Learning Support VMath

[K-4 Learning Support Math]

Curriculum Unit Overview

[VMath-Level C]

Table of Contents
Unit 1 - Addition] Unit 2 - [Subtraction] Unit 3 -Measurement Unit 4-Money and Geometry Unit 5 - Time, Graphing, and Data Unit 6 - Fractions and Concepts of Multiplying and Dividing Curriculum Development Hub

Unit 1 Addition

Jump to Table of Contents

Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:60 minutes**
Course Summary: (optional) [Type Here]			
Unit Name: [Addition]	**Unit Number:** [1]	**Created:** [September 2021]	**Revised:** TBD

Standards Addressed:

- CC.2.1 Numbers and Operations
- CC.2.2 Algebraic Concepts

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:

[Adding in any Order, Making a 10 to Add, Adding 2 numbers with no regrouping, regrouping Ones and Tens, adding 2 digit numbers with regrouping, adding up to four 2 digit numbers, solving addition problems, solving multi-step addition problems, finding a pattern, using rectangular arrays, adding 3 digit number with no regrouping, adding 3 digit numbers with regrouping]

Transfer

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

1. The student will be able to use addition skills to help with real world situations

Meaning

UNDERSTANDINGS

Students will understand that…

1. The students will understand how to add 2 digit numbers with and without regrouping
2. The student will understand how to add 3 digit number with and without regrouping
3. The student will understand How to solve multi-step addition problems
4. The student will understand how to add numbers in any order

ESSENTIAL QUESTIONS

1. Does the order matter when adding a number?
2. How do we add 2 digit numbers with and without regrouping
3. How do we add 3 digit numbers with and without regrouping
4. Does the order of multi step problems matter and how do we solve multi step problems

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. The students will know how to add in any order
2. The students will know how to add 2 digit numbers with and without regrouping
3. The students will know how to add 3 digit numbers with add without regrouping
4. The students will know how to solve multi step addition problems

SKILLS

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

1. Basic addition
2. Addition with multi digit numbers with regrouping
3. Addition with multi digit number without regrouping
4. Solving multi step addition problems

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. Pretest on addition 2. Postest on addition	PERFORMANCE TASK(S)/Think GRASPS: 1. Manipulation of base ten blocks 2. Writing fact families
1. [Type Here] 2. [Type Here]	OTHER EVIDENCE: 1. IXL results 2. Study island results

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. The students will be provided direct instruction on given skills.
2. The students will practice together with the teacher and or partner.
3. The students will complete independent practice.
4. Additional practice will be provided using extra practice, ixl, or study island.

Unit 2 [Subtraction] Jump to Table of Contents			
Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:** [60]
Course Summary: (optional) [Type Here]			
Unit Name: [Subtraction]	**Unit Number:** [2]	**Created:** [10/20/21]	**Revised:** TBD
Standards Addressed: • CC.2.1 Numbers and Operations • CC.2.2 Algebraic Concepts			

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:

Subtracting 2 digit numbers with no regrouping, checking subtraction with addition, regrouping for subtraction, subtraction 2 digit numbers with regrouping, solving subtraction problems, solving multi step subtraction problems, more or less by 10 or 100, finding the unknown, choosing an operation, subtracting the same number again and again, subtraction 3 digit numbers with no regrouping, subtracting 3 digit numbers with regrouping

Transfer

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

2. The student will be able to use subtraction skills to help with real world situations

Meaning
UNDERSTANDINGS *Students will understand that…* 5. The students will understand how to subtract 2 digit numbers with no regrouping 6. The student will understand how to subtract 2 digit number with regrouping 7. The student will understand how to solve subtraction problems and be able to check subtraction with addition 8. The student will understand how to solve 3 digit numbers with no regrouping 9. The student will understand how to subtract 3 digit numbers with regrouping
ESSENTIAL QUESTIONS 5. How do we subtract 2 digit numbers with and without regrouping 6. How do we subtract 3 digit numbers with and without regrouping 7. How do we subtract multi step subtraction problems 8. How do we check subtraction with addition

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. The students will know how to solve subtraction problems

6. The students will know how to subtract 2 digit numbers with and without regrouping
7. The students will know how to subtract 3 digit numbers with add without regrouping
8. The students will know how to solve multi step subtraction problems
9. The students will know how to check subtraction with addition

SKILLS

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

5. Basic subtraction
6. subtraction with multi digit numbers with regrouping
7. subtraction with multi digit number without regrouping
8. Solving multi step subtraction problems
9. Checking subtraction with addition

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. pretest on subtraction 4. posttest on subtraction	PERFORMANCE TASK(S)/Think GRASPS: 3. Manipulation of base ten blocks 4. Writing fact families
3. [Type Here] 4. [Type Here]	OTHER EVIDENCE: 3. IXL results 4. Study island results

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

5. The students will be provided direct instruction on given skills.
6. The students will practice together with the teacher and or partner.
7. The students will complete independent practice]
8. Additional practice will be provided using extra practice, ixl, or study island.

Unit 3 [Measurement]

Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:** [60 minutes]
Course Summary: (optional) [Type Here]			
Unit Name: [Measurement]	**Unit Number:** [3]	**Created:** [10/20/21]	**Revised:** TBD
Standards Addressed: ● CC.2.4 Measurement, data, probability			

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:

measuring with nonstandard units of length, estimating and measuring length with a ruler, comparing lengths, choosing the best length customary or metric, using a table, showing distance on the number line, solving measurement problems, measurement data, graphing data, data in bar graphs and picture graphs

Transfer

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

3. The student will be able to use measurement skills to help with real world situations

Meaning

UNDERSTANDINGS

Students will understand that…

10. The student will understand how to measure with nonstandard units of length
11. The student will understand how to estimate and measure using a ruler
12. The student will understand how to compare lengths
13. The students will understand how to choose the best length for customary of metric
14. The students will understand how to solve measurement problems
15. The students will understand how to graph data in bar graph or picture graph form

ESSENTIAL QUESTIONS

9. How do we measure with nonstandard units of length
10. How do we estimate using a ruler
11. How do we compare lengths
12. How do well choose the best length for customary and metric measurements
13. How do we solve measurement problems
14. How do we use data to create our own bar graphs and picture graphs

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…

10. The students will know how to measure non standard units of length
11. The students will know how to estimate using a ruler
12. The students will know how to compare lengths of objects
13. The students will know how to choose the best length for customary and metric measurements
14. The students will know how to solve measurement problems
15. The students will know how to use data to create bar graphs and picture graphs

SKILLS

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

10. Measuring nonstandard units of length
11. estimating using a ruler
12. Comparing lengths of objects
13. Customary and metric measurements
14. Solving measurement problems
15. Creating bar and picture graphs

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. pre test on Measurement 6. post test on Measurement	PERFORMANCE TASK(S)/Think GRASPS: 5. Measuring given objects
5. [Type Here] 6. [Type Here]	OTHER EVIDENCE: 5. IXL results 6. study island results

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

9. The students will be provided direct instruction on given skills.
10. The students will practice together with the teacher and or partner.
11. The students will complete independent practice
12. Additional practice will be provided using extra practice, ixl, or study island

Unit 4 [Money and Geometry]

Jump to Table of Contents

Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:** [60 minutes]
Course Summary: (optional) [Type Here]			
Unit Name: [Money and Geometry]	**Unit Number:** [4]	**Created:** [12/23/21]	**Revised:** TBD

Standards Addressed:

- CC.2. Geometry
- CC.2.4 Measurement, Data, probability (CC.2.4.2.A.3.2 .A.3 Money)

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:

[dimes and pennies, quarters and nickels, same value groups of coins, using the fewest amount of coins to make an amount, knowing solid and plane figures, properties of a polygon, understanding area]

Transfer

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

4. The student will be able to use measurement skills to help with real world situations

Meaning

UNDERSTANDINGS

Students will understand that…

16. The students will know and understand the amounts of a dime and a penny
17. The students will know and understand the amounts of a quarter and a nickel
18. The students will understand the grouping of coins to equal the same value
19. The students will understand how to make an amount using the fewest coins
20. The students will understand solid and plane figures
21. The students will understand properties of a polygon
22. The students will understand area

ESSENTIAL QUESTIONS

15. How do we recognize and identify the amounts of a dime and a penny
16. How do we recognize and identify the amounts of a quarter and a nickel
17. How do we group coins to equal the same value
18. How do we make a specified amount using the fewest coins
19. How do we recognize and identify solid and plane figures
20. How do we recognize and identify properties of a polygon
21. How do we calculate area

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…

16. The students will know how to identify the amounts of a dime and a penny
17. The students will know how to identify the amounts of a quarter and a nickel
18. The students will know how to group coins to equal the same value
19. The students will know how to make a specified amount using the fewest coins
20. The students will know how to recognize and identify solid and plane figures
21. The students will know how to recognize and identify properties of a polygon
22. The students will know how to calculate area

SKILLS

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

16. Recognize and identify amounts of the dime and penny
17. Recognize and identify amounts of the quarter and nickel
18. Grouping coins to equal the same value
19. Using the fewest coins to make a specified amount
20. Recognize and identify solid and plane figures
21. Recognize and identify properties of a polygon
22. Calculating area

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. Pre test money and geometry 8. Post test money and geometry	PERFORMANCE TASK(S)/Think GRASPS: 6. Manipulation of money 7. Using correct coins to purchase items 8. Calculating area of room
7. [Type Here] 8. [Type Here]	OTHER EVIDENCE: 7. IXL results

	8. Study island results

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. The students will be provided direct instruction on given skills.
14. The students will practice together with the teacher and or partner.
15. The students will complete independent practice
16. Additional practice will be provided using extra practice, ixl, or study island

Unit 5 Time, Graphing, and Data

Jump to Table of Contents

Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:** [60 minutes]
Course Summary: (optional) [Type Here]			
Unit Name: [Time, Graphing, and Data]	**Unit Number:** [5]	**Created:** 5/6/22	**Revised:** TBD

Standards Addressed:

- CC.2.4 Measurement, Data, probability (CC.2.4.2.A.3.2 .A.2 Time, CC.2.4.2.A.4 graphing)

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:

Telling time to the hour and half hour, telling time to 15 mins, telling time to 5 mins, telling time to 1 min, reading tally tables, comparing data in table, reading picture graphs and bar graphs, adding and subtracting using graphs

Transfer

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

5. The student will be able to tell time using analog and digital clocks
6. The student will be able to use graphs and tables to solve real life problems

Meaning

UNDERSTANDINGS

Students will understand that…

23. The students will understand how to tell time to the hour and half hour
24. The students will understand how to tell time to 5 minutes and 1 minute
25. The students will understand how to read tables, picture, and bar graphs
26. The students will understand how to use data by adding or subtracting

ESSENTIAL QUESTIONS

22. What time is it on an analog clock to the hour and half hour?
23. What time is it on a digital clock to the hour and half hour?
24. Why is it important to understand tables, pictures, and bar graphs
25. Why is it important to use tables, pictures, and bar graphs

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. How to tell time to the hour and half hour
24. How to tell time to 5 minutes and 1 minute
25. How to read tables, picture, and bar graphs
26. How to use data and determine which operation to use

SKILLS

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

23. Identify the time on the clock to the hour and half hour
24. Identify the time on the clock to the 5 mins and 1 min
25. Read and use data on tables, pictures, and bar graphs to solve problems

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. Pretest time, graphing, data 10. Posttest time, graphing, data	PERFORMANCE TASK(S)/Think GRASPS: 9. manipulation of analog clock 10. Collecting data of topics of interest 11. Creating graphs based on data collected
9. [Type Here] 10. [Type Here]	OTHER EVIDENCE: 9. IXL results 10. study island results

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

17. The students will be provided direct instruction on given skills
18. The students will practice together with the teacher and or partner
19. The students will complete independent practice
20. Additional practice will be provided using extra practice, study island, and IXL

Unit 6 [Fractions and Concepts of Multiplying and Dividing]

Jump to Table of Contents

Course Title: [Math]	**Course Author:** [Robin Prossen]	**Grade Level(s):** [K-4]	**Time/Duration:** [60 Minutes]
Course Summary: (optional) [Type Here]			
Unit Name: [Fractions and concepts of multiplying and dividing]	**Unit Number:** [6]	**Created:** 5/6/22	**Revised:** TBD

Standards Addressed:

- CC.2.1.3.C1
- CC.2.2.3.A.1
- CC.2.2.3.A.2
- CC.2.2.3.A.3

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:

Halves and fourths with fraction strips, halves and fourths with fraction circles, Understanding fractions, dividing into equal groups, relating to multiplication and division

Transfer

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

The students will be able to use fractions, multiplication and division to solve real life problems

Meaning

UNDERSTANDINGS

Students will understand that…

27. The students will understand the fractional representation of halves and fourths on a fraction strip
28. The students will understand the fractional representation of halves and fourths on a fraction circle
29. The students will understand how to make equal groups
30. The students will understand multiplication and division

ESSENTIAL QUESTIONS

26. What is the fraction is represented on the fraction strip
27. What is the fraction represented on the fraction circle
28. How can you create equal groups
29. How do you do basic multiplication
30. How do you do basic division

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. The student will read and understand fractions to the halves and fourths on a fraction strip
28. The student will read and understand fractions to the halves and fourths on a fraction circle
29. The students will know how to create equal groups
30. The students will know how to do basic multiplication

31. The students will know how to do basic division

SKILLS

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

26. Reading and understanding halves and fourths on fraction strips
27. Reading and understanding halves and fourths on fraction circles
28. Create equal groups
29. Multiply and divide

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. Pretest on fractions, multiplication, and division 12. Posttest on fractions, .multiplication, and division	PERFORMANCE TASK(S)/Think GRASPS: 12. Manipulation of fraction strips 13. Manipulation of fraction circles 14. Representation of equal groups 15. Creating and using multiplication charts
11. [Type Here] 12. [Type Here]	OTHER EVIDENCE: 11. IXl results 12. Study island results

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 21. The students will be provided direct instruction on given skills 22. The students will practice together with the teacher and or partner 23. The students will complete independent practice 24. Additional practice will be provided using extra practice, study island, IXL

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]			

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...

7. [Type Here]
8. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

31. [Type Here]
32. [Type Here]
33. [Type Here]

ESSENTIAL QUESTIONS

31. [Type Here]
32. [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… 32. [Type Here] 33. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 30. [Type Here] 31. [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: 16. [Type Here] 17. [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?

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 25. [Type Here] 26. [Type Here] 27. [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?

Jump to Table of Contents

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…

34. [Type Here]
35. [Type Here]
36. [Type Here]

ESSENTIAL QUESTIONS

33. [Type Here]
34. [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… 34. [Type Here] 35. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 32. [Type Here] 33. [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: 18. [Type Here] 19. [Type Here]
15. [Type Here] 16. [Type Here]	OTHER EVIDENCE: 15. [Type Here] 16. [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 28. [Type Here] 29. [Type Here] 30. [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: • [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...

11. [Type Here]
12. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

37. [Type Here]
38. [Type Here]
39. [Type Here]

ESSENTIAL QUESTIONS

35. [Type Here]
36. [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… 36. [Type Here] 37. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 34. [Type Here] 35. [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
17. [Type Here] 18. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 20. [Type Here] 21. [Type Here]
17. [Type Here] 18. [Type Here]	OTHER EVIDENCE: 17. [Type Here] 18. [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 31. [Type Here] 32. [Type Here] 33. [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: • [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...

13. [Type Here]
14. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

40. [Type Here]
41. [Type Here]
42. [Type Here]

ESSENTIAL QUESTIONS

37. [Type Here]
38. [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… 38. [Type Here] 39. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 36. [Type Here] 37. [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
19. [Type Here] 20. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 22. [Type Here] 23. [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?

Curriculum Development Hub

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 34. [Type Here] 35. [Type Here] 36. [Type Here]