

Instructional Template

Stage 1 – Desired Results	
Established Goals: <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
Understanding(s): <i>Students will understand that...</i> <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	Essential Question(s): <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding, and transfer of learning?
<i>Students will know...</i> <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? 	
Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> Through what authentic performance task(s) will student demonstrate the desired understandings? By what criteria will “performances of understanding” be judged? 	Other Evidence: <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage 3 – Learning Plan	
Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design W=Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interest)? H= Hook all students and Hold their interest? E= Equip students, help them Experience the key ideas, and Explore the issues? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=Be Tailored (personalized) to the different needs, interests, and abilities of learners? O=Be Organized to maximize initial and sustained engagement as well as effective learning?	

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Fifth Grade

Stage 1 – Desired Results	
<p>Established Goals: <i>U.S. Encounter, Colonization, and Devastation</i></p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ○ Why different European nations wanted to control N. America and the Caribbean? ○ Why enslaved Africans were brought to the colonies? ○ Why Europeans wanted to settle and control North America and the Caribbean? ○ Why life was different from one colony to another? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What is our History? ○ How did the encounter between native & non-native peoples shape early colonization?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ○ How trade affected the economy of the thirteen colonies. (2.2.2) ○ The physical and cultural characteristics of the thirteen colonies. (3.1.2) ○ How people from various cultural groups have shaped the history of the United States (4.2.2) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ○ Analyze the costs and benefits of decisions colonists made to meet their needs and wants. (2.1.1) ○ Construct and use maps to show and analyze information about the thirteen colonies. (3.1.1) ○ Understand and analyze the impact of the European colonists' movement to the Americans on the land and the indigenous peoples. (3.2.3) ○ Analyze the multiple perspectives and interpretations of historical events in US history. (4.3.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ○ CBA Scaffold Task – Foldable 2 paragraph assignment “Native to Non-native Encounter” 	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ○ Recording Worksheet for CBA scaffold 	

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Fifth Grade

Stage 1 – Desired Results	
<p>Established Goals: <i>US Independence</i></p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ○ What were the causes of the American Revolution? ○ Why the Declaration of Independence is important to us. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ Why do people want to be free? ○ How can we be heard by our government?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ○ The impact of the British government on the economy of the thirteen colonies. (2.3.1) ○ How individuals caused change in US history (4.2.1) ○ Analyzes the multiple causes of change and conflict in US history (4.3.2) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ○ Understands and creates timelines to show how historical events are caused by other important events. (4.1.1) ○ Understands how essential questions define the significance of researching an issue or event. (5.2.1) ○ Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5.4.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Fifth Grade

Stage 1 – Desired Results	
Established Goals: <i>U.S. Founding the Nation</i>	
Understanding(s): <i>Students will understand that...</i> <ul style="list-style-type: none"> ○ Where does our democratic system come from? ○ What is the purpose of the Constitution? ○ What is the Bill of Rights? 	Essential Question(s): <ul style="list-style-type: none"> ○ What are our values and principles? ○ What values and Principles are basic to our democracy? ○ Why is the Bill of Rights important?
<i>Students will know...</i> <ul style="list-style-type: none"> ○ How technology and ideas have affected the way people live and change their values, beliefs, and attitudes. (4.2.3) ○ The key ideals of liberty and patriotism as outlined in the Declaration of Independence, US Constitution, and other fundamental documents. (1.1.1) ○ The organization of the United States government (1.2.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ○ Understand the function of the US government (1.2.2) ○ Understand the purpose of documents and the concepts used in them (5.1.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Fifth Grade

Stage 1 – Desired Results	
Established Goals: <i>Legacy for Us Today</i>	
Understanding(s): <i>Students will understand that...</i> <ul style="list-style-type: none"> What is the legacy of our founding documents? 	Essential Question(s): <ul style="list-style-type: none"> What are our rights and responsibilities?
<i>Students will know...</i> <ul style="list-style-type: none"> That significant historical events in the United States have implications for current decisions and influence the future (4.4.1) That civic participation involves being informed about how public issues are related to rights and responsibilities. (1.4.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Evaluate how a public issue is related to constitutional rights and the common good. (1.1.2) Research multiple perspectives to take a position on a public or historical issue in a paper or presentation. (5.4.1) Evaluates the relevance of facts used in forming a position on an issue or event. (5.1.2) Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals. (5.3.1) Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically. (5.4.2)
Stage 2 – Assessment Evidence	
Performance Task(s): CBA – You Decide	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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