IV. **Step 3: Stage 3 – The Learning Plan**

**Time Frame**
This discussion should occur 5 to 10 days before the unit is scheduled to begin.

**Items Needed**
- The standards aligned to this unit
- The complete unit plan
- The learning principles
- The common assessment(s)
- The common instructional framework
- Appropriate resources, texts, etc.

**Focus Question for this Discussion**
- What engaging, rigorous learning experiences will allow students to meet the standards for this unit?

**Facilitative Questions/Statements to Guide Discussion**
1. What should students know, understand, and be able to do at the end of this unit?
2. What are we asking students to do on the common assessment?
3. Let’s work through the Design Questions for student engagement.
   a. Will students find the content/concepts intrinsically valuable or are they disinterested?
   b. What types of compelling products, performances, or exhibitions might students create?
   c. What are the various sources (including the teacher) where students can access the required information?
   d. How will I make clear the standards by which students’ work will be judged?
   e. How will I provide students with feedback along the way?
   f. What will I do if students’ work is not proficient?
   g. Where can I incorporate opportunities for students to collaborate?
   h. How can I provide opportunities for students’ work to be valued by others?
   i. What are the opportunities for students to have choice in
      i. How they access information?
      ii. With whom they work?
      iii. How they are formatively assessed?
      iv. The products they create?
   j. Based on the technology standards, what strategies and technology can I incorporate in this unit?
   k. What are the opportunities for students to have authentic experiences?
4. For Middle School ELA classes:
   a. What model texts are appropriate for this work?
   b. What mini-lessons do we need to design?
   c. Where should we incorporate seminar?
   d. What anchor charts do we need to develop?
   e. Where might students struggle?
5. How do we align work students are willing to do with what they must learn?
6. Have we incorporated quality, research-based instructional practices?
7. Where will student work fall on Revised Bloom’s Taxonomy? Webb’s Depth of Knowledge? How might we make the work more rigorous?
8. How will we enable all students (ESL, EC, AIG) to access the curriculum? Consider Culturally Responsive Pedagogy, SIOP, etc.)

At this point, the PLC can take one of two steps:
1. They may decide to create the learning plan together.
2. After reflecting on the conversation, teachers may decide to plan instruction individually to meet the needs of their students.