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| **S t a g e 1 – D e s i r e d G o a l s** | | | | | | | | |
| Establish Goals | | | | **Transfer** | | | | |
| Students will be able to independently use their learning to … | | | | |
| What content Standards, Program and / or Mission related goal(s) will this unit address? | | | | Goals:  This is a test   Tasks: This is a test2    What kinds of long-term, independent accomplishments are desired? | | | | |
| **Meaning** | | | | |
| UNDERSTANDINGS Students will understand that … Findme3       What specifically do you want students to understand? What inferences should they make? | ESSENTIAL QUESTIONS Students will keep considering …  Findme4       What thought-provoking questions will foster inquiry, meaning making, and transfer? | | | |
| **Acquisition of Knowledge & Skill** | | | | |
| Students will know …  Findme5       What facts and basics concepts should students know and be able to recall? | Students will be skilled at … Findme6         What descrete skills and processes should students be able to use? | | | |
| **S t a g e 2 – E v i d e n c e** | | | | | | | |  |
| **Coding** | | **Evaluative Criteria Assessment Evidence** | | | | | |  |
| Are all of the Desired Results being appropriately assessed? | |  | PERFORMANCE TASK(S)  How will students demonstrate their understanding (meaning-making and transfer) through complex performance? | | | | |  |
| **OTHER EVIDENCE**  What other evidence will you collect to determine whether Stage 1 goals were achieved? | | | | |  |
| **S t a g e 3 – L e a r n i n g P l a n** | | | | | | | |
| **Coding** |  | | | | | |  |
| What's the goal for (or type of) each event? | What pre-assessments will you use to check students' prior knowledge, skill levels and potential misconceptions? *Pre-assessment*  *Progress*  *Monitoring* | | | | | |  |
| **LEARNING EVENTS**  Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  Does the learning plan reflect principles of learning and best practices?  Is there tight alignment across all three stages?  *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. That means not just stating WHAT learners will do but WHY the event is proposed – its purpose*  *Optional: Use the column on the left to code your learning activities; e.g., their alignment with Stage 1 elements, T-M-A, or W.H.E.R.E.T.O.* | | | | | How will you monitor students' progress towards acquisition, meaning-making, and transfer, during lesson events?  What are potential rough spots and student misunderstandings?  How will students get the feedback they need and opportunities to make use of it? |  |