

Understanding by Design
Unit planning template
Identify Goals & Understandings > Assessment > Activities

Stage 1
Desired Results
School Driven

Established Goals/Transfer Goal: What do students need to learn and be able to do? Include essential standards.

Enduring Understandings:
What understandings are desired about the big ideas of this unit?

Essential Questions:
What questions(s) will guide inquiry and point toward the big ideas and transfer goals of the unit?

Students will know...

Students will be able to...

What will students know and be able to do by the end of the unit?

List the few most important discrete knowledge and skill goals that are separate from the transfer goals.

Stage 2

Assessment Evidence:
Teacher and School Driven
How will we know if students have learned?

Formative Assessments:

Summative

Summary in GRASPS form

	<p>Here is where you will develop a scenario for the activity/project.</p> <p>This section is for you to develop a guide for the students on what to do.</p> <p>Goal(s): Scenario for Assignment/Project Role: Student's role Audience: Who will see this information? It can be the teacher only. Situation: How – individually, partners, groups – the goal will be accomplished.) Performance: What will the student do?) Standards: The criteria for success and how it will be assessed.)</p>
<p>Key Criteria to reflect performance task (rubric, checklist)</p>	<p>Other Evidence (essay, work sample)</p> <p>What other evidence (formative, observations. Home learning, etc.) will be collected to determine whether or not Desired Results have been achieved?</p>

<p>Stage 3 Learning Plan Activities: (Teacher Driven) How will students engage in learning?</p>	
<p>Consider the WHERETO elements These questions are/can be directed as.... What the teacher and/or the student do in regards to the WHERETO.</p> <p>W Where are we going? What is expected?</p> <p>H How will we hook (Introduce this to) the students?</p> <p>E How will we equip students for expected performances?</p> <p>R How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? What do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to</p>	<p>Resources What print and web resource best supports the unit? Also provide additional resources used in planning for activities or during instruction.</p>

<p>troubleshoot these issues?</p> <p>E How will students self-evaluate and reflect on their learning?</p> <p>T How will we tailor learning to varied needs, interests, and learning styles?</p> <p>O How will we organize the sequence of learning?</p>	
<p>Reflection (Optional)</p>	
<p>Were the lessons successful? How do you know? What would you do differently next time?</p> <p>Intervention (What will we do if students don't learn it?)</p> <p>Enrichment (What will we do if students don't learn it?)</p>	

Adapted from Wiggins, G. P., & McTighe, J. (2008). *Understanding by design*. Association for Supervision and Curriculum Development.