8th Grade Problem Solving

Curriculum Unit Overview

[Type Course Name Here]

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Unit 1 Invention Squad

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Course Title: Problem-Solving	**Course Author:** Paula Lenox	**Grade Level(s):** 8	**Time/Duration:** 9 weeks
Course Summary: (optional) The course is designed to support and enhance lifelong learning through cultivating a growth mindset and love of learning. Purposeful play through project based learning where students will systematically explore and experiment continually. We will invent solutions, create business ideas, life hacks and even have some friendly competitions as we use Lego Spike Prime robot kits to problem solve.			
Unit Name: Invention Squad	**Unit Number:** 1	**Created:** Paula Lenox	**Revised:** TBD

Standards Addressed: Three major programming tasks in this unit: Help!, Hopper and Super Clean up

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

There are 4 long-term transfer goals for Library Science: Explore (think), Engage (create), Collaborate (share), Pursue (grow).
The big ideas addressed in this unit include but are not limited to:
Inquire - learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.
Collaborate - learners work effectively with others to broaden perspectives and work toward common goals.
Curate - learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Explore - learners read, discover and innovate with a growth mindset developed through experience and reflection.

Transfer

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

- Explore defining a problem and begin to establish criteria that will eventually lead to a solution
- Communicate the details of the problem they observed
- Write a story based off of the defined problem and write a solution to that problem
- Create a program that tells a story and write the story
- Explore the process of creating prototypes to solve a problem
- Create original solutions by thinking outside the box to solve a problem
- Communicate their best solution to the problem

- Analyze data from test to determine similarities and differences among several design solutions and identify the best solutions for success

Meaning

UNDERSTANDINGS

Students will understand that…

- Designing the robot requires attention to detail and eye hand coordination
- Organization is the key to success.
- Problems can be defined based off of observations
- When communicating details are important
-
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

1. How do learners develop and satisfy personal curiosity?
2. How do learners persevere to solve problems through inquiry, implementation and reflection?
3. How do learners adapt, communicate and exchange knowledge and ideas with others?
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… 1. How to organize their materials, open the Lego education Spike app and locate the lesson (Help! And Hopper) 2. How to find the appropriate build and follow detailed image only instructions (there are no written words) they must pay attention to detail.(Help! And Hopper) 3. How to connect the robot to the computer, and run a program (Help! And Hopper) 4. Creatively write/tell a story about a problem (Help!) 5. How to create a short program that tells a story using a color sensor (Help!) 6. How to define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution (Hopper) 7. How to communicate effectively to build prototypes or solutions to the problem (hopper) 8. Accurately calculate the speed of their prototypes and compare them to the first build (hopper) 9. How to analyze test data to determine the best design solution 10. 11. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 1. Building, connecting and running the Robot and the program 2. Working with partner to solve the given problem and articulate the problem/solution

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. Kit checks for organization 2. Observation of collaboration and teamwork 3. Successful completion of the program and solution 4. WRitten story inferred from Help! 5. Product promotion, evaluation of which product is better in the form of a digital poster (Canva)	PERFORMANCE TASK(S)/Think GRASPS: 1. Successful completion of the lesson following all the steps (Help! and Hopper) 2. Clearly written description of story problem (Help!) 3. Creation of new program that tells a story (Help!) 4. Successful build of the robots (Help! and Hopper) 5. At least one prototype and successful run of the program (Hopper)

	6. Completion of Super Clean up controller and 2 Grabbers 7. Completion of the evaluation of each Grabber 8. 2 Graphic organizers to aid in the Canva poster
1. [Type Here] 2. [Type Here]	OTHER EVIDENCE: 1. [Type Here] 2. [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

- Unpacking the box, sorting and labeling all items
- Connecting the brick to the computer and updating the software if needed
- Running through the Getting Started with Spike Prime introduction (the light Matrix, The Motor, The Color Sensor, The Distance Sensor, The Force Sensor, The Gyro Sensor)
- Locating the first lesson Help! Define a problem by observing a scenario
- THere are 6 steps in the first lesson, one of which is to build Kiki the Dog. The build will take one class period (39 steps that must be followed exactly)
- After successful build, they will run the first story, write a possible story based off of what they hear, run the second story and do the same.
- Final product is to create a new program and explore different sounds etc and write their own story.
- Students will demonstrate their new program and tell me their story before tearing down.
- Upon completion they will tear down their robot and return each component to the proper location.

Help!

- work on their first build of the nine weeks by building Kiki the dog. Kiki uses the color sensor to respond to colors via a variety of sounds.
- play the first stack of programming blocks and describe what is happening to Kiki the dog based on the sequence of sounds.
- write a short story for the first stack of sounds
- Story 2 begins with the right button press and a new sequence of sounds and the story has a part 2

- Finish by programming 6 unique sounds to create a story of your own.

Hopper:

- Class discussion on what is a prototype? What is the benefit of having multiple options for a solution? How do you usually generate ideas before prototyping them?
- Watch a video on what they are going to be doing.
- Goal is to build new legs to make Hopper improve their hopping movement
- Have students create a short track for racing and timing their racers
- Have students create two new builds if time, some student groups will only get through one build,
- Students can watch each other's builds run
- Class discussion on what was the best design
- Race the Grasshopper (my build) and see how it compares
- Research ideas on moving robots without wheels to get design ideas

Super CLean up

- Students work independently and must create their own controller, and 2 Grabbers and test them out using 6 different object
- Evaluation worksheet: STudents will evaluate each grabber on its ability to grasp and hold different objects with a plan to select the best grabber to promote as a product.
- Students will use the two graphic organizers to help with evaluating the two and articulating which is the better product
- Canva poster will be created highlighting the grabber they feel is the best solution and why

Unit 2 KickStart a Business

Jump to Table of Contents

Course Title : Problem Solving	**Course Author:** [Paula Lenox]	**Grade Level(s):** [8]	**Time/Duration:** 9 weeks]
Course Summary: (optional) [Type Here]			
Unit Name: KickStart a Business	**Unit Number:** [2]	**Created:** [Type Here]	**Revised:** TBD

Standards Addressed:
Keep it Safe/ Digital Security
CSTA
2-AP-12 6-8
Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

2-NI-05 6-8
Explain how physical and digital security measures protect electronic information.

Common Core
CCSS.ELA-LITERACY.L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Track your packages - X - Y tracking device
CSTA
2-AP-16
Incorporate existing code, media, and libraries into original programs, and give attribution.

Common Core
CCSS.MATH.CONTENT.7.RP.A.1
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

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:

There are 4 long-term transfer goals for Library Science: Explore (think), Engage (create), Collaborate (share), Pursue (grow).
The big ideas addressed in this unit include but are not limited to:
Inquire - learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.
Collaborate - learners work effectively with others to broaden perspectives and work toward common goals.
Curate - learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Explore - learners read, discover and innovate with a growth mindset developed through experience and reflection.

Transfer

Students will be able to independently use their learning to…

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- Communicate their best solution to the problem
- Analyze data from test to determine similarities and differences among several design solutions and identify the best solutions for success

Meaning

UNDERSTANDINGS

Students will understand that…

- Designing the robot requires attention to detail and eye hand coordination patience and attention to detail is important
- Organization is the key to success.
- Problems can be defined based off of observations
- When communicating details are important
- Debugging a problem is universal not just a computer thing.
- What conditional in programming is
    a. Conditionals are a fundamental programming element that allows a computer to make decisions depending on specific criteria. They enable a program to execute distinct code branches based on particular conditions.

ESSENTIAL QUESTIONS

-
- How do learners develop and satisfy personal curiosity?
- How do learners persevere to solve problems through inquiry, implementation and reflection?
- How do learners adapt, communicate and exchange knowledge and ideas with others?
- How do conditional formatting elements help when having a program execute something?
- What are the principles of digital security?

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…

12. How to organize their materials, open the app, update their hubs, connect hub with USB or bluetooth,
13. How to build by following directions and build their project
14. Assess for patterns and how to use programming blocks to continue patterns

SKILLS

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

3. Troubleshoot their program and connection to the hub
4. Write a program to Track packages, move left, right, up and down and move on a diagonal
5. Following direction to build a package tracker and a safedeposit box
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
6. Check kits for organization 7. Observation of successful builds 8. Successful completion of the program 9. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 9. Successful completion of the lesson following all the steps for Keep it Safe and Track your packages 10. Creation of a strong password (Keep it Safe) 11. Successful builds of each task 12. [Type Here]
3. [Type Here] 4. [Type Here]	OTHER EVIDENCE: 3. [Type Here] 4. [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

- Opening the project and completing the build
- Following the directions in the program to run and test your initial program
-

Keep it Safe

- Once the safe is successfully built students run the program and see how easy it is to open.
- Start a discussion about iteration or fixing things by asking relevant questions, like:
    - Can anyone give an example of a safety device?
    - What makes a password strong or weak?
    - What's a condition?

Discuss the importance of data security and having passwords and locks that are not easy to break into (discuss data breaches)

Track your Packages

- Student have 2 different maps to track the delivery of packages and program Students will need to add blocks to the program to move the pointer to follow the street lines on the map
- They will need to build a broadcast "..." for each diagonal on each map

Unit 3 [Supplementary Lessons]

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:** [3]	**Created:** [Type Here]	**Revised:** TBD

Standards Addressed:
Common Core
CCSS.MATH.CONTENT.6.SP.A.2
Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

CCSS.ELA-LITERACY.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.]

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:
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- Create original solutions by thinking outside the box to solve a problem
- Communicate their best solution to the problem
- Analyze data from test to determine similarities and differences among several design solutions and identify the best solutions for success
- Discuss different methods for calculating how to make the rhino stop exactly one meter from its starting position.
- use their existing calculations to recalculate their programming block values to make the rhino stop at a distance of 120 cm (47 in.).
- explain the difference between stopping at an object using calculations vs. using a sensor.

Meaning

UNDERSTANDINGS

Students will understand that…

- Designing the robot requires attention to detail and eye hand coordination patience and attention to detail is important
- Organization is the key to success.
- Problems can be defined based off of observations
- When communicating details are important
- Debugging a problem is universal not just a computer thing.
-
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

5. How do learners develop and satisfy personal curiosity?
6. How do learners persevere to solve problems through inquiry, implementation and reflection?
7. How do learners adapt, communicate and exchange knowledge and ideas with others?
8.

9. [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)...

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
10. [Type Here] 11. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 13. [Type Here] 14. [Type Here]
5. [Type Here] 6. [Type Here]	OTHER EVIDENCE: 5. [Type Here] 6. [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

- [Type Here]
- [Type Here]
- [Type Here]

Unit 4 [Competition Ready]

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]			

Curriculum Development Hub

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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

10. [Type Here]
11. [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… 17. [Type Here] 18. [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

12. [Type Here] 13. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 15. [Type Here] 16. [Type Here]
7. [Type Here] 8. [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

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Summary of Key Learning Events and Instruction

- [Type Here]
- [Type Here]
- [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:

- [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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

12. [Type Here]
13. [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… 19. [Type Here] 20. [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
14. [Type Here] 15. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 17. [Type Here]

	18. [Type Here]
9. [Type Here] 10. [Type Here]	OTHER EVIDENCE: 9. [Type Here] 10. [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

- [Type Here]
- [Type Here]
- [Type Here]

Unit 6 [Brain Breaks and mini Challenges]

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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

14. [Type Here]
15. [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… 21. [Type Here] 22. [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
16. [Type Here] 17. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 19. [Type Here] 20. [Type Here]

11. [Type Here] 12. [Type Here]	OTHER EVIDENCE: 11. [Type Here] 12. [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

- [Type Here]
- [Type Here]
- [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: • [Type Here]			

Curriculum Development Hub

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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

16. [Type Here]
17. [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… 23. [Type Here] 24. [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
18. [Type Here] 19. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 21. [Type Here] 22. [Type Here]

13. [Type Here] 14. [Type Here]	OTHER EVIDENCE: 13. [Type Here] 14. [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

- [Type Here]
- [Type Here]
- [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: • [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...

- [Type Here]
- [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

18. [Type Here]
19. [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… 25. [Type Here] 26. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 17. [Type Here] 18. [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
20. [Type Here] 21. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 23. [Type Here] 24. [Type Here]
15. [Type Here] 16. [Type Here]	OTHER EVIDENCE: 15. [Type Here]

	16. [Type Here]

Stage 3: Learning Plan

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Summary of Key Learning Events and Instruction

- [Type Here]
- [Type Here]
- [Type Here]

Unit 9 [Type Name Here]

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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?

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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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

20. [Type Here]
21. [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… 27. [Type Here] 28. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 19. [Type Here] 20. [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
22. [Type Here] 23. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 25. [Type Here] 26. [Type Here]
17. [Type Here] 18. [Type Here]	OTHER EVIDENCE: 17. [Type Here] 18. [Type Here]

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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

- [Type Here]
- [Type Here]
- [Type Here]

Unit 10 [Type Name Here]

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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?

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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…

- [Type Here]
- [Type Here]
- [Type Here]

ESSENTIAL QUESTIONS

22. [Type Here]
23. [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… 29. [Type Here] 30. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 21. [Type Here] 22. [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
24. [Type Here] 25. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 27. [Type Here] 28. [Type Here]
19. [Type Here] 20. [Type Here]	OTHER EVIDENCE: 19. [Type Here] 20. [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

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- [Type Here]
- [Type Here]