

## ISIC *Unit* Planning Instrument

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS/ STANDARDS</b> <i>What relevant goals will this unit address?</i></p> <p><i>What Content Standards, Program and/or Mission related goal(s) will this unit address?</i></p>	<b>Transfer</b>		
	<p><i>What kinds of long-term, independent accomplishments are desired?</i></p> <p><b>Students will be able to independently use their learning in new situations to...</b></p>		
	<p><b>Enduring Understanding</b> <i>What are the big ideas? What are the specific understandings about them are desired? What inferences should they make?</i></p>	<p><b>Unit Guiding Questions (Essential Questions)</b> <i>What provocative questions will foster inquiry, understanding and the transfer of learning?</i></p>	<p><b>Lesson Guiding Questions</b> <i>What questions will guide your lesson planning to make connections to the unit understandings?</i></p>
	1.	1.	1a.  1b.
	1.	2.	2a.  2b.
	<b>Acquisition</b>		
<p><i>What facts and basic concepts should students know and be able to recall?</i></p> <p><b>Students will know...</b></p>	<p><i>What discrete skills and processes should students be able to use?</i></p> <p><b>Students will be skilled at...</b></p>		

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Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<p><i>What criteria will be used in each assessment to evaluate attainment of the Desired Results? Regardless of the format of the assessment, what qualities are most important?</i></p>	<p><b>PERFORMANCE TASK(S):</b> <i>How will students demonstrate their understanding (meaning- making and transfer) through complex performance?</i></p>
	<p><b>OTHER EVIDENCE:</b> <i>What other evidence will you collect to determine whether Stage 1 goals were achieved?</i></p>
Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction (including pre- and formative assessments)	
<p><b>Pre-Assessment:</b> <i>What pre-assessments will you use to check students' prior knowledge, skill levels and potential misconceptions?</i></p>	<p><b>Progress Monitoring:</b> <i>How will you monitor students' progress towards acquisition, meaning-making, and transfer, during lesson events? How will students get the feedback they need and opportunities to make use of it?</i></p>
<p><b>LEARNING EVENTS</b> <i>Does the learning plan reflect principles of learning and best practices? Is there tight alignment across all three stages?</i></p>	
<p><i>While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan. That means not just stating WHAT learners will do but WHY the event is proposed - its purpose.</i></p>	

### **ISIC *Unit* Planning Instrument**

These questions are to help guide your thinking into the lesson planning that needs to connect to  
Lesson Planning Guiding Questions

- How are you going to embed instructional technology into your lesson planning?
- How are you going to address the Teaching and Learning Framework Focus Elements of 3b1, 3b2 and 3c1?
- How are you going to differentiate for your subgroups of students? (EL's, SEL's, SWD, and GATE