Figure 1.2

1-Page Template with Design Questions for Teachers

Stage 1—Desired Results

Established Goals: (G)

- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings: (U)	**Essential Questions:** (Q)
Students will understand that . . .	- What provocative questions will foster inquiry, understanding, and transfer of learning?
- What are the big ideas?	
- What specific understandings about them are desired?	
- What misunderstandings are predictable?	
Students will know . . . (K)	*Students will be able to . . .* (S)
- 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?	

Stage 2—Assessment Evidence

Performance Tasks: (T)	**Other Evidence:** (OE)
- Through what authentic performance tasks will students demonstrate the desired understandings?	- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- By what criteria will performances of understanding be judged?	- How will students reflect upon and self-assess their learning?

Stage 3—Learning Plan

Learning Activities: (L)

What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know **W**here the unit is going and **W**hat is expected? Help the teacher know **W**here the students are coming from (prior knowledge, interests)?

H = **H**ook all students and **H**old their interest?

E = **E**quip students, help them **E**xperience the key ideas and **E**xplore the issues?

R = Provide opportunities to **R**ethink and **R**evise their understandings and work?

E = Allow students to **E**valuate their work and its implications?

T = Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?

O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?