

Directions: Use the template below and the examples [provided](#) to complete the highlighted portion of the Unit Planning Form

COURSE: \_\_\_\_\_ UNIT NAME: \_\_\_\_\_

| Stage 1 – Desired Results                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ESTABLISHED GOALS/STANDARDS</b><br><br><b>This section refers to the content/skill standards (CCSS, NGSS, MSDE) that will students will attempt to master in this unit</b> | <b>Transfer</b><br><i>Students will be able to independently use their learning to...</i><br><br><b>COPY THE RELEVANT DEPARTMENT TRANSFER GOALS HERE</b>                                              |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                               | <b>Meaning</b>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                               | <b>UNDERSTANDINGS</b><br><i>Students will understand that...</i><br><br><b>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</b> | <b>ESSENTIAL QUESTIONS</b><br><br><b>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</b> |
|                                                                                                                                                                               | <b>Acquisition</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                               | <i>Students will know...</i><br><br><b>Refers to the key knowledge students will acquire from the lesson, unit, or course.</b>                                                                        | <i>Students will be skilled at...</i><br><br><b>Refers to the key skills students will acquire from the lesson, unit, or course.</b>                                                                                                                                                                                               |

### Section Debrief: Things to think about and discuss

For the knowledge listed above:

- How will these concepts and information be introduced? (ex. concept maps, readings, mini lessons, [vocabulary tools](#))
- What key vocabulary might get in the way of student understanding?
- How/when will students practice applying this knowledge before the assessments?
- Are there any concepts or knowledge that you are unsure how to introduce could use help thinking about?

For the skills listed above:

- How will these skills be introduced and modeled?
- How/when will students practice applying this skill to the course content? How will they receive feedback?
- Which [academic language functions](#) will students need to be able successfully demonstrate master of these skills?
- Are there any skills that you are unsure how to teach and could use help thinking about?

## Stage 2 – Evidence and Assessment

| Evaluative Criteria                                                                 | Assessment Evidence                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This is where you would attach the rubric for your major assessments rubric.</b> | <b>PERFORMANCE TASK(S):</b><br><br><b>Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</b> |
|                                                                                     | <b>OTHER EVIDENCE:</b><br><br><b>Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</b>                                                 |
|                                                                                     | <b>WHAT WILL YOUR FORMATIVE CATEGORY GRADES BE?</b>                                                                                                                                                                                                                                                                                                |

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

**This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes readings, discussions, problem-solving sessions, etc.**