

Diocese of Allentown UbD UNIT PLAN & LESSON PLANS

(Adapted from Wiggins & McTighe, Advanced Concepts in Creating and Reviewing Units: Forms & Facts, (2012).

TEACHER:	CLASS/SUBJECT:	DATE:

STAGE 1- DESIRED RESULTS	
Understanding Goal:	
Standards:	
TRANSFER: By the conclusion of the unit the student will independently use his learning to:	
MEANING The student will understand that :	
Essential Questions (Overarching/Topical) that drive the UNIT:	
ACQUISITION of KNOWLEDGE What facts and basic concepts should the student know and be able to recall/use?	ACQUISITION OF SKILLS What discrete skills and processes should the students learn and be able to use?
How can Religion be incorporated into this unit?	

STAGE 2 – ASSESSMENT		
Identify all formative, performance, and summative assessments:		CRITERIA
What evidence will be collected to demonstrate student acquisition of knowledge and skills? What evidence will be collected to demonstrate that the student <u>understands</u> key concepts/Big Ideas in the Unit?		
What culminating assessment will demonstrate that the student has met the unit goal and can transfer that understanding to new situations?		
STAGE 3 – LEARNING EXPERIENCES		
Day/Code	Learning Experiences, noting <i>WHERE</i> (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 1		
DAY 2		
DAY 3		
DAY 4		

STAGE 3 – LEARNING EXPERIENCES

Day/Code	Learning Experiences, noting <i>WHERE</i> (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 5		
DAY 6		
DAY 7		
DAY 8		
DAY 9		
DAY 10		
DAY 11		
DAY 12		

STAGE 3 – LEARNING EXPERIENCES

Day/Code	Learning Experiences, noting <i>WHERE</i> (means of engagement, materials, and procedures):	Differentiation for each learning experience: