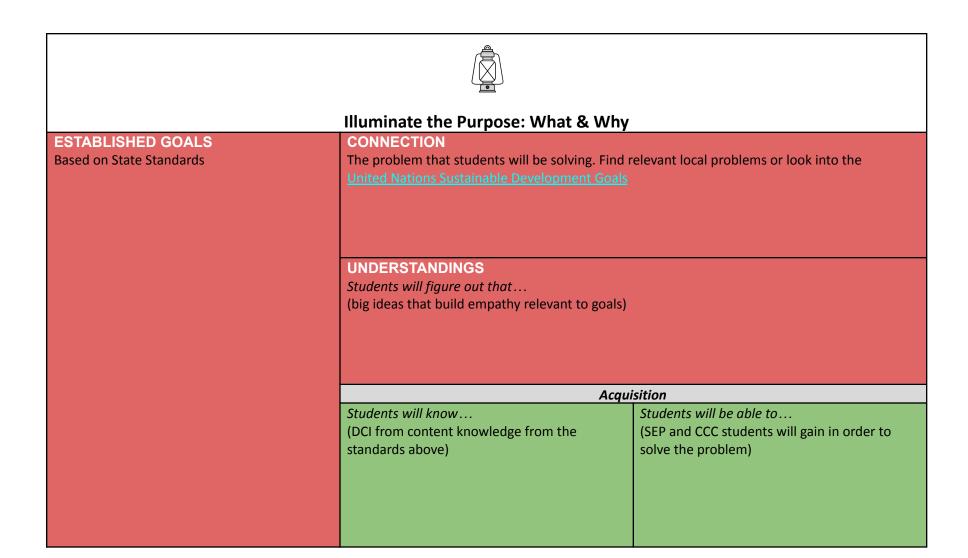
### Red boxes cannot be differentiated, remain the focus of teaching. [What you teach]

Green boxes can be differentiated. [How you teach; based on individual student history, interest, current ability]

Storyline: The authentic connection that will grab the attention of students and empower them to solve a problem.				
Phenomenon: Driving Questions: What questions do you anticipate students having?				





# Choose the Destination: Assessment Evidence

#### **EVALUATIVE CRITERIA**

(Consider the verbs used above in acquisition, use <u>Bloom's Taxonomv</u> to encourage deeper learning.)

#### **PERFORMANCE TASKS**

Each unit should have each of these

- → digital component
- → reading
- → listening
- → research component
- → modeling
- → reflection
- → publish/present

#### **INFORMAL EVIDENCE**

Opportunities to speak with every student & ask probing questions.

#### **UNIT CLOSURE**

Consider how students will curate their learning in a portfolio, podcast, or other artifact.

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#### **PAUSE**

- □ Which voices are centered in the materials that have been provided? Which social narratives are preserved?
- □ Where are the blindspots or biases in your resources? Who is empowered or excluded?
- □ Do activities provide multiple entry points so all students can access the topic?
- □ Do activities activate prior learning?
- ☐ Are there opportunities for students to visualize their learning?
- ☐ Are there varied opportunities for knowledge acquisition?
- ☐ Are there varied opportunities for knowledge demonstration?
- □ Does this learning plan increase each student's capacity for independence?



### **Chart the Path: Learning Plan**

Summary of Key Learning Events and Instruction

(Increase student-centered activities & provide a variety of opportunities for all students to construct their own connections to the story/problem; use <u>UDL guidelines</u> to make experiences personally meaningful.)

Engage - The	beginning of the	tory to be told, ph	enomena to explain	, or problem to be solved.
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Lesson Opener:

Activity	Students Do	How this builds toward the purpose.

Lesson Closure:

**Explore - How students interact with the story.** 

Lesson Opener:

Activity	Students Do	Students Learn	How this builds toward the purpose.

Lesson Closure:

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Explain - Students construct explanations of the story or of their proposed solution.					
Lesson Opener:					
Activity	Students Do	Students Learn	How this builds toward the purpose.		
Lesson Closure:					
Extend - Students share th	neir progress, ask probing questions	5.			
Lesson Opener:					
Activity	Students Do	Students Learn	How this builds toward the purpose.		
Lesson Closure:					
PAUSE					
Have students had an opportunity to reflect on their learning?					
Have students begun planning their final product?					
Is each student on track to meet their highest potential for this unit?					

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Evaluate - Reflect on learning, decide where it will be shared (authentic audience.)					
Lesson Opener:					
Activity	Students Do	Students Learn	How this builds toward the purpose.		
Lesson Closure:					
Empower - Students design the product they will share with an authentic audience.					
Lesson Opener:					
Activity	Students Do	Students Learn	How this builds toward the purpose.		
Lesson Closure:					
Unit Closure: Student Curation					