### Objectives
- What will they be able to do?
  - ≤3 Content; ≤3 Process
  - Students will be able to...
  - Active: know, understand, explain, apply, predict
  - Specific & measurable
  - Bloom’s Taxonomy Levels: Recall < Explain < Apply < Analyze < Synth < Evaluate

### Robust Model(s)
- Congruent with objectives
- Show relationships or processes
- Contrasting information
- Clearly labeled with keys
- Obvious starting point
- Data for interaction & reasoning

### Preparation
- Facilitator:
- Students:

### Learning Cycle(s)
- Facilitator:
- Students:

### Follow Up
- Direct (D): 1 A, directly from model or prereqs
- Converge (C): 1 A, analysis, synth
- Diverge (V): 2+ A, open-ended

### Key Q’s & A’s
- Explore: what do students need to notice in the model to continue?
- Apply: derive, review, draw, diagram, write, code, trace,

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### Concept

**Concept:** ______________________________________     Author(s): ____________________     Date: ____________________

### POGIL Activity Design Canvas

<table>
<thead>
<tr>
<th>Objective</th>
<th>Model</th>
<th>Explore Qs (DCV?)</th>
<th>Invent Qs (DCV?)</th>
<th>Apply Qs (DCV?)</th>
<th>Assess</th>
</tr>
</thead>
</table>

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1st question you ask yourself? Content & skills needed?
2nd question you ask yourself? Content & skills needed?
3rd question you ask yourself? Content & skills needed?