

Stage 1 – Desired Results

UbD Template - with question prompts

Established Goal(s): G

- *What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?*

Understanding(s): U

Students will understand that...

- *What are the “big ideas”?*
- *What specific understandings about them are desired?*
- *What misunderstandings are predictable?*

Essential Question(s) Q

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*

Students will know...

K

Students will be able to...

S

- *What key knowledge and skills will students acquire as a result of this unit?*
- *What should they eventually be able to do as a result of such knowledge and skill?*

Stage 2 – Assessment Evidence

Performance Task(s): T

- *Through what authentic performance task(s) will students demonstrate the desired understandings?*
- *By what criteria will “performances of understanding” be judged?*

Other Evidence: OE

- *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*

Stage 3 – Learning Plan

Learning Activities: L

- W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
- H = hook all students and hold their interest?
- E = equip students, help them experience the key ideas, and explore the issues?
- R = provide opportunities to rethink and revise their understandings and work?
- E = allow students to evaluate their work and its implications?
- T = be tailored (personalized) to the different needs, interests, abilities of learners
- O = be organized to maximize initial and sustained engagement as well as effective learning?