

### + Three Stages of Planning

- **Unpack the content standards and 'content', focus on big ideas**
- **Analyze multiple sources of evidence, aligned with Stage 1**
- **Derive the implied learning from Stages 1 & 2**

Standard(s):	
Understandings	Essential Questions
<b>What are the big ideas?</b>	
Assessment Evidence	
<b>What's the evidence?</b>	
Learning Activities	
<b>How will we get there?</b>	

### + Stage 1 Identify Desired Results

- **GOALS**
  - What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?
- **UNDERSTANDINGS**
  - What are the big ideas?
  - What specific understandings about them are desired?
  - What misunderstandings are predictable?
- **ESSENTIAL QUESTIONS**
  - What provocative question will engage students?
- **KNOWLEDGE/SKILLS**
  - What key knowledge and skills will students acquire as a result of this lesson?
  - What should they eventually be able to do as a result of such knowledge and skills?

### + Stage 2 Identify Assessment Evidence

- **PERFORMANCE TASK**
  - Through what authentic performance task(s) will students demonstrate the desired understandings?
  - By what criteria will performances of understanding be evaluated?
- **OTHER ASSESSMENTS**
  - Through what other assessment evidence (e.g., quizzes, tests, homework, worksheets) will students demonstrate achievement of the desired results?
  - How will students reflect upon and self-assess learning?

### + Stage 3 Develop Learning Plan

- **LEARNING STRATEGIES**
  - What activities will support student understanding and development of knowledge and skills identified above?
  - Are you including strategies for active learning and metacognition?
  - Are you addressing multiple types of multiple intelligences?
  - Are you engaging students in higher levels of critical thinking?

<b>Active Learning Strategies</b> <ul style="list-style-type: none"> <li>• Reflections (R)</li> <li>• Collaborations (C)</li> <li>• Visual representations (V)</li> <li>• Kinesthetic actions/representations (K)</li> <li>• Questions (Q)</li> <li>• Writing (W)</li> <li>• Digital interactives/tools (D)</li> <li>• Problem-solving (PS)</li> </ul>	<b>Multiple Intelligences</b> <ul style="list-style-type: none"> <li>• Verbal-linguistic (VL)</li> <li>• Logical-mathematical (LM)</li> <li>• Visual-spatial (VS)</li> <li>• Naturalistic (N)</li> <li>• Bodily-Kinesthetic (BK)</li> <li>• Musical (M)</li> <li>• Interpersonal (IE)</li> <li>• Intrapersonal (IA)</li> </ul>	<b>Critical Thinking Levels</b> <ul style="list-style-type: none"> <li>• Knowledge (K)</li> <li>• Understanding (U)</li> <li>• Application (AP)</li> <li>• Analysis (AN)</li> <li>• Evaluation (EV)</li> <li>• Creation/Synthesis (CS)</li> </ul>	<b>Metacognition Strategies</b> <ul style="list-style-type: none"> <li>• Before (MB)</li> <li>• During (MD)</li> <li>• After (MA)</li> </ul>
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