Task 1 – Unit Overview

Unit Focus	Unit Topic	
	Length of Unit	

Core Content

BIG IDEAS

Describe the major focus for the class that applies to the unit. "Big ideas" are declarative statements that describe a concept or concepts that transcend grade levels and content areas. They are concepts, themes, or issues that give meaning and connection to discrete facts and skills. To dig deeper into the concept of "big ideas," read the following resources:

- "What is a Big Idea" – Grant Wiggins
- "What Exactly is a Big Idea and a Core Task" – Grant Wiggins & Jay McTighe from the book *Understanding by Design*

Other sources to draw upon for "big ideas" include the following: the CAS the Prepared Graduate Competencies or GLEs, CCSS Math Standards for Mathematical Practice, CCSS ELA Anchor Standards, or NGSS Disciplinary Core Ideas and Crosscutting Concepts

ESSENTIAL QUESTIONS

Identify the engaging, debatable and overarching questions that frame the unit. These questions should be relevant, catch students' interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one "correct" answer).

Wiggins and McTighe define essential questions as, "A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be either overarching or topical (unit-specific) in scope," (UbD, 343). For additional support with essential questions, read the following resources:

- "What Makes a Question Essential" – an excerpt from *Essential Questions: Opening Doors to Student Understanding* by Jay McTighe and Grant Wiggins
- "What is an Essential Question" – Grant Wiggins

Standards References

Unit Learning Objectives

objective and standard. They may include more than one of the statements of intended learning/learning objectives identified above.	

Language Demands

Identify the most important English language demands (domain, form and function) and key vocabulary that students will need in order to successfully meet the unit learning goals.	

Assessment

Assessment: Identify and describe the assessment(s) that you will use to measure student progress towards the learning objectives of this unit.	*Hyperlink, embed, or discuss your summative assessment here.*
Scoring Tool Provide the tool (rubric, checklist, scoring guide, etc.) that states what you will be looking for or listening for in your	*Hyperlink, embed, or discuss your scoring tool here.*

students' work on the assessment and that provides information about progress they have made toward meeting the unit learning objectives and/or are proficient with respect to the standards.	