| Stage 1: Identify Desired Results | |
| --- | --- |
| Established Goals *What is the context in which this instruction fits? (e.g. goals/request, timing, methodology, format, technology, collaborations, etc.)*  *Who are potential collaborators?*  *Is there a Frame, or multiple Frames, that could serve as a guiding force or influence the enduring understandings that you want to develop?*  *What are those Frames?* | |
|  | |
| Enduring Understandings *What are the big ideas?*  *What specific understandings about the big ideas are desired?*  *What prior knowledge, misconceptions, or misunderstandings might students bring/encounter?* | Essential Questions *What captivating questions will foster inquiry, understanding, and transfer of learning?* |
| ***Students will understand...*** |  |
| Knowledge, Skills, Values *On what, if any, Knowledge Practices (knowledge and skills) and Dispositions (values) from the Frame(s) will the instruction focus?*  *What other key knowledge, skills, and values will students acquire as a result of this lesson/unit?* | |
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| **Students will know… Students will be able to… Students will value…** | |

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| Stage 2: Determine Acceptable Evidence | |
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| Types of Evidence *Through what evidence will students demonstrate achievement of the big ideas/enduring understandings (e.g. authentic performance tasks, prompts, quizzes/tests, informal checks)?*  *What will be accepted as evidence of a student’s ability to use (transfer) their learning in new situations?* | Achievement of Desired Results *By what criteria will student performance of understandings be evaluated?*  *How will students reflect upon and self-assess their learning?* |
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| Stage 3: Plan Learning Experiences |
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| *What knowledge, skills, and values will help students achieve the desired results (refer to Stage 1)?*  *What activities will equip students with these knowledge, skills, and values?*  *How should this content best be taught to or experienced by students (methods and sequence)?*  *What materials and resources will be needed?* |
| Knowledge/Skills/Values (from Stage 1):Activities, Methods, Sequence, Assessment: |
| How do these learning activities fit with your planned assessment? |
|  |
| How do these learning activities tie back to your big ideas/Enduring Understandings and essential questions? |
|  |
| How do these learning activities tie back into your instructional context?*(e.g. timing, methodology, format, technology, collaborations, etc.)* |
|  |

| Lesson Plan | |
| --- | --- |
| Established Goals for the Unit | |
|  | |
| Enduring Understandings for the Unit | Essential Questions for the Unit |
|  |  |
| Knowledge, Skills, Values for the Lesson (drawn from K/S/V for the Unit) | Assessments for the Lesson |
|  |  |
| Learning Activities | Methodology and Resources |
|  |  |

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