

## Figure 4.1: UbD Unit Template With Lifelong Learning Descriptors

Stage One: Desired Results		
<b>Established Goals</b> [What specific standards statements and other sources of desired results will help develop stage-one desired results?]	Transfer	
	<i>Students will be able to independently use their learning to:</i> [What are one or a few long-term results that transcend this unit and connect to others? What are those that relate to broad, large, lifelong learning goals?]	
	Meaning	
	<b>Understandings</b> <i>Students will understand that:</i> [What are one, two, or three key understandings that will be the focus of teaching and learning during this unit?]	<b>Essential Questions</b> [What are one, two, or three thought-provoking questions that will foster understanding, inquiry, meaning making, and transfer?]
	Acquisition	
	<i>Students will know:</i> [What key information and basic concepts are critical for understanding, and for answering the essential questions?]	<i>Students will be skilled at:</i> [Which of the lifelong learning skills and skill areas will be emphasized and taught in this unit?]
Stage Two: Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
[For open-ended assignments and performance tasks and projects, what evaluative criteria will judge successful student work and provide feedback on work quality?]	[What open-ended assignments, used as assessments, will be given during this unit? What authentic tasks and projects will students use to demonstrate understanding and skill development?]	
[If appropriate for other evidence: What evaluative criteria will be used to judge successful student work?]	Other Evidence: [What other evidence, such as visual organizers, interactive notebooks, tests, quizzes, and self-reflections, will be collected during the unit to determine whether stage-one goals were achieved?]	

### Stage Three: Learning Plan

Summary of key learning events and instruction, including diagnostic and formative assessments

#### Setting the Stage

[What interactive activities will help do the following?

- Develop student interest and curiosity
- Create a context for learning
- Share, develop, and explore meaningful goals with students
- Introduce open-ended assignments, projects, and performance tasks
- Diagnose, discover, and activate background knowledge and skills that students already have]

#### Building the Foundation

[What interactive activities do the following?

- Provide students with a basic foundation of knowledge, understandings, skills, and habits of mind critical for developing unit goals
- Provide feedback to improve learning and work
- Foster productive struggle and help students take responsibility for their learning]

#### Deepening Learning

[What activities will help students do the following?

- Develop a deeper understanding of key concepts and ideas
- Independently continue practicing key skills and habits of mind
- Further develop and improve their learning and work
- Productively struggle
- Take responsibility for their learning]

#### Providing Closure

[How will students do the following?

- Complete their learning and work
- Share their learning and work with others
- Demonstrate and explain what they have learned
- Continue their learning in the future]

#### Additional Resources

Source for template: Adapted from Wiggins, G., & McTighe, J. (2011). The Understanding by Design guide to creating high-quality units. Alexandria, VA: Association for Supervision and Curriculum Development.