**Understanding by Design Unit Template**

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| **Title of Unit** | |  | | **Grade Level** | |  | | |
| **Curriculum Area** | |  | | **Time Frame** | |  | | |
| **Developed By** | |  | | | | | | |
| **School** | |  | | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | | | |
| **Curricular Outcomes** | | | | | | | | |
| **What relevant outcomes will this design address?** | | | | | | | | |
| **Understandings** | | | **Essential Questions** | | | | | |
| **What do you want students to understand & be able to use**  **several years from now?** | | | **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | | | | | |
| **Students will understand that…**   * **What are the big ideas?** * **What specific understandings about them are desired?** * **What misunderstandings are predictable?** | | | **What provocative questions will foster inquiry, understanding, and transfer of learning?** | | | | | |
| **Knowledge**  Students will know… | | | **Skills**  Students will be able to… | | | | | |
| * **What key knowledge will students acquire as a result of this unit?** * **What should they eventually be able to do as a result of such knowledge?** | | | * **What key skills will students acquire as a result of this unit?** * **What should they eventually be able to do as a result of such skills?** | | | | | |
| **Assessment Evidence (Stage 2)** | | | | | | | | |
| **Performance Task Description** | | | | | | | | |
| **The performance task describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:** | | | | | | | Helpful tips for writing a performance task. | |
| **Through what authentic performance tasks will students demonstrate the desired understandings?**  **By what criteria will performances of understandings be judged?** | | | | | | | **Goal:**  What should students accomplish by completing this task? | |
| **Role:**  What role (perspective) will your students be taking? | |
| **Audience:**  Who is the relevant audience? | |
| **Situation:**  The context or challenge provided to the student. | |
| **Product/Performance:**  What product/performance will the student create? | |
| **Standards**  **(Create the rubric for the Performance Task)** | |
| **BLOOMS TAXONOMY:**  REMEMBERING: Can the students recall or remember the information?  UNDERSTANDING: Can the students explain ideas or concepts?  APPLYING: Can the students use the information in a new way?  ANALYZING: Can the students distinguish between the different parts?  EVALUATING: Can the students justify a stand or decision?  CREATING: Can the students create new product or point of view? | | **Digital Taxonomy for Bloom:**  KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googling  COMPREHENSION: Advanced searches, blog journaling, twittering, commenting  APPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editing  ANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineering  SYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting  EVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating | | | | | | |
| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** | | | | | | | | |
| **Through what other evidence (example quizzes tests, academic prompts, observations, homework, journals) will students demonstrate achievement of desired results?**  **How will students reflect upon and self-asses their learning?** | | | | | | | | |
| **Conversation** | **Observation** | | | | **Product** | | | |
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| **Learning Plan (Stage 3)** | | | | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | | | | | |
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| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | | | |
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| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** | | | | | | | | |
|  | | | | | | | | **Time Frame** |
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| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?** | | | | | | | | |
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| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | | | |
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| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** | | | | | | | | |
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| **What resources will you use in the learning experiences to meet the outcomes?** | | | | | | | | |
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| **Assess and Reflect (Stage 4)** | | | | | | | | |
| **Required Areas of Study:**  **Is there alignment between outcomes, performance assessment and learning experiences?** | | | | | | | | | |  |
| **Broad Areas of Learning:**  **Does my unit promote life long learning, encourage the development of self and community, and engage students?** | | | | | | | | | |  |
| **Cross Curricular Competencies:**  **Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?** | | | | | | | | | |  |
| **Adaptive Dimension/Differentiated Instruction:**  **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?** | | | | | | | | | |  |
| **Instructional Approaches:**  **Do I use a variety of teacher directed and student centered instructional approaches?** | | | | | | | | | |  |
| **Student Evaluation:**  **Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?** | | | | | | | | | |  |
| **Resources:**  **Do the students have access to various resources on an ongoing basis?** | | | | | | | | | |  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** | | | | | | | | | |  |
| **Blueprint for Life (Grade 6-9):**  **Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?** | | | | | | | | | |  |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.

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