

# George Washington M.S. Unit Planner

## Stage 1 - Desired Outcome

### Established Goals:

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

**G**

### Understandings:

*Students will understand that...*

- \* What are the big ideas?
- \* What specific understandings about them are desired?
- \* What misunderstandings are predictable?

**U**

### Essential Questions:

\* What provocative questions will foster inquiry, understanding, and transfer of learning?

**Q**

*Students will know . . .*

\* 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 skill?

**K**

*Students will be able to*

**S**

## Stage 2 - Assessment Evidence

### Performance Tasks:

\* Through what authentic performance tasks will students demonstrate the desired understandings?

\* By what criteria will performances of understanding be judged?

**T**

### Other Evidence:

\* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?

\* How will students reflect upon on self-assess their learning?

**OE**

## Stage 3 - Learning Plan

### Learning Activities:

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

How will the design

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

H = Hook all students, and Hold their interest?

E = Equip students, help them Experience the key ideas and Explore the issue?

R = Provide opportunities to Rethink and Revise their understandings and work?

E = Allow students to Evaluate their work and its implications?

T = be Tailored (personalized) to the different needs, interests, and abilities of learners?

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

**L**