

# 1-Page Template with Questions

Stage 1

Stage 2

Stage 3

Peer review

Exercises

Process sheets

Glossary

<b>Stage 1—Desired Results</b>	
<p><b>Established Goals:</b> <span style="float: right;">ⓐ</span></p> <ul style="list-style-type: none"> <li>What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?</li> </ul>	
<p><b>Understandings:</b> <span style="float: right;">Ⓤ</span>  <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> <li>What are the big ideas?</li> <li>What specific understandings about them are desired?</li> <li>What misunderstandings are predictable?</li> </ul>	<p><b>Essential Questions:</b> <span style="float: right;">ⓐ</span></p> <ul style="list-style-type: none"> <li>What provocative questions will foster inquiry, understanding, and transfer of learning?</li> </ul>
<p><i>Students will know . . .</i> <span style="float: right;">Ⓚ</span></p> <ul style="list-style-type: none"> <li>What key knowledge and skills will students acquire as a result of this unit?</li> <li>What should they eventually be able to do as a result of such knowledge and skill?</li> </ul>	<p><i>Students will be able to . . .</i> <span style="float: right;">Ⓢ</span></p>
<b>Stage 2—Assessment Evidence</b>	
<p><b>Performance Tasks:</b> <span style="float: right;">Ⓣ</span></p> <ul style="list-style-type: none"> <li>Through what authentic performance tasks will students demonstrate the desired understandings?</li> <li>By what criteria will performances of understanding be judged?</li> </ul>	<p><b>Other Evidence:</b> <span style="float: right;">ⓐⓔ</span></p> <ul style="list-style-type: none"> <li>Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</li> <li>How will students reflect upon and self-assess their learning?</li> </ul>
<b>Stage 3—Learning Plan</b>	
<p><b>Learning Activities:</b> <span style="float: right;">Ⓛ</span></p> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W = Help the students know <b>Where</b> the unit is going and <b>What</b> is expected? Help the teacher know <b>Where</b> the students are coming from (prior knowledge, interests)?</p> <p>H = <b>Hook</b> all students and <b>Hold</b> their interest?</p> <p>E = <b>Equip</b> students, help them <b>Experience</b> the key ideas and <b>Explore</b> the issues?</p> <p>R = Provide opportunities to <b>Rethink</b> and <b>Revise</b> their understandings and work?</p> <p>E = Allow students to <b>Evaluate</b> their work and its implications?</p> <p>T = <b>Be Tailored</b> (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = <b>Be Organized</b> to maximize initial and sustained engagement as well as effective learning?</p>	

# 1-Page Template

<b>Stage 1—Desired Results</b>	
Established Goals: <span style="float: right;">ⓐ</span>	
Understandings: <span style="float: right;">Ⓤ</span> <i>Students will understand that . . .</i>	Essential Questions: <span style="float: right;">Ⓞ</span>
<i>Students will know . . .</i> <span style="float: right;">Ⓚ</span>	<i>Students will be able to . . .</i> <span style="float: right;">Ⓢ</span>
<b>Stage 2—Assessment Evidence</b>	
Performance Tasks: <span style="float: right;">Ⓣ</span>	Other Evidence: <span style="float: right;">ⓄE</span>
<b>Stage 3—Learning Plan</b>	
Learning Activities: <span style="float: right;">Ⓛ</span>	

# Key to Understanding by Design Curriculum Templates

## Stage 1

- G** Established Goals
- U** Enduring Understandings
- Q** Essential Questions
- K S** Knowledge and Skill

In Stage 1, we consider the desired results of the design according to the following four categories:

1. **Established Goals**—**G** These typically include national, state, local or professional standards; course or program objectives; and district learner outcomes.
2. **Enduring Understandings**—**U** Stated as full-sentence statements, the understandings specify what we want students to come to understand about the big ideas.
3. **Essential Questions**—**Q** These open-ended provocative questions are designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content.
4. **Knowledge and Skills**—**K S** These are the more discrete objectives that we want students to know and be able to do.

## Stage 2

- T** Performance Tasks and Rubrics **R**
- OE** Other Evidence
- SA** Self-Assessment

In Stage 2 we consider the assessment evidence needed to determine the extent to which students have achieved the desired results in Stage 1. In **T** we identify the **Performance Tasks and Rubrics R** that anchor the unit by providing evidence of student understanding. All **Other Evidence** (e.g., diagnostic and formative assessments, quizzes, tests, observations, prompted writing and speaking) goes in **OE**. In **SA** we specify any student **Self-Assessments** that will be included.

The goal in Stage 2 is to obtain valid, reliable, credible, and useful evidence. The key mantra is to Think like an assessor, not an activity designer. There should be a tight alignment between the desired results we seek and the evidence we plan to collect.

STAGE 2—*To what extent do the assessments provide valid, reliable and sufficient measures of the desired results?*

*Consider: Are . . .*

- Students asked to exhibit their understanding through authentic performance tasks?
- Appropriate criterion-based rubrics used to judge student products and performances?
- A variety of appropriate assessment formats provided as additional evidence of learning?
- Students encouraged to self-assess?

# Key to Understanding by Design Curriculum Templates

## Stage 3

### Teaching and Learning Activities: Ⓛ

In Stage 3 we consider the instructional strategies and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). The activities Ⓛ are planned to develop the targeted understandings and the knowledge and skills identified in Stage 1 and to equip students for the performances of learning specified in Stage 2. The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

#### Design Standards for Stage 3

*To what extent is the learning plan effective and engaging? Consider:*

*Will the students . . .*

- W**  Know *where* they're going (the learning goals), *why* (reason for learning the content), and *what* is required of them (unit goal, performance requirements, and evaluative criteria)?
- H**  Be *hooked*—engaged in digging into the Big Ideas (e.g., through inquiry, research, problem-solving, experimentation)?
- E**  Have adequate opportunities to *explore* and *experience* Big Ideas and receive instruction to *equip* them for the required performances?
- R**  Have sufficient opportunities to *rethink*, *rehearse*, *revise* and *refine* their work based upon timely feedback?
- E**  Have an opportunity to *evaluate* their work and set future goals?

*Consider the extent to which the learning plan is*

- T**  *Tailored* and flexible to address the interests and learning styles of all students.
- O**  *Organized* and sequenced to maximize engagement and effectiveness.

Ⓛ = Learning Activities