

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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Fourth Grade

Stage 1 – Desired Results	
<p>Established Goals: WA – Exploring the Pacific Northwest Prior to Statehood</p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ What are the key events in Washington state history? ★ Who were the first people of Washington and how did they use their environment to meet their basic needs? ★ Who were the cultural groups who immigrated to Washington prior to 1889 and why did they come and where did they settle? ★ What were the causes of conflict in Washington's early history? ★ How have the different cultural groups in early Washington influenced our state? ★ Who were the first people of Washington and how did they use their environment to meet their basic needs? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What can history teach us about the world today?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ How individuals caused change in Washington State history. (4.2.1) ★ There are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources. (4.3.1) ★ The geographic features of the Pacific Northwest have influenced the movement of people. (3.2.3) ★ And analyze the costs and benefits of people's decisions to move and relocate to meet their needs and wants. (2.1.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Understand and create timelines to show how historical events are organized into time periods and eras. (4.1.1) ★ Create and use a research question to conduct research on an issue or event. (5.2.1) ★ Understand the main ideas from an artifact, primary source, or secondary source describing an issue or event. (5.2.2) ★ Evaluate the accuracy of primary and secondary sources. (5.1.2) ★ Draw clear, well-reasoned conclusions and provide explanations that are supported by artifacts and/or primary sources in a paper or presentation. (5.4.1) ★ Prepare a list of resources, including the title, author, and type of source, date published, and publisher for each source. (5.4.2) ★ Construct and use maps to explain the movement of people. (3.1.1)
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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Fourth Grade

Stage 1 – Desired Results	
<p>Established Goals: WA – Living in Washington: Its Geography, Resources, and the Economy</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> ★ What makes Washington unique ★ What the characteristics are of the geographic regions of Washington. ★ How Washington’s physical geography and resources contributed to people’s decision to make Washington their home ★ Why Washington’s location on the Pacific Rim is important culturally, politically, and economically 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ How does geography shape how we live? ★ How do political and economic decisions impact our environment and quality of life?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ The physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest including the difference between cities, states, and countries. (3.1.2) ★ The economy in Washington State relies on trade with Pacific Rim countries. (2.2.2) ★ That learning about the geography of Washington State helps us understand the global issue of trade. (3.3.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Understand the basic elements of Washington State’s economic system, including agriculture, businesses, industry, natural resources, and labor. (2.2.1) ★ Understand how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State. (2.4.1)
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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Fourth Grade

Stage 1 – Desired Results	
Established Goals: WA – Being Citizens in Washington	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ What are the rights and responsibilities of citizens in Washington? ★ What challenges does Washington face as a state? ★ How does government respond to the needs and wants of the people of Washington? 	Essential Question(s): <ul style="list-style-type: none"> ★ What rules and laws do we need? ★ How do the citizens of the state work together to solve problems? ★ How can citizens make a difference?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ Governments are organized into local, state, tribal, and national levels. (1.2.1) ★ The key ideal of rights set forth in Article I of the Washington State Constitution. (1.1.1) ★ How and why state and tribal governments make, interpret, and carry out policies, rules, and laws (1.2.2) ★ Civic participation involves being informed about public issues and voting in elections. (1.4.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Understand the concepts used in documents and sources. (5.1.1) ★ Understand that significant historical events in Washington State have implications for current decisions (4.4.1) ★ Evaluate the effectiveness of a law or policy by explaining how it promotes ideals. (1.1.2)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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