**Understanding By Design Unit Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Unit** |  | **Grade Level** |  |
| **Subject** |  | **Time Frame** |  |
| **Developed By** |  |
|  |
| **BC CURRICULUM CORE COMPETENCIES** |
| **Communication:****Thinking:****Personal & Social:** |
|  |
| **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…* |

|  |
| --- |
| **Stage 2 – Assessment Evidence**  |
|  |
|  |
|  |
| **Evidence**Through what evidence – student work samples, observations, quizzes, tests, self-assessment or other means – will students demonstrate achievement of the desired results? |
|  |
| **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-lessonsMultiple IntelligencesModelsManipulativesRich problemsjournalsGamesStationsLiteratureIntegration with other subject areasProjectsHomework**Resources:**Teacher’s guideTextbookTechnologyEquipmentBooks**Strategies:**T-chartThink/Pair/ShareKWLDramaConnections | **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:**