|  |  |
| --- | --- |
| Unit Title | Use a concise title that conveys the heart of the unit. |
| Length of Unit | This is the intended length of unit. |
| Unit Summary | The unit summary should provide the overarching scope of study, put that scope in context of the course progression, identify knowledge and skills students will develop, and explain the performance task. |

|  |  |  |
| --- | --- | --- |
| Stage 1 Desired Outcomes | | |
| ESTABLISHED GOALS Content Standards and Aligned ELA/CELP Standards | Transfer Goals and PoG Competencies Students will be able to independently use their learning to… | |
| Cite the national or state standards being used in this unit. Then write out 4-6 **priority** standards. | These are the skills that should be able to apply in new situations, not specific content knowledge. | |
| Meaning | |
| ENDURING UNDERSTANDINGS Students will understand that… | ESSENTIAL QUESTIONS (to be posted for students to grapple with throughout unit) |
| Write 2-5 Enduring Understandings here. | Write 2-5 Essential Questions here. |
| Acquisition | |
| SKILLS Students will be skilled at… | CONCEPTS Students will know… |
| Write skills here by identifying verbs from the standards. | Write concepts here by identifying nouns from the standards. |

|  |  |
| --- | --- |
| Stage 2 - Evidence of Mastery | |
| Success Criteria | Common Unit Assessments |
| Success criteria describe what quality work will look like. | SUMMATIVE ASSESSMENT AND/OR PERFORMANCE TASK Describe the summative assessment and/or performance task. |
|  | **Interim Assessments** (quizzes, things that will receive a grade) |
|  | FORMATIVE ASSESSMENT STRATEGIES TO USE DURING INSTRUCTION (Ways to monitor progress that are not graded but get actionable feedback.)  For example: Fist to five, Thumbs up/down |

|  |  |
| --- | --- |
| Stage 3 - Learning Plan | |
| Anchor Learning Events | |
| Interim assessments all students in grade will take. | |
| **Suggested Teacher Resources:** | **Suggested Student Resources:** |
|  |  |
| **Unit Specific Vocabulary:** | **Integration with science, social studies, and other content areas:** |
|  |  |