



[Title of Unit]

[Content Area/Course and Grade(s)]

[Summary of Unit]



Table of Contents

<type here>

Stage 1 Desired Results			
ESTABLISHED GOALS <type here>	G	<i>Transfer</i>	
		<i>Students will be able to independently use their learning to...</i>	
		T	
		<i>Meaning</i>	
		UNDERSTANDINGS <i>Students will understand that...</i> <type here>	U
<i>Acquisition</i>			
<i>Students will know...</i> <type here>		K	<i>Students will be skilled at...</i> <type here>
S			
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
<type here>	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)		PT
<type here>	<type here>		
<type here>	OTHER EVIDENCE: <type here>		OE
Stage 3 – Learning Plan			
<i>Summary of Key Learning Events and Instruction</i>			
<type here>			
Understanding by Design®. © 2012 Grant Wiggins and Jay McTighe. Used with permission.			



Lesson # and Title

Brief Overview of Lesson (what this lesson is about):

Prior Knowledge Required:

Estimated Time (minutes):

Resources for Lesson (list resources and materials):



MA Model Curriculum Lesson Plan Template

Lesson Number and Name:

Time (minutes):

Overview of the Lesson

Standard(s)/Unit Goal(s) to be addressed in this lesson:

Essential Question(s) addressed in this lesson:

Objectives

Language Objectives

Targeted Academic Language

What students should know and be able to do before starting this lesson



Anticipated Student Pre-conceptions/Misconceptions

Instructional Materials/Resources/Tools

Instructional Tips/Strategies/Suggestions for Teacher

Assessment

Lesson Details (including but not limited to:)

Lesson Opening

During the Lesson

Lesson Closing



List of Unit Resources

List and include resources by lesson sequence



Curriculum Embedded Performance Assessment (CEPA)