**UbD Template with Design Questions**

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| **Stage 1—Desired Results** | |
| **Established Goals** | |
| **Understandings**  Students will **understand** that…   * Language can be manipulated to influence or persuade an audience. * There are various forms of protests (i.e. through poetry, songs, letters, newspapers, etc.) * Losing ones’ freedom can build community and encourage expression (for example expression of individual beliefs/attitudes). * How story-telling influences the way audiences | **Essential Questions** |
| Students will **know**…   * What key knowledge and skills will students acquire as a result of this unit? | Students will **be able to**…   * What should they eventually be able to do as a result of such knowledge and skill? |
| **Stage 2—Assessment Evidence** | |
| **Performance Tasks**   * Through what authentic performance tasks will students demonstrate the desired understandings? * By what criteria will performances of understanding be judged? | **Other Evidence** |
| **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 **W**here the unit is going and **W**hat is expected? Help the teacher know **W**here  the students are coming from (prior knowledge, interests)?  **H** = **H**ook all students and **H**old their interest  **E** = Equip students, help them **E**xperience the key ideas and **E**xplore the issues?  **R** = Provide opportunities to **R**ethink and **R**evise their understandings and work?  **E** = Allow students to **E**valuate their work and its implications?  **T** = Be **T**ailored (personalized) to the different needs, interests and abilities of learners?  **O** = Be **O**rganized to maximize initial and sustained engagement as well as effective learning? | |