

# UNIT DESIGN TEMPLATE

## Essential question or understanding for the unit:

Note: Please go to the companion website for examples and detailed guidance about how to use this template.

Class	Unit Title/Focus	Projected Dates/Duration
<p><b>1. DESCRIBE: Who Am I Teaching?</b></p> <p>Think of your students as “users” of you, your class, your curriculum, your methods, materials, and assessments. Describe the five main types of students in your class and their characteristics as learners; do so without using labels or stereotypes.</p>	<p><b>2. IDENTIFY: What Am I Teaching and Why?</b></p> <p>Describe the standards, skills, knowledge, or habits of mind that you expect students to learn and transfer from/to other units, other classes, or the real world. Explain how they will use the skills and knowledge in this unit in and outside of school.</p>	<p><b>3. ASSESS: Where Are They as Learners?</b></p> <p>List the assessments and assignments that meet students where they are, clarify what they need to learn, and align with the intended outcomes specified in step 2. Make clear, with examples or rubrics, what you will accept as evidence that they learned.</p>
User persona 1: _____		
User persona 2: _____		
User persona 3: _____		
User persona 4: _____		
User persona 5: _____		
<p><b>POSSIBLE ACCOMMODATIONS</b> Differentiate for students as needed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what or how they learn the content</li> <li><input type="checkbox"/> how they access or make sense of content</li> <li><input type="checkbox"/> how they show what they learn and can do</li> <li><input type="checkbox"/> the environment in which they learn</li> <li><input type="checkbox"/> the time needed to learn or complete a task</li> </ul>		
<p><b>CULTURAL CONSIDERATIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do students have a voice or choice in this unit?</li> <li><input type="checkbox"/> Does this unit connect to student experiences?</li> <li><input type="checkbox"/> What difficult questions/topics might arise?</li> <li><input type="checkbox"/> Will students be allowed to collaborate?</li> <li><input type="checkbox"/> Does this unit invite multiple perspectives?</li> </ul>		

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<b>4. DECIDE:</b> <b>How Should I Teach This?</b>	<b>5. ASSESS:</b> <b>What and How Well Did They Learn?</b>	<b>6. REFLECT:</b> <b>What to Transfer or Reteach?</b>
Choose the experiences, instructional tools, techniques, texts, and technology best suited to teach the specific learning intentions to your students. Will all be engaged? Will all find these accessible, respectful, and equitable?	Use the assessments from step 3 to measure how well students understand and can apply what they learned about the standards from step 2. How well can they explain, interpret, apply, or take different perspectives on what they learned?	Reflect on who did and did not learn or perform as expected. Examine what and how to reteach and support those students. What should you keep in mind as you design the next unit? How can you improve this unit next time?

DAILY