

Understanding By Design Unit Template

Title of Unit		Grade Level	
Curriculum Area		Time Frame	
Developed By			
Identify Desired Results (Stage 1)			
SB 191 Colorado Teacher Model Evaluation Rubric			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
Related Misconceptions			
Knowledge Students will know...		Skills Students will be able to...	

Assessment Evidence (Stage 2)	
Performance Task Description	
Goal	
Role	
Audience	
Situation	
Product/Performance	
Standards	
Other Evidence	
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?	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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