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Understanding by design template example

A "Must Read" for all Educators! Three Lessons for Teachers from Grant Wiggins Teaching for Meaningful Learning Teaching for Meaningful Learning - Edutopia Blogger, Jennifer Gonzalez, writes a cautionary article about the superficiality of "activity-oriented" units. Neurologist and teacher, Dr. Judy Willis, discusses how UbD reflects insights about learning from neuroscience. Understanding by Design Meets Neuroscience A summary of research on Transfer. Research on Deeper Learning as Transfer Research on Deeper Learning (a main goal of UbD) Deeper Learning Teaching for Meaningful Learning Shaun Killian argues that Knowledge is a prerequisite to Understanding How to Teach for Deep Understanding: The Missing Step Linda Darling-Hammond makes the case for expanded use of performance assessments. Testing to, and Beyond, the Common Core Noam Chomsky discusses high-stakes testing. Noam Chomsky on the Ills of High Stakes Testing. A classic article by Grant Wiggins. Written in 1989, it is perhaps even more timely today. The Futility of Trying to Teach Everything of Importance A modern version of the same ideas by David Perkins What's Worth Learning in School? A soon-to-be classic article on "feedback" by Grant Wiggins Seven Keys to Effective Feedback A thoughtful article by Grant Wiggins on grading and reporting. Toward Better Report Cards Tom Guskey discusses notable obstacles to reform of grading practices. Five Obstacles to Grading Reform Neurologist Judy Willis explains how video games provide insights into teaching. Neuroscience and Video Games A seminal article on the power of formative assessments. Working Inside the Black Box A classic article on "big ideas" in mathematics. Big Ideas in Mathematics (NCSSM) Rick Stiggins distinguishes assessments OF learning from assessment FOR learning. Marc Chun described the qualities of authentic performance tasks and how to teach toward them. Conceptual understanding in mathematics - a blog by Grant Wiggins A classic article about Transfer. Transfer of Learning — Perkins and Salomon A Venture Capitalist Examines the Purpose of Education The Purpose of a Modern Education Erik Mazur describes his Interactive Lecture method. Teacher Ron Berger discusses how to discuss a culture of excellence through authentic, project-based learning. Fostering an Ethic of Excellence An excellent summary of the 16 Habits of mind identified by Art Costa and Bena Kallick. Discusses ways in which Understanding by Design can support programs for ELL. Standards-Based Instruction for English Language Learners Excellent article on the teaching of History in Colleges and High Schools. Uncoverage: Toward a Signature Pedagogy for the History Survey Seven Principles of Effective Learning - David Perkins uses baseball as a metaphor. A Research Study of Understanding by Design in Singapore Research Study - UbD in Singapore A teacher "shadows" a student for a day and reports on the experience. A must read for all educators! Click here to read the article. A description of an action research study of classroom assessment practices in Donegal (PA) school district. Donegal Assessment Survey Free on-line courses are available in multiple disciplines and topics. The courses include videos, audio lectures, and notes given by professors at Harvard, Princeton and MIT, and may be accessed at: Lesson Plans by Rebecca Ray Understanding By Design, or UbD, is a framework and accompanying design process for thinking decisively about unit lesson planning. The concept was developed by Jay McTighe and Grant Wiggins, and as part of their principles they state that UbD "...is not a philosophy of education". It is not designed to tell teachers what or how to teach; it is a system to help them teach more effectively. In fact, its flexibility is one reason it has gained so much acclaim. With UbD, the ultimate goal is to think backward, focusing on the big picture: at the end of a unit what is the essential question your students should be able to answer? What are the Stages of UbD? The UbD design process is organized into three stages: Identify Desired Results Determine Acceptable Evidence Create the Learning Plans Establish Goals Construct Understandings Write Essential Questions Determine: Students will know _____ Determine: Students will be able to _____. As an educator, you can begin stage one by asking a few key questions. I like to simplify this and think of it as what you want your students to UNDERSTAND. What relevant goals (such as Common Core State Standards, objectives, and learning outcomes) will this address? Your essential questions are the base of your UbD unit, so it is important that you know what essential questions are. To keep it simple, the questions are open-ended, thought-provoking, and engaging. These are often characterized by a call for higher-order thinking which points towards transferable ideas. They are not simple questions; they need support and justification, and often require that the student ask other questions before getting an answer. Most importantly, an essential question recurs over time. Without a strong essential question, you cannot move forward in your design and implementation. To assist you, see the examples below. Stage 1 Worksheet Stage 1 - Identify Desired Results/Outcome Goals: Understandings: Essential Questions: Students will know ... Students will be able to... Completed Stage 1 Worksheet Stage 1 - Identify Desired Results/Outcome Goals: Students' goal is to: read, write, and determine what makes a well-developed essay; with an introduction, a conclusion, and body paragraphs that use transitioning words, and proper spelling and grammar. Understandings: Writing is a way to express your knowledge of a topic and show your interest in it. Writing allows you to express multiple levels of color, including connotation, mood, and tone. Writing is a process to strengthen ideas and clarify perceptions. Becoming a better writer helps you to become a better reader. Writing is a powerful form of communication where you can express ideas in a systematic fashion. Essential Questions: Why is writing important? Why are the different types of composition important to learn? How do you become a good writer? Students will Know ... The components of an essay What transitions are effective ways to write an introduction and conclusion What a paragraph must include to convey a message Students will be able to... Construct a multi-paragraph essay on their own, without a graphic organizer Use transition words Introduce and conclude an essay Construct topic sentences Cite evidence to back up their answers Stage 2: Determine Acceptable Evidence Performance Tasks Other Evidence For the second stage, you need to think of how you see Stage One taking place. Simplified again: what your students will DO to understand the concept, and how they will do it. Examples could be performance tasks, where students demonstrate their understanding, or evidence like tests and quizzes, homework, prompts, and reflections. Stage 2: Important Questions to Answer What performances and products will reveal evidence of meaning-making and transfer? What additional evidence will be collected for other desired results? Stage 2 Worksheet Stage 2 - Assessment Evidence Performance Tasks: Other Evidence: Completed Stage 2 Worksheet Stage 2 - Assessment Evidence Performance Tasks: Draft writing Open responses Reflections and question on the writing process Self editing Peer editing Other Evidence: Tests/quizzes on knowledge: parts of an essay Grading rubrics addressing specific target areas of an essay Ability to follow direction Adaptation to constructive criticism and working towards correcting errors Stage 3: Create the Learning Plans Learning Plan (Instruction) Learning Activities (Experiences) For the third stage, think about what specific lesson plans and assessments will you need to measure the progress of the process? How will your lessons get students to understand the desired results from stage 1? What learning experiences and instruction will enable students to achieve the goals you set in the previous stages? Stage 3: Important Questions to Answer What activities, experiences, and lessons will lead to achievement of the desired results and success in the assessments? How will the learning plan help students acquisition, evaluation, and transfer? How will the unit be sequenced and differentiated to optimize achievement for all learners? Stage 3: W.H.E.R.E.T.O. WHERETO is an acronym to help execute Stage 3 and is explained below. (Another acronym to help with the process of writing Stage 3 is GRASPS) When considering your unit you must recognize what is expected of your students throughout the process. This table includes how will they be evaluated, judged, and graded: WWHERE is the unit going and WHAT is expected? HHOOK all students, and HOLD their interest? EEQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue. RProvide opportunities to RETHINK and REVISE their understandings and work. EAllow students to EVALUATE their work and its implications. TTAILOR the unit to the different needs, interests, and abilities of learners. OORGANIZE to maximize engagement, as well as effective learning. Stage 3 Worksheet Stage 3 - Learning Plan Learning Activities and Planned Lesson Instruction: Stage 3 Completed Worksheet Stage 3 - Learning Plan Learning Activities and Planned Lesson Instruction: Sources Front Loading Activities - Worksheets and Handouts Lesson 1 - What is an Essay? Lesson 2 - What are Different Styles of Essays? Lesson 3 - Taking a Peek at an Essay Lesson 4 - The Bing, Bang, Bong Method: 5 Paragraph Essay Lesson 5 - Check Out My Body...Type Lesson 6 - MCAS/PARCC Lesson 7 - Audience Importance Lesson 8 - Introducing the Introduction Lesson 9 - "Girl, Look at the Body...I Work Out": Writing SEXI Body Paragraphs Lesson 10 - Conclusion Confusion Lesson 11 - BYOW (Write Your Own) Lesson 12 - Self Editing Lesson 13 - Peer Editing Lesson 14 - Final Draft Lesson 15 - Reflection Works Cited Ray, Rebecca L. CURRICULUM UNIT Composition Writing 10th Grade English Language Arts. 14 July 2012. Lesson Plan. Fitchburg State University, Fitchburg, Massachusetts. Wiggins, Grant P., and Jay McTighe. The Understanding by Design Guide to Creating High-Quality Units. Alexandria, VA: ASCD, 2011. Print Buy Understanding by Design by Grant Wiggins and Jay McTighe on Amazon Find more storyboard activities like these in our Special Education Category!Schedule a Free Guided Session with us to become a Storyboard That pro! * (This Will Start a 2-Week Free Trial - No Credit Card Needed) © 2022 - Clever Prototypes, LLC - All rights reserved.

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