**Version 1**

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| **Stage 1: Goals** |
| *IF you want learners to understand…*[identify the content to be understood] –*…In the end, learners should be (better) able to use their understanding to*… [identify the specific thinking and applying] –*THEN instruction in support of the understanding goal(s) will require that students…* |

For further information see **Module D – Developing an Initial Unit Sketch**in the *UbD Guide to Creating High-Quality Units*

**Version 2**

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| **Stage 1: Unit Goals** |
| *In the end, learners should be (better) able to use their understanding to…* |
| **Stage 2: Evidence from Assessment of Goals** |
| *Evidence of success is shown when students are able to do such tasks as \_\_\_\_\_\_\_\_\_\_\_\_* [specific tasks]  *and explain how/ why\_\_\_\_\_\_\_\_\_\_* |
| **Stage 3: Learning Activities in Support of Unit Goals** |
| *To make it most likely that students understand, the learning needs to involve \_\_\_\_\_\_\_\_\_\_\_* |

For further information see **Module D – Developing an Initial Unit Sketch**in the *UbD Guide to Creating High-Quality Units*

**Version 3**

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| **Stage 1: Unit Goals** |
| *Transfer goals (key verbs):* | *Thinking Goals (key verbs):* | *Content Goals:* |
| **Stage 2: Evidence from Assessment of Unit Goals** |
| *Specific tasks for assessment of transfer & thinking goals (based on the key verbs of understanding):**Assessment of Content Goals:* |
| **Stage 3: Learning Activities in Support of Unit Goals** |
| *Activities in support of goals:* |

**Version 4: the UbD Template**

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS/ STANDARDS  | ***Transfer*** |
| *Students will be able to independently use their learning in new situations to…* |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…* | ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*  |
| ***Acquisition*** |
| *Students will know…*  | *Students will be skilled at…*  |
| **Stage 2 - Evidence** |
| **Alignment Coding** | **Evaluative Criteria** | **Assessment Evidence** |
|  |  | PERFORMANCE TASK(S):  |
|  |  | OTHER EVIDENCE:  |
| **Stage 3 – Learning Plan** |
| Coding | *Summary of Key Learning Events and Instruction (including pre- and formative assessments)* |
|  |  |

For further information, see **Module B** in the *UbD Guide to Creating High-Quality Units*