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| Stage 1—Desired Results | | |
| Established Goals:  What standards will this unit address? | Transfer | |
| Students will be able to independently use their learning to . . .  *What kinds of long-term independent accomplishments are desired?* | |
| Meaning | |
| UNDERSTANDINGS  Students will understand that . . .  *What specifically do you want students to understand?*  *What inferences should they make?* | ESSENTIAL QUESTIONS  Students will keep considering . . .  *What thought-provoking questions will foster inquiry, meaning making, and transfer?* |
| Acquisition | |
| Students will know . . .  *What facts and basic concepts should students know and be*  *able to recall?* | Students will be skilled at . . .  *What discrete skills and processes should students be able to use?* |

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| Stage 2--Evidence | |
| Evaluative Criteria (What Criteria and Qualities Are Desired?) | Students will show transfer of learning by… |
| *Rubric Components* (See Success Criteria under “S”) | **Performance Task: GRASPS**  **Goal:**  Your task/goal is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The problem/challenge/obstacle is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Role:**  You are/ Your job is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You have been asked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Audience:**  The target audience is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Your client(s) is (are) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Situation:**  The context/situation is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Product/Performance and Purpose:**  You will create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Success Criteria:**  Your work will be judged by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Your product/performance must meet the following standards \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Evaluative Criteria (What Criteria and Qualities are Desired?) | Students will show transfer of learning by… |
| Rubric Components | **Project-Based Learning: Gold Standard BIE Model**  Type of Project (e.g. Solve a Real World Problem):  Driving Question:  How Authenticity Will Be Established (e.g. Personal Authenticity)  How Students Will Share Their Work With A Public Audience:  Project Vignette: |

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| Stage 3—Learning Plan | | |
| Pre-Assessment to check prior knowledge, skill levels, and potential misconceptions | | |
| Lesson # | Summary of Key Learning Events and Instruction (Labeled as A, M, or T) | Formative Assessment |
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