EDU 6200 - Understanding by Design Template

|  |
| --- |
| **Stage 1 Understanding by Design****Identify Desired Results** |
| 1. Grade Level:
 |
| 1. Course or Unit:
 |
| 1. Course/Unit Description:
 |
| 1. GOALS: (Content Standards, Course or Program Objectives, Learning Outcomes) for the course for students? (List)
	1. Goal #1
	2. Goal #2
	3. Continue as needed
 |
| 1. ENDURING UNDERSTANDINGS: (List)
	1. Enduring Understanding #1
	2. Enduring Understanding #2
	3. Continue as needed
 |
| 1. What will students know as a result of this unit? (List)
	1. Knowledge skill #1
	2. Knowledge skill #2
	3. Continue as needed
 |
| 1. What will the students be able to do as a result of this unit? (List of skills)
	1. Process or skill #1
	2. Process or skill #2
	3. Continue as needed
 |
| **Stage 2****Determine Acceptable Evidence – Attach artifacts to document** |
| 1. Culminating Performance Task or Project (Artifact)
 |
| 1. Other academic evidence: Quizzes, Tasks, Academic Prompts (Artifacts)
 |
| 1. Rubric to assess Performance Task: (Artifact)
 |
| 1. Other Evidence (e.g. observations, work samples, dialogues). Attach documents (Artifacts)
 |
| 1. Student Self-Assessment (Artifact)
 |
| **Stage 3****Plan Learning Experience and Instruction** |
| Clearly describe the sequence of the major activities in the unit. (List)1. First
2. Second
3. Continue as needed
 |

|  |
| --- |
| **Stage 4****Self-Assessment of Unit** |
| **Assessment of quality of unit design based on UbD Standards****Document GRASPS, Facets, and WHERETO with examples from the unit/course.** |
| **G.R.A.S.P.S (Stage 2)***Provide an evaluation of your project-based assessment in the space provided* |
|  **G** | GOAL: What is the GOAL in the scenario?  What is the task – overall?  [Develop a presentation, create a product, illustrate a process, perform a complex act] |
|  |
| **R** | ROLE:  What is the ROLE the students are to take?  [Expert, instructor, student, apprentice, worker, member of the public] |
|  |
| **A** | AUDIENCE:  Who is the students’ AUDIENCE?  Who will evaluate their performance or product? [Instructor, self, peers, experts, public] |
|  |
| **S** | SITUATION:  What is the students’ SITUATION or SENARIO?  What is the context in which they will perform or produce?  What is the need; the place; the requirement; where is it to happen; what are the environmental conditions, etc.? |
|  |
| **P** | PERFORMANCE/PRODUCT/PROCESS:  What is the PERFORMANCE CHALLENGE?  What are the students to do or create that will be judged as evidence of successful completion of the intended outcome?  [A class presentation, a model, a poster, a term paper, a lab demonstration, troubleshooting & repair] |
|  |
| **S** | STANDARDS of PERFORMANCE: By what CRITERIA / STANDARDS / INDICATORS OF SUCCESS will the performance/product/process be judged? What expectations must it meet? What will be the indicators of success? [Rubric, exemplars, key, checklist, rating scale, etc.] |

|  |
| --- |
| **FACETS OF UNDERSTANDING (Stage 3)***Specifically document with an example the way in which at least 4 of the following are used in your unit.* |
| **Explanation**: | Provide thorough and justifiable accounts of phenomena, facts, and data |
|  |
| **Interpretation**: | Tell meaningful stories, offer apt translations, provide a revealing historical or personal dimension to ideas and events; make subjects personal or accessible through images, anecdotes, analogies, and models. |
|  |
| **Application**: | Effectively use and adapt what they know in diverse contexts. |
|  |
| **Perspective**: | See and hear points of view through critical eyes and ears; see the big picture. |
|  |
| **Empathy**: | Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior indirect experience. |
|  |
| **Self-knowledge** (Reflection): | Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; they are aware of what they do not understand and why understanding is so hard. |
|  |

|  |
| --- |
| **W.H.E.R.E.T.O. (Stage 3)** *Provide an example of each in the space provided* |
| **W** | How will you help students to know WHERE they are headed and WHY – e.g., major assignments, performance tasks, & standards to be addressed and criteria by which work will be judged?  How will you know WHERE they are coming from? |
|  |
| **H** | How will you HOOK and HOLD students through engaging and thought-provoking experiences [issues, oddities, problems, challenges] that point toward big ideas, essential questions, and performance tasks? |
|  |
| **E** | What learning experiences will ENGAGE students in EXPLORING the big ideas and essential questions?  What instruction is needed to EQUIP students for the final performance[s]? |
|  |
| **R** | How will you cause students to REFLECT & RETHINK to dig deeper into the core ideas?  How will you guide students in REVISING & REFINING their work based on feedback and self-assessment?   REHEARSING for their final performance? |
|  |
| **E** | How will students EXHIBIT their understanding through final performances and products?  How will you guide them in self-EVALUATION to identify the strengths/weaknesses in their work and set future goals? |
|  |
| **T** | How will the work be TAILORED to individual needs, interests, brain dominances, modes of learning, styles, and intelligences? |
|  |
| **O** | How will the work be ORGANIZED for maximal engagement and effectiveness?  [Sequence, integration, horizontal & vertical articulation, continuity, etc.] |
|  |