

Stage 1 – Desired Results

Established Goals	
<p>G</p> <p>What Content Standards, Program and/or Mission related goal(s) will this unit address?</p>	
Transfer	
<p>T</p> <p>Students will be able to independently use their learning to...</p> <p>What kinds of long-term accomplishments are desired?</p>	
Meaning	
<p>U</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>What specifically do you want students to understand?</p> <p>What inferences should they make or grasp?</p>	<p>Q</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What thought-provoking questions will foster inquiry, meaning making, and transfer?</p>
Acquisition of Knowledge & Skill	
<p>K</p> <p><i>Students will know...</i></p> <p>What facts and basic concepts should students know and be able to recall?</p>	<p>S</p> <p><i>Students will be skilled at...</i></p> <p>What discrete skills and processes should students be able to draw upon and use?</p>

Stage 2 – Evidence

Evaluative Criteria
Performance is judged in terms of –

Assessment Evidence:

Students will need to show their learning by –

TRANSFER TASK(S):

TT

What criteria will be used in each assessment to evaluate attainment of the Desired Results?

What assessments will provide valid evidence of transfer and understanding (and other Stage 1 goals)?

OTHER EVIDENCE:

OE

What other evidence will you collect to determine whether Stage 1 goals were achieved?

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

Provide a summary of the key learning events and instruction in sequence. While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan.

Is there tight alignment among all three stages?

Does the learning plan reflect best practices?