Stage 1 Desired results

Stage 1 involves four steps that begin with identifying syllabus outcomes and then determining 'Transfer', 'Meaning' and 'Acquisition' learning goals/intentions.

Step 1 Identify syllabus outcomes

Identify the syllabus outcomes to be addressed in the lesson sequence/unit.

Step 2 Determine 'Transfer' learning intentions/goals

'Transfer' goals/learning intentions are the long-term accomplishments that students should be able to do with knowledge and skill, on their own and transfer this to other /new contexts, situations or KLAs.

Determine these by examining the syllabus outcome and chunking it down into the understandings, knowledge and skills required to demonstrate achievement of the syllabus outcome. There should be clear and direct links between the syllabus outcome and the 'transfer' learning goal/intention.

The learning intention/goal is what you want the students to learn or understand and should not be confused with the context or tasks.

In order for a learning intention/goal to be shared effectively, it needs to be clear and unambiguous, explained by the teacher in a way that makes sense to the students, in student-friendly language.

Use the stem:

Students will be able to independently use their learning to…

Step 3 Determine 'Meaning' learning intentions/goals

These are the learning intentions/goals that capture what big ideas or concepts students need to understand, that is, goals that cannot be simply transmitted but must be 'earned' by the learner.

Big Idea – an abstract and transferable concept, theme, or process at the heart of a subject or topic. *(e.g., adaptation, survival)*

To determine the Big Ideas for the lesson sequence/ unit, ask:

- Why? So what?
- What is the "moral of the story"?
- How is _____ applied in the world beyond the classroom?
- What couldn't we do if we didn't understand _____?

Avoid truisms, facts, definitions!

Understanding – a full-sentence generalisation specifying what students will come to understand about the big idea(s).

(e.g., Living organisms adapt in order to survive harsh or changing environments.)

Wiggins and McTighe (1998) suggest the following 'filters' for arriving at worthwhile understandings:

- represent a big idea having enduring value beyond the classroom
- reside at the heart of the discipline (involve 'doing' the subject)
- require uncoverage (of abstract or often misunderstood ideas)
- offer potential for engaging students.

Use the stem:

Students will understand that…

Step 4 Determine 'Acquisition' learning intentions/goals

These are learning intentions/goals that:

- specify what students should know and be able to do as a result of the unit
- reflect both the targeted knowledge and skill and the enabling knowledge and skill implied in understanding-related goals
- not taught for their own sake, but as a means to larger ends.

Knowledge includes:	**Skills include:**
✓ Vocabulary/terminology	✓ Basic skills
✓ Definitions	✓ Communication skills
✓ Key factual information	✓ Research/inquiry/investigation skills
✓ Critical details	✓ Thinking skills (problem-solving, decision making
✓ Important events and people	✓ Study skills
✓ Sequence/timeline	✓ Interpersonal or group collaboration skills
✓ These questions HAVE a correct answer!	

Use the stem:

Students will know…

Use the stem:

Students will be skilled at...

References

Wiggins, G., & McTighe, J. (1998). *Understanding by Design.* Alexandria: Association for Supervision and Curriculum Development.