

### Stage 1: Identify Desired Learning Outcomes

#### Establish Goals

What relevant learning goals (e.g., content standards, or course objectives) will this lesson or unit address?

Questions to guide your thinking:

- What are the essential skills? How proficient are students in these skills?
- What are the big ideas? What do students know about these ideas?
- What specific understanding about the big ideas are desired?
- What misunderstandings or misdirections are predictable?

#### Write Objectives

Write one to three concrete, measurable student learning objectives based on the goals above.

*Students will be able to...*

*Students will understand that...*

### Stage 2: Create Assessments for Learning

#### How will you know students are learning?

Write what you will see students doing, saying, producing, etc., that will show you they are becoming proficient in the learning objectives.

#### Assessments

Create assessments based on the “sensory” descriptions above.

##### Student Work:

- Through what authentic performance tasks will students demonstrate the desired understandings?
  
- Through what other evidence (e.g., tests, discussions, observations, homework, journals) will students demonstrate achievement of the desired results?

##### Measurement:

- By what criteria will performances of understanding be judged?
  
- How will students reflect upon and assess their learning?

## Stage 3: Build Learning Plan

### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design...

- Help students know where the unit is going and what is expected?
- Help teachers know where the students are coming from (prior knowledge, interests)?
- Hook all students and hold their interest?
- Equip students, help them experience the key ideas and explore the issues?
- Provide opportunities to rethink and revise their understandings and work?
- Allow students to evaluate their work and its implications?
- Be tailored (personalized) to the different needs, interests, and abilities of learners?
- Be organized to maximize initial and sustained engagement as well as effective learning?

### Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?