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| **Title of the Unit:** | | | **Grade Level:** |
| **Content Area:** | | | **Time Frame:** |
| **Developed by:** | | |  |
|  | **Stage 1 – Desired Results** | | |
| **Learning Targets** | **Established Goals – Revised Ohio Academic Content Standards or CCSS:** | | |
| **Understanding(s):**  *What are the big ideas?*  *What specific understandings about them are desired?*  *What misunderstandings are predictable?*  Students will understand that….  (complete sentences) | **Essential Question(s):**  *What provocative questions will foster inquiry, understanding, and learning?*  Students will keep considering …..  (complete sentences) | |
| **Knowledge**  *What key knowledge will students acquire as a result of the Instructional Unit?*  Students will know …..  (bulleted statements are appropriate here) | **Skills**  *What skills (e.g., academic, cognitive, physical, social) will students acquire as a result of the Instructional Unit?*  Students will be able to …  (bulleted statements are appropriate here) | |

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|  | **Stage 2 – Determine Acceptable Evidence** | |
| **Assessment**  **Plan** | **Pre-Assessments:**  *How will you determine what the students already know and understand about the big ideas, essential questions, and learning targets prior to instruction?* | |
| **What evidence will show that students understand…**  *For each assessment listed below, identify the assessment as Formative (F) or Summative (S) measure of student learning.* | |
| **Performance Tasks, Projects:**  *Through what performance task(s) will students demonstrate the desired understandings?* | |
| **Quizzes, Tests, Homework:**  *Through what traditional task(s) will students demonstrate the desired understandings?* | |
| **Other Evidence (e.g., questioning, observations, work samples, dialogues, journals):** | **Student Self-Assessment:**  *How will students reflect upon and self-assess their learning?* |

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|  | **Stage 3 - Learning Plan** | | |
| **Learning Plan** |  | **Whole Class** | **Focus Students/Subgroup of Students** |
| *Where are your students headed? Where have they been? How will you make sure the students know where they are going?*  *How will you engage/hook students’ interest at the beginning of the unit?*  *What learning tasks will help students experience and explore the big ideas, essential questions, and content standards?*  *How will you organize and sequence learning tasks to optimize student engagement and learning?*  *How will you differentiate instruction (process, product, and/or content) to help all students learn effectively?* |  |  |

Attach your lesson plans here via a hyperlink

* Lesson Plan 1
* Lesson Plan 2
* Lesson Plan 3
* Lesson Plan 4
* Lesson Plan 5
* Lesson Plan 6