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| **REVIEW - CONCEPT CURRICULUM MAP** | | |
| **Grade(s):** | **Course Number(s):** | **Course Title(s):** |
| **Date of Map:** | **Unit:** | **Date Reviewed:** |

**Place an (x) in the cell per key scale:**

**Key:  3 = Meets the Standard,  2 = Partially Meets the Standard,  1 =  Does Not meet the Standard**

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| **Stage 1** | **3** | **2** | **1** | **Feedback & Guidance** |
| 1. The listed Transfer Goals specify desired long-term genuine accomplishment. |  |  |  |  |
| 1. The identified Understandings reflect important, transferable ideas. |  |  |  |  |
| 1. The identified Understandings are stated as full-sentence generalizations - *Students will understand that ...* |  |  |  |  |
| 1. Essential Questions are open-ended and thought provoking. |  |  |  |  |
| 1. Relevant Standards, Mission, and/or Program Goals are addressed explicitly in all 3 Stages. |  |  |  |  |
| 1. The identified knowledge and skills are needed to address the established goals, achieve the targeted understanding(s), and support transfer. |  |  |  |  |
| 1. All the elements are aligned so that State 1 is focused and coherent. |  |  |  |  |
| **Stage 2** | **3** | **2** | **1** | **Feedback & Guidance** |
| 1. The specified assessments provide valid evidence of all desired results; i.e., State 2 aligns with Stage 1. |  |  |  |  |
| 1. The specified assessments include authentic transfer tasks based on one or more facets of understanding. |  |  |  |  |
| 1. The specified assessments provide sufficient opportunities for students to reveal their attainment of the Stage 1 goals. |  |  |  |  |
| 1. Evaluative criteria for each assessment are aligned to the Desired Results in Stage 1. |  |  |  |  |
| **Stage 3** | **3** | **2** | **1** | **Feedback & Guidance** |
| 1. Appropriate learning events and instruction will help learners: |  |  |  |  |
| * 1. Acquire targeted knowledge and skills |  |  |  |  |
| * 1. Make meaning of important ideas. |  |  |  |  |
| * 1. Transfer their learning to new situations |  |  |  |  |
| 1. The W.H.E.R.E.T.O. elements are included so that the unit is likely to be engaging and effective for all learners. |  |  |  |  |
| **Overall** | **3** | **2** | **1** | **Feedback & Guidance** |
| 1. All 3 stages are coherent and in alignment. |  |  |  |  |
| 1. The unit design is feasible and appropriate in the time available. |  |  |  |  |