## Unit Design

### Stages + Steps

<table>
<thead>
<tr>
<th>Stage</th>
<th>Teacher Considerations</th>
<th>Student Considerations</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| What is worth understanding? | • Identify enduring understandings  
• What matters about what we are learning?  
• Identify related standards and indicators  | • What do I need to learn and why?  
• What makes this important or useful?  
• What is the essential question?  | • What is the hook?  
• What activity, task, reading, or video will help to engage students with these ideas?  |
| **Stage Two**          |                         |                         |                        |
| How will students show understanding? | • Unpack indicators  
• Select and develop scoring criteria  
• Design summative assessments  | • Sequence skills and knowledge; identify points for formative assessment  | • What materials and activities will help students practice, acquire, and demonstrate what they need to know?  |
| **Stage Three**        |                         |                         |                        |
| What promotes engagement, learning, and mastery? | • Where can students have voice and choice?  
• What supports and extensions will ensure that all students learn?  | • What is the essential question?  
• What makes the concept real and compelling?  | • Identify what students already know.  
• What will make the materials and activities engaging and accessible to all students?  |