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| Title |  |
| Author |  |
| School, District |  |
| Audience (grade, course) |  |

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| Curriculum Anchor |
| Learning Objectives  The Learning Objectives are clearly defined and clearly indicate where in the curricular scope and sequence the lesson or unit plan would be placed. |

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| **Advanced** | **Accomplished** | **Emerging** | **Comments** |
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| Driving Question  The Driving Question is broad, open-ended, and directly speaks to the core ideas that are targeted in the learning objectives. |

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| Context  The local connections and life-relevancy of the content and core ideas in the learning objectives and driving question are clearly established. The Context component may center on photographs, activities, discussions, articles, videos, data displays, explorations of interactive web-based resources, prior lessons, or learning experiences, etc. |

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| Issues Investigation |
| Defining Issues and Asking Questions  The plan includes:   * Brief description (1-3 sentences) of how the teacher and students will go about defining the issue or problem under investigation and developing investigative questions (include examples of possible investigative questions). * Brief description and/or bullets of particular resources that students may use to support their plans (articles, websites, data sources, data displays, etc.) * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| **Advanced** | **Accomplished** | **Emerging** | **Comments** |
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| Planning and Conducting Investigations  The plan includes:   * Brief description (1-3 sentences) of expectations for how the students will go about developing plans for collecting, analyzing, and communicating data. * Brief description and/or bullets of the types of resources, services, and processes that may be available for students to use to implement their action plans. * Brief description and/or examples of the “products” that students will create to communicate their plans (for example, worksheets, journal, etc.). * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| Analyzing and Interpreting Data  The plan includes:   * Brief description (1-3 sentences) of how the students will go about the presentation, analysis, interpretation, and communication of data. * Brief description and/or bullets of the disciplinary core ideas, principles, resources, and tools that may be relevant in supporting the analysis. * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| Constructing, Communicating, and Refining Explanations  The plan includes:   * Brief description (1-3 sentences) of expectations for how the students will go about constructing and communicating their conclusions. * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| Issues Investigation |
| Developing Claims  The plan includes:   * Brief description (1-3 sentences) of how the students will go about developing and presenting claims that are grounded in factual knowledge and based on evidence from the analysis of data and constructed explanations from the issues investigation. * Brief description and/or examples of how students will share their claims with the teacher and their peers. * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| **Advanced** | **Accomplished** | **Emerging** | **Comments** |
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| Designing Solutions and Implementing Action  The plan includes:   * Brief description (1-3 sentences) of how the students will go about assessing their individual and collective capacities to take action to address the problem or issue of their claim. * Brief description and/or examples of the ‘products’ that students will create to communicate their plans (for example, worksheets/work plans, journal, etc.). * Brief description and/or examples of how the students will go about determining the criteria for the success of their action plans. * Brief description and/or bullets of the types of resources, services, and processes that may be available for students to use to implement their action plans. * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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| Evaluating Action  The plan includes:   * Brief description (1-3 sentences) of how the students will go about analyzing the effectiveness (or potential effectiveness) of the action as a solution to problem or issue based on determined criteria. * Brief explanation (1-3 sentences and/or bullets) of the criteria for student success. In other words, what the teacher will be looking for in students’ participation and/or work products. |

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