Jump to Table of Contents](#)

**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](#)*

[Jump to Table of Contents](#)

*Summary of Key Learning Events and Instruction*

## Unit 2

[Jump to Table of Contents](#)

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

### 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:

*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?* [Jump to Table of Contents](#)

#### *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?***

[Jump to Table of Contents](#)

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?***

***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*

**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>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>[Type Here]</li> <li>[Type Here]</li> </ol>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>[Type Here]</li> <li>[Type Here]</li> <li>[Type Here]</li> </ol>	



## 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	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](#)*

[Jump to Table of Contents](#)

*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"> <li>[Type Here]</li> </ul>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <p>3. [Type Here]</p> <p>4. [Type Here]</p>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>4. [Type Here]</p> <p>5. [Type Here]</p> <p>6. [Type Here]</p>	

## 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: 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?***

***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*

- 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"> <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...*

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: 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?***

***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]

**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"> <li>[Type Here]</li> </ul>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <p>7. [Type Here]</p> <p>8. [Type Here]</p>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>10. [Type Here]</p> <p>11. [Type Here]</p> <p>12. [Type Here]</p>	

## 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?*

[Jump to Table of Contents](#)

#### *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?***

[Jump to Table of Contents](#)

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](#)*

[Jump to Table of Contents](#)

*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"> <li>[Type Here]</li> </ul>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <p>9. [Type Here]</p> <p>10. [Type Here]</p>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>13. [Type Here]</p> <p>14. [Type Here]</p> <p>15. [Type Here]</p>	

## 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?*

[Jump to Table of Contents](#)

#### *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?***

[Jump to Table of Contents](#)

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***

*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*

- 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"> <li>[Type Here]</li> </ul>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <p>11. [Type Here]</p> <p>12. [Type Here]</p>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>16. [Type Here]</p> <p>17. [Type Here]</p> <p>18. [Type Here]</p>	

## 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?***

[Jump to Table of Contents](#)

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?***

***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*

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"> <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?*

[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?*

***How will you know that they did it?***

[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**

***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*

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"> <li>[Type Here]</li> </ul>			

<p align="center"><b>Stage 1 Desired Results: Enduring Understandings &amp; Essential Questions</b></p> <p align="center"><i>What are the overarching takeaways and big ideas for students?</i></p> <p align="center"><a href="#">Jump to Table of Contents</a></p>	
Big Ideas: [Type Here]	
<p align="center"><i>Transfer</i></p>	
<p align="center"><i>Students will be able to independently use their learning to...</i></p> <p>15. [Type Here]</p> <p>16. [Type Here]</p>	
<p align="center"><i>Meaning</i></p>	
<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>22. [Type Here]</p> <p>23. [Type Here]</p> <p>24. [Type Here]</p>	

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

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