STEMS2 Unit Plan Template

*Paste your unit plan information into this doc, keep the headers for accessibility*

#

# BACKGROUND:

Lesson Background:

**This section is for teacher use. Please answer these question in the text.**

* Why is the unit designed this way?
* How did you select your community partners?
* Is there relevant or special content knowledge or background information that you think is required to implement the unit. For example background info on lo`i.

## Unit Overview:

**500 character (max) abstract providing a summary of your unit**

* What is the overall purpose and real world problem/challenge of the unit?
* What is the basic design of the unit?
* What is the basic content addressed in the unit?

# STAGE 1:

**Reflections before completing Stage I: (note: you do write answers to these questions here)**

* What is important for students to understand and be able to do?
* What do students already know and are already able to do?
* What are students curious about?

##

## Unit Plan Title:

## Essential Question:

* Open-ended (*how* or *why* Qs best)
* Pushes students to inquire about something real and relevant
* Gratifying (to them and / or the community)
* Inspires activity or movement, and evokes emotion or controversy

## Enduring Understanding(s):

* Write 2 - 5 main ideas that students will remember for the long term.
* Introduce these early and touch on them often.
* Form the foundation of the authentic culminating assessment

## Standard Benchmarks and Values

* Select standard benchmarks (HCPS III, CCSS, NGSS)
* Identify values to reinforce (culture-based, such as NHMO or other).
* Notate if students will be *introduced* *to,* will *practice,* or will *demonstrate mastery* of the standard during this unit.
* All assessed standards should be demonstrated mastery
* STEMS2 Units are interdisciplinary and should address a minimum of standards across three content areas. Please list all standards addressed (i.e. *introduced to* and *will practice*) and assessed (*demonstrate mastery*) in the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Science | Technology | Engineering | Mathematics | Social Science |
| Standards AddressedStandards Assessed  |
| Sense of Place (Nā Hopena Aʻo and beyond) |
|  |

## Critical Skills and Concepts:

* List what you want students to know and be able to do by the end of the unit.
* Link these skills and concepts to what students need to fully grasp the Enduring Understandings and answer the EQ.
* Delineate broad skills and concepts to be specific about what students are "getting good at.”

# STAGE 2:

**Reflections before completing Stage II: (note: you do write answers to this question here)**

* What have students learned and how have they grown?

## Authentic Performance Tasks:

* Describe how a student will *show you* that they deeply understand and can use / apply the Enduring Understandings.
* Develop a real-world task students can accomplish or problem they can solve to answer the EQ.
* Select some of the standards and values to assess.

## Authentic Audience:

* Decide on an authentic and relevant audience for this task.
* Who can students show their understanding to in order to make an impact beyond the walls of their classroom?

## Other Evidence:

* List other evidence and assessments beyond those in the Performance Task that can be used to measure student growth and mastery of benchmarks.

# STAGE 3:

**Reflections before completing Stage III: (note: you do write answers to this question here)**

* How do students best learn?

## Learning Plan:

* Identify knowledge and skills students will need to accomplish the Authentic Performance Task.
* Address how lessons will spiral and scaffold to build up to the culminating assessment.
* Notate how you will link to Enduring Understandings and make connections between discrete knowledge and larger themes often.
* Give students a chance to practice all skills needed to accomplish the final assessments several times.
* Offer students a chance to:
	+ Think about new knowledge/skills
	+ Do /create / make using the knowledge/skills
	+ Reflect and receive *feedback* on knowledge/skills
	+ Re-do (several times, if needed) constantly pushing for excellence