

# 1-Page Template with Questions

Stage 1

Stage 2

Stage 3

Peer review

Exercises

Process sheets

Glossary

Stage 1—Desired Results	
<p><b>Established Goals:</b> <span style="float: right;">(G)</span></p> <ul style="list-style-type: none"> <li>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</li> </ul>	
<p><b>Understandings:</b> <span style="float: right;">(U)</span>  <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> <li>What are the big ideas?</li> <li>What specific understandings about them are desired?</li> <li>What misunderstandings are predictable?</li> </ul>	<p><b>Essential Questions:</b> <span style="float: right;">(Q)</span></p> <ul style="list-style-type: none"> <li>What provocative questions will foster inquiry, understanding, and transfer of learning?</li> </ul>
<p><i>Students will know . . .</i> <span style="float: right;">(K)</span></p> <ul style="list-style-type: none"> <li>What key knowledge and skills will students acquire as a result of this unit?</li> <li>What should they eventually be able to do as a result of such knowledge and skill?</li> </ul>	<p><i>Students will be able to . . .</i> <span style="float: right;">(S)</span></p>
Stage 2—Assessment Evidence	
<p><b>Performance Tasks:</b> <span style="float: right;">(T)</span></p> <ul style="list-style-type: none"> <li>Through what authentic performance tasks will students demonstrate the desired understandings?</li> <li>By what criteria will performances of understanding be judged?</li> </ul>	<p><b>Other Evidence:</b> <span style="float: right;">(OE)</span></p> <ul style="list-style-type: none"> <li>Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</li> <li>How will students reflect upon and self-assess their learning?</li> </ul>
Stage 3—Learning Plan	
<p><b>Learning Activities:</b> <span style="float: right;">(L)</span></p> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W = Help the students know <b>Where</b> the unit is going and <b>What</b> is expected? Help the teacher know <b>Where</b> the students are coming from (prior knowledge, interests)?</p> <p>H = <b>Hook</b> all students and <b>Hold</b> their interest?</p> <p>E = <b>Equip</b> students, help them <b>Experience</b> the key ideas and <b>Explore</b> the issues?</p> <p>R = Provide opportunities to <b>Rethink</b> and <b>Revise</b> their understandings and work?</p> <p>E = Allow students to <b>Evaluate</b> their work and its implications?</p> <p>T = Be <b>Tailored</b> (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = Be <b>Organized</b> to maximize initial and sustained engagement as well as effective learning?</p>	