### 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?