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| **Stage 1 – Desired Results** | | |
| **Established Goals** *(What Student Learning Outcomes will this unit/lesson address?)* | | |
| **Understandings**  *What are the big ideas?*  *What specific understandings about them are desired?*  *What misunderstandings are predictable?* | | **Essential Questions** *What provocative questions will foster inquiry, understanding, and transfer of learning?* |
| *Students will know...*  What key knowledge/skills will students acquire?  *Students will be able to...*  What should they eventually be able to do as a result of such knowledge/skills? | | |
| **Stage 2—Assessment Evidence** | | |
| **Performance Tasks:**  *How will students demonstrate the desired understandings?  By what criteria will these understandings be judged?* | | **Other Evidence:**  *What other evidence (e.g., quizzes, tests, observations, homework) will students demonstrate achievement of desired results?*  *How will students reflect and self-assess their learning?* |
| **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 interests? | |
| E = | **E**quip students, help them **E**xperience the key and 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 to the different needs, interests, and abilities of learners? | |
| O = | Be **O**rganized to maximize initial and sustained engagement as well as effective learning? | |