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| Title | Label the activity. |
| Why? | Explain and identify the reasons for learning. |
| Learning Objectives | List what is to be learned. |
| Success Criteria | Determine the desired outcomes and abilities that will be used to measure performance and achievement. |
| Prerequisites | Identify the prior skills and knowledge that are needed. |
| Resources | List essential references related to the activity. |
| Vocabulary | Provide key terminology. |
| Information | Provide information needed for the activity. Additional information can be provided to help students consolidate their learning after they have completed the Key Questions. |
| Plan and/or Tasks | List plan and/or tasks for meeting the learning objectives. |
| Model | Include representations or methodologies of what is to be learned. |
| Key Questions | Pose questions that guide the execution of the plan and/or tasks, exploration of the model, and processing of the information and resources in order to stimulate thought, introduce or form of concepts, and construct understanding. |
| Skill Exercises | Apply the new knowledge in simple situations and familiar contexts. |
| Problems | Use the knowledge in new contexts or real-world contexts requiring transference, synthesis, and integration of concepts. |
| Research | Identify opportunities for the learner to extend the learning to new situations and create knowledge that is unique or new. |
| Validation | Results are shared with peers and assessed. |
| Reflection on Learning | Have students think about what has been learned and assess how well the material has been mastered. |
| Self Assessment | Have students identify what has been done well, how they could improve, and strategies for improvement. |