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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? |