

Subject Specific Planning Template

Stage One - Identify Desired Results

Enduring Understanding(s):

- What is the enduring understanding(s) the students will carry with them beyond this unit?
- These understandings reside in the heart of the curriculum and drive the planning and assessment process.
- They need to be described in a personal and relevant context from the point of view of the student.

Essential Question(s):

- What are the big ideas?
- What questions will foster understanding and allow students to apply their learning?
- What misunderstandings are predictable?

Students will know...

- What ken 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 skill?

Students will be able to...

Stage Two - Determine Acceptable Evidence

	K	I	C	A		K	I	C	A
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Through what authentic performance task will a student demonstrate the desired understanding(s)? • By what criteria will "performances of understanding" be judged? 					<p>Other Evidence:</p> <ul style="list-style-type: none"> • Through what other evidence (eg. Quizzes, test, academic prompts, observations, journals, etc.) will students demonstrate achievement of desired results? • How will students reflect upon and self assess their learning? 				

Stage Three - Plan Learning Activities

Learning Activities:

- What learning experiences and instruction will enable students to achieve the desired results? How will the design -
 - help the students know where the unit is going and what is expected.
 - hook all students and hold their interest.
 - equip students, help them experience the key ideas, and explore the issues.
 - provide opportunities to rethink and revise their understandings and work.
 - allow students to evaluate their work and its implications.
 - be tailored (personalized) to the different needs, interests, abilities of learners.
 - be organized to maximize initial and sustained engagement as well as effective learning.

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Subject:

Term:

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