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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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.
 | [ ]  | [ ]  | [ ]  |       |