**Understanding By Design Unit Template**

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| **Title of Unit** |  | **Grade Level** |  |
| **Subject** |  | **Time Frame** |  |
| **Developed By** |  | | |
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| **BC CURRICULUM CORE COMPETENCIES** | | | |
| **Communication:**  **Thinking:**  **Personal & Social:** | | | |
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| **BIG IDEAS (Understand)**  What enduring understandings from the “Big Ideas” do students take away? | | **Essential Questions**  What provocative questions will foster inquiry into the content? | |
| *Students will understand that...* | | *What questions will you ask to foster an inquiry disposition?* | |
| **CONTENT: (Know)**  What are students expected to know as a result of their learning? | | **CURRICULAR COMPETENCIES: (Do)**  What skills are students expected to acquire as a result of their learning? | |
| *Students will know...* | | *Students will be able to…* | |

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| **Stage 2 – Assessment Evidence** | | |
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| **Evidence**  Through what evidence – student work samples, observations, quizzes, tests, self-assessment or other means – will students demonstrate achievement of the desired results? | | |
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| **Learning Plan (Stage 3)** | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | |  |
| **How will you hook students at the beginning of the unit?** | |  |
| **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?** | |  |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** | |  |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | |  |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** | |  |
| **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?** | |  |
| **How will we get there?**  **Instructional Plan – activities:** | | |
| **Consider using:**  Mini-lessons  Multiple Intelligences  Models  Manipulatives  Rich problems  journals  Games  Stations  Literature  Integration with other subject areas  Projects  Homework  **Resources:**  Teacher’s guide  Textbook  Technology  Equipment  Books  **Strategies:**  T-chart  Think/Pair/Share  KWL  Drama  Connections | **Activities/Lesson 1**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 2**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 3**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 4**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 5**  **Hook:**  **Activity:**  **Closure:**  **Lesson Activity 7**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 8**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 9**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 10**  **Hook:**  **Activity:**  **Closure:**  **Activities/Lesson 11:**  **Hook:**  **Activity:**  **Closure:** | |

**Resources:**

**References:**