| Understanding by Design Template |
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|   |   |   | with questions |   |   |   |
| **Stage 1 - Desired Outcome** |
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| **Established Goals:**  |   |   |   |   |   | **G** |
| \* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address? |
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|   |
| **Understandings:** |   | **U** | **Essential Questions:** | **Q** |
| *Students will understand that…* |   | \* What provocative questions will foster inquiry, understanding, and transfer of learning?  |
| \* What are the big ideas?  |   |
| \* What specific understandings about them are desired?  |
|
| \* What misunderstandings are predictable? |
|   |   |   |   |
| *Students will know . . .* | **K** | *Students will be able to*  | **S** |
| \* What key knowledge and skills will students acquire as a result of this unit?  |   |
| \* What should they eventually be able to do as a result of such knowledge and skill?  |
|   |   |   |   |   |   |   |   |
| **Stage 2 - Assessment Evidence** |
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| **Performance Tasks:** |   | **T** | **Other Evidence:**  | **OE** |
| \* Through what authentic performance tasks will students demonstrate the desired understandings?  | \* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?  |
| \* By what criteria will performances of understanding be judged? | \* How will students reflect upon on self-assess their learning?  |
| **Stage 3 - Learning Plan** |
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| **Learning Activities:**  |   |   |   |   |   | **L** |
| What learning experiences and instruction will enable students to achieve the desired results?  |
|   | How will the design |   |   |   |   |  |
| W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)? |
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| H = Hook all students, and Hold their interest?  |   |   |  |
| E = Equip students, help them Experience the key ideas and Explore the issue?  |
| R = Provide opportunities to Rethink and Revise their understandings and work?  |
| E = Allow students to Evaluate their work and its implications?  |   |   |
| T = be Tailored (personalized) to the different needs, interests, and abilities of learners?  |
| O = Be Organized to maximize initial and sustained engagement as well as effective learning?  |
|   |   |   |   |   |   |   |   |