

# Understanding by Design template

## Stage 1—Desired Results

**Established Goals:** *State Standards addressed in this unit*

**Enduring Understandings:**  
*Students will understand that. . .*

**Essential Questions:**  
*Align with Enduring Understandings*

*Students will know. . .*

- *What key knowledge / content will students acquire as a result of this unit? (P21 Checklist)*

*Students will be able to. . .*

- *What skills will students acquire as a result of this unit? What should they be able to with new skills? ( P21 Checklist)*

- |   |   |
|---|---|
| Civic literacy <input type="checkbox"/><br>Health literacy <input type="checkbox"/><br>Environmental literacy <input type="checkbox"/><br>Global Awareness <input type="checkbox"/><br>Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> | <input type="checkbox"/> Creativity and Innovation<br><input type="checkbox"/> Information, Media, & Technology Skills<br><input type="checkbox"/> Life and Career Skills |
|---|---|

## Stage 2—Assessment Evidence

**SUMMATIVE Authentic Performance Task:**  
*Through what authentic performance tasks will students demonstrate the desired understandings? (See Web 2.0 Resource List)*

**Key Criteria or Rubric:**  
*By what criteria will performances of understanding be judged?*

*Utilize*

**Consider:**  Resources to access information    Resources to collaborate / communicate    Resources to create media products

**Other Formative and Summative Evidence:**  
*What diagnostic, pre-assessment, and in-unit formative assessment about the unit concepts, content, or skills will guide teacher instruction?*

**How will students reflect upon and self-assess their learning?**

Stage 3—Learning Plan (Continued)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>