| Understanding by Design Template | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|
|  |  |  | with questions | |  |  |  |
| **Stage 1 - Desired Outcome** | | | | | | | |
|
| **Established Goals:** | |  |  |  |  |  | **G** |
| \* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address? | | | | | | | |
|
|  | | | | | | | |
| **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** | | | | | | | |
|
| **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** | | | | | | | |
|
| **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)? | | | | | | | |
|
| 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? | | | | | | | |
|  |  |  |  |  |  |  |  |