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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 |
| UNDERSTANDINGSStudents will understand that . . .*What specifically do you want students to understand?**What inferences should they make?* | ESSENTIAL QUESTIONSStudents 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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