STAGE ONE – DESIRED RESULTS

Unit Title: _____

Overview: *What the learning series/unit is about*

Stage 1

What is the central focus of this unit? How does this unit connect to students' lives, interests and prior knowledge? Why does this learning matter beyond the classroom?

Transfer Goals

What will students be able to do, on their own, beyond this unit, with what they've learned?

Students will be able to independently use their learning to…

Stage 1

Big Idea (Understandings)

What are the big ideas or core concepts the students should grasp?

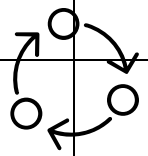
What specific understandings about these big ideas should students develop?

Essential Question(s)

Note: link Essential Questions to the Big Idea/Understandings

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

- *How do these questions push students to think deeply, rather than seek simple answers?*
- *Do these questions encourage ongoing exploration and discussion?*



Stage 1

Curricular Competencies

*What students are expected to **do***

What **skills and ways of thinking** should students develop in this unit?

- *How do these ways of thinking help students make sense of new information and apply their learning?*
- *How do these competencies connect to real-world application beyond the unit?*

Content

*What students are expected to **know***

What are key facts and concepts students should know?

- *How does this content support the transfer goals and competencies?*

Adapted from Wiggins and McTighe 2012

STAGE 2 – ASSESSMENT EVIDENCE

Stage 2

Performance Task(s)

What authentic task(s) will allow students to demonstrate their understanding in a meaningful way?

- *How does this task mirror how knowledge and skills are used in the real world?*
- *Does this task require students to apply their learning in a new situation?*
- *USE GRASPS*

By what criteria will "performances of understanding" be judged?

Other Assessment Evidence

What formative assessments will help monitor learning and provide feedback?

- *Eg. Writing responses, observations, student reflections.*

STAGE 3 – LEARNING PLAN

Stage 3

Sequence:

- Unit launch (Activation)
  - How will you provoke curiosity, interest etc.?
  - Ensure students know where they are going:
    - *Share the big ideas, essential questions and performance task up-front*
- Learning Plan:
  - What are the **key topics**, that need to be addressed in this unit.
    - *In what order should they be introduced to progressively build understanding?*
  - What **experiences and tools** will students need to explore ideas and develop understanding, knowledge and skills?
    - *How do these lessons explicitly prepare students for the performance task, and transfer?*
    - E.g., Types of Lessons:
      - **Acquiring** knowledge/skill (i.e., learn about something or how to do it)
      - **Applying** knowledge and skills (i.e., putting what we know into practice)
- Performance Task:
  - Analyze the task, with students
  - Establish/co-construct criteria
    - What further inquiry is needed?
    - What additional skills, not already addressed in the learning plan, will need to be taught?
- Reflecting on Learning:

Adapted from Wiggins and McTighe 2012

• What opportunities will students have to reflect, self-assess and set goals?	
Lesson 1	**Lesson 2**
Lesson 3	**Lesson 4**
Lesson 5	**Lesson 6**
Lesson 7	**Lesson 8**
Lesson 9 **Lessons 10 + (as many lessons as required up to the Performance Task)**	**Lesson 10**
Preparing for the Performance Task	**Performance Task!**

Adapted from Wiggins and McTighe 2012

Adapted from Wiggins and McTighe 2012