

Unit Title: TITLE OF UNIT	Teacher: LAST NAME
Subject/Course: GRAMMAR SCHOOL SUBJECT AREA / LOGIC-RHETORIC SCHOOL COURSE NAME	Grade: GRADE LEVEL
Desired Results	
<p>Enduring Understandings</p> <p>Framed as complete sentences Offer a particular proposition of general significance Focus on big, abstract, and transferable ideas Require inquiry, critical thinking, and hard work to be understood Transferable idea that we want students to grasp <i>eventually</i> Draws conclusions from various facts Inference drawn from the experience of experts Stated as specific and useful generalizations Refers to big ideas with enduring value beyond a specific subject Abstract, counterintuitive, and easily misunderstood ideas Acquired by <i>uncovering</i>, developed inductively, constructed Acquired by <i>doing</i>, using ideas in realistic settings Summarizes important principles in skill areas Makes claim/inference from facts rather than only stating facts Endures over time and across cultures because so important Helps student make sense of the content of the unit Not written to simply be recited but rather to frame lessons</p> <p><i>WARNING: Avoid the expert blind spot. Don't teach understandings as facts. Empathize with the novice.</i></p>	<p>Essential Questions</p> <p>Connect and bring meaning to discrete facts and skills Not answerable with finality in a brief sentence Stimulate thought and provoke inquiry and lively discussion Spark more questions Broad, full of transfer possibilities Doorways through which learners explore key concepts Elicit interesting and alternative views Require students to weigh evidence and justify answers Can and do recur, even years later Cause us to rethink what we thought we understood Require us to transfer an idea from one setting to another Spark connections with prior learning and personal experiences Push us to the heart of a particular topic or problem Open up thinking/possibilities for both novice and expert Seem genuine and relevant to students Historically important and (still) alive in a field of study Reinforce understanding prerequisite to future studies Accessible but thought-provoking and challenging Require decisions of <i>which</i> skill to use <i>when, how, and why</i></p>
<p>Knowledge</p> <p>Vocabulary, definitions, theory, ideas, people, places/geography, names, dates, formulas, procedures/algorithms/steps to be taken...</p>	<p>Skills</p> <p>Ability to classify, combine, compare, conclude, contrast, convert, decide, demonstrate, discriminate, distinguish, estimate, find, group, identify, illustrate, interpret, isolate, label, locate, manipulate, match, model, modify, order, organize, outline, predict, relate, recite, record, repeat, reproduce, revise, select, separate, solve, substitute, tell, trace</p> <p>NOTE: <i>Bloom's Taxonomy:</i></p>
Assessment Evidence	
<p>Description of observable and/or measureable demonstrations/products/performances of understanding, knowledge, and abilities Informal and formal methods of observing and documenting student performance Criteria for evaluating (and often assigning a number/letter to) student performance Specific name/kind/format of assessment (homework, quiz, test, report, essay, presentation) Qualification of assessment as either primarily <i>formative</i> or <i>summative</i></p>	
Learning Plan	
<p>Description of learning experiences and instruction that will enable students to achieve the desired results Scope, sequence, and pacing (often described by minutes, hours, or days) of individual lessons/content Naming of corresponding text/textbook pages and/or handouts, supplements, teacher resources Details of individual (daily) homework assignments</p>	

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Enduring Understandings	Essential Questions	
Knowledge	Skills	
Assessment Evidence		

