# Unit Planning Template

**Definitions/Guidance**

**Unit Title:**

**Teacher:**

**Grade Level/Course:**

**Approximate length of unit:**

**Unit summary:**

- Brief narrative comprised of 2-4 sentences discussing the unit.

## Stage 1 - Desired Results

### Cross-curricular Skills Standards

**Graduation Standards** (content area standards of primary importance in this unit)

### Primary Performance Indicators

- Define essential knowledge and skills to be assessed in the summative assessment;
- Determine what you intend to teach and assess explicitly.

### Supporting Performance Indicators

- Define content and skills you intend to review or introduce;
- Are assessed only in formative ways.

### Understandings

- Reside at the heart of the discipline and involve "doing" the subject;
- Make sense of information and skills, and help students mentally organize and apply information;
- Help students develop perspective and empathy;
- Are transferrable across contexts, places and times.

### Essential Question(s)

- Stimulate students to engage in inquiry and extended thinking;
- Provide relevance;
- Set the stage for students and preview what the unit is about;
- Are derived from unit understandings;
- Help students articulate those understandings.

### Students will know…

- Learning expectations of the unit based on the primary performance indicators;
- Factual information, vocabulary, and basic concepts of the unit.

### Students will be able to…

- Identify skills or processes that comprise the targeted primary performance indicators;
- Integrate skills and knowledge, and apply in new situations.

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The Understanding by Design Guide to Creating High Quality Units by Grant Wiggins and Jay McTighe, 2011, ASCD Alexandria, VA.


http://gradnyc.com/curriculum-alignment-project/

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Stage 2 - Evidence of Student Learning  

Assessment Design

- Are outlined in a scoring guide or rubric format aligned with primary performance indicators;
- Define levels of performance for what students should know and do (e.g., 1-6; exceeds, meets, partially meets, and does not meet);
- Identify the criteria for meeting proficiency first;
- Include student input to ensure student-friendly language and understanding;
- Is exemplified by student work samples that clarify levels of performance (i.e. What does “meets” look like using prior student work samples?).

Scoring Criteria

- Evaluates student progress in achieving the primary performance indicators;
- Addresses the essential question(s) in a thoughtful manner;
- Integrates the identified Guiding Principle(s) in the demonstration of the content performance indicators;
- Aligns to the expected depth of knowledge identified in the primary performance indicators;
- Provide differentiated entry points for students to demonstrate the performance indicators.

Summative Assessment

- Conduct an oral, written, or kinesthetic pre-assessment to determine students’ strengths, weaknesses, understandings, and misconceptions in order to inform instruction.
- Includes questions related to each of the primary performance indicators;
- Groups the questions or activities in relation to each performance indicator so that data clearly indicates knowledge or gaps in knowledge per indicator;
- Includes a continuum of questions that transition from simple to complex, concrete to abstract, and recall to open-ended.

Entry-level Assessment

- Provides an engaging, entry-level event that ensures students’ interest in the content. This is the hook to the unit.
- Encourages students to access prior knowledge;
- Provides student work exemplars demonstrating an outcome of the unit.

Stage 3 - Instructional Design

Initial Event or Hook:

- Provides an engaging, entry-level event that ensures students’ interest in the content. This is the hook to the unit.
- Encourages students to access prior knowledge;
- Provides student work exemplars demonstrating an outcome of the unit.
Provide a skeleton overview of lessons in the unit

Based on entry-level assessment data, a teacher may adjust the sequence, pacing, and student grouping. In this section, list the major learning activities for the unit.

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Formative Assessment</th>
<th>Learning Experience(s)</th>
</tr>
</thead>
</table>
| Collectively reflects the learning expected to ultimately achieve the performance indicators | **For teacher:**  
- Keeps the end (i.e. summative assessment) in mind  
- Provides insight to improve student achievement  
- Adjusts instruction based on results  
- Involves students in self-assessment and reflection  
- Requires clear, descriptive feedback to students in a timely manner | Vary in length dependent upon the intended outcome(s);  
- Organized to maximize engagement and active learning around the learning target(s);  
- Are differentiated to address the needs identified through formative assessment results;  
- Provide opportunities for students to make connections between the learning target(s) and the performance indicator(s). |
| Identifies what students should learn and do in the course of the identified learning experience | **For students:**  
- Allows them to understand, monitor, and reflect on growth of their learning  
- Maintains student engagement | |
| Are explicitly shared with students | | |
| Defines how progress will be monitored through formative assessments | | |

**Stage 4: Resources and Reflection**

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<thead>
<tr>
<th>Resources</th>
<th>Subject Reflection</th>
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| Are varied and based on student learning styles and needs;  
- Include a range of media and print materials;  
- Differentiated by levels to support student access. | Informs the learning process and achievement;  
- Provides opportunities to reflect on learning in relation to the identified performance indicators and Guiding Principles;  
- Occurs throughout the unit and after the summative assessment. |

**Teacher Reflection**

- Informs changes in instructional practice;  
- Uses the Unit Design Tuning Protocol to reflect on and refine the various elements of the unit;  
- May occur prior to implementation as well as after the unit is completed;  
- Includes a collaborative review of student work using a protocol to consider the elements of the unit design plan that were most effective and identify areas that could be improved;  
- Determines additional work needed for the unit to become part of the core curriculum for the course, school or district.