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| **Stage 1: Identify Desired Results**By the end of the unit, what should students know, understand, and be able to do? |
|  **Essential Questions (based on the unit):**  |
| **Day** | **Content Standards** | **Science literacy standards** | **Cross Cutting Concepts** | **Misconceptions** | **Social Emotional Competencies (how will they be incorporated in your lesson?)** |
| **Mon.** |  |  |  |  |  |
| **Tues.** |  |  |  |  |  |
| **Wed.** |  |  |  |  |  |
| **Thurs.** |  |  |  |  |  |
| **Fri.** |  |  |  |  |  |
| **Notes** |  |  |  |  |  |
| **Knowledge, Understanding & Skills**What do students need to know, understand, and be able to do?Unpacking statements |
| **Standard (s):**Students know |
| **Stage 2: Assessment Evidence**What collection of assessments will **PROVE** that students have learned everything described in Stage 1? |
| **Formative Assessment:****Summative Assessment:** |
| **Stage 3: Learning Plan, Experiences, and Instruction**What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessment described in Stage 2? |
| **Learning Plan:** |
| **Experiences:** |
| **Instruction:** |

**Social Emotional Competencies**

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| **Self- Awareness** | **Social Awareness** | **Responsible Decision Making** | **Self-Management** | **Relationship Skills** |
| The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to asses one’s strength’s and limitations, with a –well- grounded sense of confidence, optimism, and a “growth mind set” | The ability to take the perspective of and empathize with others, including those from diverse background and cultures. The ability understand social and ethical norms for behavior and to recognize family, school community resources and supports | The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and considerations of the well- being of oneself and others | The ability to be successfully regulate one’s emotion, thoughts, behavior in different situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. | The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively,   seek and offer help when needed.  |