**Performance Goal**
- Work with a partner or team.
- Develop or refine a unit of study for an identified topic.
- Record your ideas on the EduPlanet21 Unit Planner.

**Agenda – Day 1**
- The “Big Ideas” of UbD
- Goal Types
- Stage 1 – Desired Results
- Eduplanet21 Unit Planner
  - Design Time
- UbD Supportive Websites
- Happy Hour (4:15-5:30)

**Agenda – Day 2**
- Gallery Walk – Stage 1 Tips
- Stage 2 – Assessment Evidence
- Designing Authentic Tasks
- Evaluative Criteria
- Alignment Check
- Jig-saw Reading and Discussion

**Agenda – Day 3**
- Alignment Check
- Stage 2 – Tips and Resources
- Stage 3 – A.M.T.
- Stage 3 – The WHERETO elements
- Best Design for Learning
- Sharing & Peer Review

**Three-Minute Pause**
- Meet in groups of 3 - 5 to...
  - summarize key points.
  - add your own thoughts.
  - pose clarifying questions.
An Understanding-based Curriculum

Teach & Assess for Understanding & Transfer

Plan Curriculum “backward”
3 Stages of Design

Research Finding...

A “guaranteed and viable curriculum is the #1 school-level factor impacting on student achievement.”

-- Marzano, What Works in Schools

Consider these...

Review the seven principles of Curriculum for Understanding on p. 5.

Highlight one principle with which you strongly agree. Be prepared to discuss your reason(s) with your groupmates.

3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

The UbD Template...

✓ reflects a way of thinking and planning
✓ fosters a “mental template” for effective design

Teaching and Learning for Understanding

Acquire important knowledge and skills
Make Meaning of “big ideas”
Transfer learning to new situations
Review sample units

pp. 91-105

A BIG IDEA...

- is an abstraction (e.g., a concept, theme, principle)
- is a transferrable idea
- “connects the dots”

Transferrable “big ideas”

- concept
- theme
- process
- principle

Concepts - transferable ‘big ideas’

examples...

- adaptation
- change
- energy
- exploration
- freedom
- interaction
- justice
- migration
- patterns
- power
- symbol
- systems

Long-Term Transfer Goal

“Students will be able to independently use their learning to...”

An effective curriculum equips learners for autonomous performance... by design!

Design Time: Identify the “big ideas” for your course, framed as A Study In...

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Understandings in UbD

Framed as:
- full-sentence statements
- specify the desired understandings
- Follow the stem – Students will understand that...

Establishing Curricular Priorities

'big ideas' worth understanding

basic skills and foundational knowledge

"nice to know"

enduring understandings

Types of Questions

Leading
What are the names of the four food groups?

Guiding
What do we mean by a "balanced" diet?

Hook
Can what you eat help prevent zits?

Essential
What should we eat?

Sample Essential Questions:

- How does art reflect, as well as shape, culture?
- How are “form” and “function” related in nature?
- In what way do effective writers hook and hold their readers?
- Who were the “winners” and who were the “losers” in the Industrial Revolution?

Concept Attainment

1. Compare examples (+) and non-examples (−) of a concept.
2. Identify the distinguishing characteristics of each.
3. Test your working definition against new cases.
4. Refine your concept definition.
Adaptation

Students will understand that...

Understanding:
Living organisms adapt to survive harsh and changing environments.

Essential Question:
In what ways do living things adapt to survive?

predictive statistics

‘Big Idea’ Understanding:
Statistical analysis and display often reveal patterns in data, enabling us to make predictions with degrees of confidence.

Essential Question:
Can you predict the future? What will happen next? How sure are you?

world literature

‘Big Idea’ Understanding:
Great literature from various cultures explores enduring themes and reveals recurrent aspects of the human condition.

Essential Question:
How can stories from other places and times be about us?

friendship

‘Big Idea’ Understanding:
True friendship is revealed during hard times, not happy times.

Essential Question:
Who is a ‘true friend’ and how will you know?

Skill-based Understandings

“Students will understand how to speak/write persuasively.”

“Students will understand that effective persuaders employ techniques matched to the needs and experiences of their audience.”

The “Inside Out” Method

- standards
- nouns
- adjectives
- verbs

Understandings & Essential Questions Rubrics Assessments
English - writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Knowledge vs. Skill

Students will know… Students will be skilled at…

Names of holidays
Labor Day, Columbus Day, Veterans Day

Identifying the key facts of each holiday/event/person

The key facts of each holiday/event/person

Design Tips – Stage 1

✔ Look for connections between the understandings and essential questions.

Align Understandings and EQs

<table>
<thead>
<tr>
<th>UNDERSTANDING</th>
<th>ESSENTIAL QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>People lead change.</td>
<td>Why do people rebel?</td>
</tr>
</tbody>
</table>

Connect Essential Questions with Desired Understandings

Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>People lead change.</td>
<td>Why do people rebel?</td>
</tr>
</tbody>
</table>

People rebel as a result of significant dissatisfactions with the political, social, cultural and/or economic status quo.
Things are always changing.

**So what?**

Things are always changing, often in predictable patterns.

**So what?**

Recognizing patterns of change allows us to predict and prepare.

Real-world issues are complex.

**So...?**

Complex issues are multi-faceted and do lend themselves to simple solutions. They require an analysis of multiple factors and/or a consideration of different perspectives.

It’s important to know what your body is doing.

**Why?**

- to get feedback on mechanics and performance to help prevent injuries

Monitoring what your body is doing can enhance performance and help prevent injuries.

3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

Think like an assessor, not an activity designer!

Design assessments **before** you design lessons and activities. Be clear about what evidence of learning you seek.

Think “Photo Album” versus “Snapshot”

*Sound assessment requires multiple sources of evidence, collected over time.*
Gather evidence from a Range of Assessments

- authentic tasks and projects
- academic exam questions, prompts, and problems
- quizzes and test items
- informal checks for understanding
- student self-assessments

Check for Alignment

Stage 1 – Desired Results
Can people infer your goals by only seeing your assessments?

Stage 2 – Evidence

<table>
<thead>
<tr>
<th>Evaluating Criteria</th>
<th>Performance Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic tasks</td>
<td>✔️</td>
</tr>
<tr>
<td>Academic exam</td>
<td>✔️</td>
</tr>
<tr>
<td>Quizzes and test</td>
<td>✔️</td>
</tr>
<tr>
<td>Informal checks</td>
<td>✔️</td>
</tr>
<tr>
<td>Student self-assess</td>
<td>✔️</td>
</tr>
</tbody>
</table>

You Are What You Eat: Create a picture book to teach 1st graders about "healthful" eating and health problems that may result from poor nutrition.

Camp Menu: Design a "balanced" 3-day menu for meals and snacks for a weekend camping trip. Explain why your menu plan is both healthy and tasty.

- Quiz on the food groups and their nutritional benefits.
- Skill check on interpreting nutrition information on food labels.
- Test on health problems caused by poor eating.
- Daily eating journal with reflections on choices made.

Check for Alignment

Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use a knowledge of nutrition to plan appropriate diets for themselves and others.</td>
<td>consistently make healthful and appropriate dietary choices.</td>
</tr>
</tbody>
</table>

Students will now...

- Nutrition vocabulary
- Food groups
- Nutrition-related health problems
- Interpreting nutrition info. on food labels
- Analyze & evaluate diets
- Plan a balanced diet

Think like a juror!

Students should be presumed innocent of understanding until convicted by evidence!

What is Understanding?
What is Understanding?

- How do you define it?
- What are indicators of understanding?
- What are indicators that someone might “know” something without really understanding it?

T-Chart Process

<table>
<thead>
<tr>
<th>Someone who really understands</th>
<th>Someone who knows a lot but doesn’t understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Apply</td>
<td>✓ Explain</td>
</tr>
<tr>
<td>✓ Connect</td>
<td>✓ Interpret</td>
</tr>
<tr>
<td>✓ Create</td>
<td>✓ Justify</td>
</tr>
<tr>
<td>✓ Critique</td>
<td>✓ Predict</td>
</tr>
<tr>
<td>✓ Explain</td>
<td>✓ Question</td>
</tr>
<tr>
<td>✓ Interpret</td>
<td>✓ Solve</td>
</tr>
<tr>
<td>✓ Justify</td>
<td>✓ Teach</td>
</tr>
</tbody>
</table>

What are the features of performance tasks?

- Recall
- Identify
- Retell
- State
- Regurgitate
- Plug in

Task Analysis

Part 1 – Individually, review the sample performance tasks on pp. 60-62. What features do you notice?

Part 2 – Meet with your groupmates to share, discuss and add to list of performance task characteristics.
example: What’s Your Position?

After reading _______ (literature or informational texts), write ________ (essay or substitute) that compares ________ (content) and argues ________ (content). Be sure to support your position with evidence from the texts.

example: What’s Your Position?

After researching school policies and student & staff opinions on Internet filters in schools, write a (blog, letter to the School Board, editorial for the school paper) that argues for your position. Support your position with evidence from your research. Be sure to acknowledge competing views.

example: What’s Your Position?

What makes something funny?
After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and argues which type of humor works for a contemporary audience and why. Be sure to support your position with evidence from the texts.

Designing Task Scenarios

- What is the goal in the scenario?
- What is your role?
- Who is the audience?
- What is your situation (context)?
- What products/performances will you prepare?
- By what success criteria will your work be judged?

Four Types of Criteria

content  quality

process  result

Three-Minute Pause

Meet in groups of 3 - 5 to...
✓ summarize key points.
✓ add your own thoughts.
✓ pose clarifying questions.
**Stage 3: Assessment Practices FOR Learning**

**Performance goal - Stage 2**

- Develop a performance task framed using GRASPS.
- Specify the product(s) or performance(s).
- List the primary success criteria.

**Museum Display**

**Stage 2: Assessments OF Learning**

- Distinguishing Assessment Purposes

**Stage 3: Assessment Practices FOR Learning**

**Evaluative Criteria**

- Key WWII battle depicted
- Accurate information
- Neat and colorful
- Correct spelling
- Accurate topography
- Drawn to scale
- Neat and colorful
- Correct spelling

**Museum Display**

You are opening a new museum on World War II designed to inform and engage visitors. Your task is to select a decisive battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing commanders, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefield. Remember: Your map must be drawn to scale. Neatness and spelling count!

**Student's learning goal was**...

Students will understand the causes and effects of World War II.

**Museum Display (revised)**

You are part of a team opening a new museum on the World War designed to inform and engage visitors. Your task is to select 3-4 decisive trends and/or events that caused the war and 3-4 significant effects of the war. Provide a sketch of each exhibit including a visual flowchart/timeline of cause and effect. Develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination). You must convince the Museum Directors to include your display, using whatever media will best make your case.
You are part of a team opening a new museum on the War designed to inform and engage visitors. Your task is to select 3-4 decisive trends and/or events that caused the war and 3-4 significant effects of the war. Provide a sketch of each exhibit including a visual flowchart/timeline of cause and effect. Develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination). You must convince the Museum Directors to include your display, using whatever media will best make your case.

**Primary Criteria**
- historically accurate
- key causes identified
- key effects identified
- justified choices

**Secondary Criteria**
- effective communication using selected media
- craftsmanship of products (timeline/flowchart & model)

**3 Stages of Backward Design**
1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

Understanding must be earned!

Understanding requires active meaning-making by the learner.

A Kaleidoscope Analogy

**Colored bits**

Rotation = making meaning

Tips for Using Essential Questions:
- use E.Q.s to organize programs, courses, and units of study
- “less is more”
- edit to make them “kid friendly”
- post the questions
- invite student questions

Best Learning exercise - Part 1

What was the best learning experience you have ever encountered? Focus on the design (the tasks, goals, methods, sequence, resources used, assessments, etc.) - not your interests or the talents of the teacher.

“Best” = the design resulted in highly engaged and effective learning.
Design Exercise - Process

**Part I**
- Individual reflection & writing (3 min.)
- Share examples w/ group (8 min.)
- Listen for common elements

**Part II**
- Generalize with your group (5 min.)

“The best designs...”

Suggestion: select a recorder to summarize

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The Best Designs - responses...

UbD Workshop 6/26/19
- authentic learning experiences
- risk taking was o.k.; failure is acceptable
- tasks were challenging
- needed to defend
- teacher acting as a coach
- specific, on-going feedback provided (1-to-1)
- active, hands-on learning
- learning a transferable skill
- collaborative learning
- learner-centered
- learners were given choice
- discovery-oriented learning

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Ideas for Action

- Think big.
- Start small.
- Go for an “early win.”