

# Unit Design

## Unit Planning Template

Unit Overview	
Unit Title:	
Teacher:	
Grade Level/Course:	
Length/Dates:	
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	

### Stage 1: Desired Results

Competencies List the Competencies this unit will address

Primary Performance Standards List the Performance Indicators that will be assessed on the summative assessment for this unit	Supporting Performance Standards List any indicators that will be reviewed or introduced, but not formally assessed

<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	
<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	

What will students <u>know</u> Factual information, vocabulary and basic concepts related to each indicator	What will students <u>be able to do</u> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

## Stage 2: Evidence of Student Learning

Task Neutral Scoring Criteria Levels of performance for each performance standard				
Indicator List performance indicators from Stage 1	1 = Does Not Meet	2 = Partially Meets	3 = Meets	4 = Exceeds

Pre-assessment Determines student strengths, weaknesses, and prior knowledge of the concepts and skills addressed in the unit

**Summative Assessment Task**

Describe what students will do and produce to develop evidence that will be evaluated using the scoring criteria. If an assessment has not been developed, the Summative Assessment Planning Template and Protocol might be helpful to guide this process.

**Stage 3: Instructional Design****Hook**

Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, “Why do we need to learn this?”

<b>Learning Targets</b> Identify what students should know and do in the course of the specific learning experience	<b>Formative Assessments</b> Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction	<b>Learning Experiences</b> Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s)

**Resources**

Support varied student needs and learning styles and include a range of media and print materials.

**Stage 4: Reflection****Student Reflection**

Provides an opportunity for students to reflect on learning and progress toward indicators; occurs throughout and at the end of a unit; incorporates goal setting

**Teacher Reflection**

Provides an opportunity for teachers to reflect on instruction and student progress toward indicators; occurs throughout and at the end of the unit; is based on student learning and engagement data; can result in changes to the unit, to instructional practice, or both