## Stage 1 - Desired Results

### Established Goals:
What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

### Understandings:
*Students will understand that…*
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

### Essential Questions:
- What provocative questions will foster inquiry, understanding and transfer learning?

### Students will know:
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skills?

### Students will be able to:

## Stage 2 - Assessment Evidence

### Performance Tasks:
- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performance be judged?

### Other Evidence:
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

## Stage 3 - Learning Plan

### Learning Activities:
What learning experiences and instruction will enable students to achieve the desired results?

How will the design:
- **W** = Help the students know Where the unit is going and What is expected?
  - Help the teacher know Where the students are coming from (prior knowledge, interests)?
- **H** = Hook all students and Hold their interest?
- **E** = Equip students, help them Experience the key ideas and Explore the issues?
- **R** = Provide opportunities to Rethink and Revise their understandings and work?
- **E** = Allow students to Evaluate their work and implications?
- **T** = Be Tailored (personalized) to the different needs, interests and abilities of learners?
- **O** = Be Organized to maximize initial and sustained engagement as well as effective learning?