

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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Second Grade

Stage 1 – Desired Results	
<p>Established Goals: Our Community</p>	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> ★ How our community is organized ★ Who has shaped our community in the past? Who shapes it now? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What make a community? ★ What causes communities to change? ★ How are communities alike and different?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ The key ideal of public or common good within the context of the community (1.1.1) ★ The basic organization of government in the community (1.2.1) ★ The basic function of government and laws in the community (1.2.2) ★ About individuals who have shaped history in the local community (4.2.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Apply basic mapping elements such as compass rose, labels, and a key to read and construct maps that display information about neighborhoods or local communities. (3.1.1) ★ Understand the physical characteristics of places in the community. (3.1.2) ★ Understand and create timelines for events in a community to show how the present is connected to the past (4.1.1)
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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Second Grade

Stage 1 – Desired Results	
<p>Established Goals: Communities Meeting Their Needs and Wants</p>	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> ★ How communities pay for the goods and services they need and want ★ What jobs people have in a community – public and private ★ How consumers make decisions about what to buy and how producers make decisions about what to sell ★ How advertising influences people's choices in the marketplace. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ What goods and services do communities provide? ★ How do communities make decisions that affect the whole community?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ The basic elements of a community's economic system, including producers, distributors, and consumers of goods and services (2.2.1) ★ People in communities affect the environment as they meet their needs and wants. (3.2.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Understand that members of the community make choices among products and services that have costs and benefits. (2.1.1)
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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Second Grade

Stage 1 – Desired Results	
Established Goals: Participating in Our Community	
Understanding(s): <i>Students will understand ...</i> <ul style="list-style-type: none"> ★ What challenges does our community face? 	Essential Question(s): <ul style="list-style-type: none"> ★ How do communities solve problems? ★ What are the roles and responsibilities of community members? ★ How can we make a difference in our community?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ Apply the key ideals of the public or common good to uphold the rights and responsibilities within the context of the community (1.1.2) ★ Understand that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals. (1.4.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Understand multiple points of view on issues in the community (5.1.1) ★ Engage in discussions to learn about different points of view on issues (5.3.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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