| 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?* |
|  |
| **Students will know… Students will be able to… Students will value…** |

#

| Stage 2: Determine Acceptable Evidence |
| --- |
| 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?* |
|  |  |

#

#

| Stage 3: Plan Learning Experiences |
| --- |
| *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 |
|  |  |

#