The learning experiences that compose a unit should, in the words of H. Lynn Erickson, "prepare students for success on the performance tasks [and] address the know, understand, and able to do components in the unit" (Erikson, 2007, p. 72).

Ultimately, the learning experiences are the heart of your unit plans and will help lead students to an understanding of the generalizations, content, and skills that make up your unit. These are activities, student performances, and lesson plans that are the 'meat' of your unit.

Note that while the crafting of learning experiences follows the development of performance tasks and assessments, the actual instruction occurs before the final assessment!

Learning experiences are the heart of your lesson plans. Remember that everything you do within the lesson plan must connect back to the generalizations that you are trying to get students to understand, and the learning experience within the lesson should reflect the lesson itself (Erikson, 2007):

* coherent
* interesting
* time-worthy
* aligned to the standards
* differentiated

If you remember that the learning experience should allow the students to eventually "demonstrate a transferable, conceptual understanding" (Erikson, 2007, p. 86), then what you create will be enjoyable and successful for both you and your students!

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| Learning Experience | How does it align with standards? | How does it engage students in order to prepare them for the final performance task expectations? | If applicable, how would you “tweak” the learning experience to ensure “transferable, conceptual understanding”? |
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