

**BAbD** *Unit Planning Template*

**Red boxes cannot be differentiated, remain the focus of teaching. [What you teach]**

**Green boxes can be differentiated. [How you teach; based on individual student history, interest, current ability]**

**Storyline:** The authentic connection that will grab the attention of students and empower them to solve a problem.

**Phenomenon:**

**Driving Questions:** What questions do you anticipate students having?



### Illuminate the Purpose: What & Why

#### ESTABLISHED GOALS

Based on State Standards

#### CONNECTION

The problem that students will be solving. Find relevant local problems or look into the [United Nations Sustainable Development Goals](#)

#### UNDERSTANDINGS

*Students will figure out that...*  
(big ideas that build empathy relevant to goals)

#### Acquisition

*Students will know...*  
(DCI from content knowledge from the standards above)

*Students will be able to...*  
(SEP and CCC students will gain in order to solve the problem)



**Choose the Destination:**

**Assessment Evidence**

**EVALUATIVE CRITERIA**

(Consider the verbs used above in acquisition, use [Bloom's Taxonomy](#) to encourage deeper learning.)

**PERFORMANCE TASKS**

Each unit should have each of these

- digital component
- reading
- listening
- research component
- modeling
- reflection
- publish/present

**INFORMAL EVIDENCE**

Opportunities to speak with every student & ask probing questions.

**UNIT CLOSURE**

Consider how students will curate their learning in a portfolio, podcast, or other artifact.

**PAUSE**

- Which voices are centered in the materials that have been provided? Which social narratives are preserved?
- Where are the blindspots or biases in your resources? Who is empowered or excluded?
- Do activities provide multiple entry points so all students can access the topic?
- Do activities activate prior learning?
- Are there opportunities for students to visualize their learning?
- Are there varied opportunities for knowledge acquisition?
- Are there varied opportunities for knowledge demonstration?
- Does this learning plan increase each student's capacity for independence?



### Chart the Path: Learning Plan

*Summary of Key Learning Events and Instruction*

(Increase student-centered activities & provide a variety of opportunities for all students to construct their own connections to the story/problem; use [UDL guidelines](#) to make experiences personally meaningful.)

**Engage - The beginning of the story to be told, phenomena to explain, or problem to be solved.**

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

**Explore - How students interact with the story.**

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

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**Explain - Students construct explanations of the story or of their proposed solution.**

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

**Extend - Students share their progress, ask probing questions.**

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

- PAUSE**
- Have students had an opportunity to reflect on their learning?
  - Have students begun planning their final product?
  - Is each student on track to meet their highest potential for this unit?

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<b>Evaluate - Reflect on learning, decide where it will be shared (authentic audience.)</b>			
Lesson Opener:			
Activity	Students Do	Students Learn	How this builds toward the purpose.
Lesson Closure:			
<b>Empower - Students design the product they will share with an authentic audience.</b>			
Lesson Opener:			
Activity	Students Do	Students Learn	How this builds toward the purpose.
Lesson Closure:			
<b>Unit Closure: Student Curation</b>			