

Course/Subject:
Grade (s):

Topic/Title:
Length of Time For Unit:

Stage 1—Desired Results

Established Goal (s)

What relevant goals (Common Core Curriculum Standards) will this design address?

<p>Understanding (s): <i>Students will understand that...</i> “Knowing facts and doing well on tests of knowledge do not mean that we understand” (page 39). “To understand a topic or subject is to use knowledge and skills in sophisticated, flexible ways. Knowledge and skill, then, are necessary elements of understanding, but they are not synonymous with understanding. Matters of understanding require more: Students need to make conscious sense and apt use of the knowledge they are learning and the principals underlying it” (page 24). “Understanding involves the abstract and conceptual, not merely the concrete and discrete: concepts, generalizations, theories, and mental links between facts. And understanding also involves the ability to use knowledge and skill in context, as opposed to doing something routine and on cue in out-of-context assignments or assessment items” (page 24).</p> <ul style="list-style-type: none">• What are the “big ideas?” <p>“...a big idea can be described in two ways: as involving an enduring conception or principle that transcends its origins, subject matter, or place in time; and as a linchpin idea (a linchpin idea is one that is essential for understanding)—one crucial to a student's ability to understand a subject” (page 113).</p> <ul style="list-style-type: none">• What specific understandings about them are desired?• What misunderstandings are predictable?	<p>Essential Question (s) <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> “To get at matters deep and enduring understanding, we need to use provocative and multi layered questions that reveal the richness and complexities of a subject” (page 28). Essential questions may be characterized by what they do</p> <ul style="list-style-type: none">• go to the heart of a discipline• Recur naturally throughout one's learning and in the history of the field• Raise other important questions (pages 29 and 30) <p>Essential questions are usually “how” and “why” questions</p>
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Students will know...

Students will be able to...

What key knowledge and skills will students acquire as a result of this unit?

What should they eventually be able to do as a result of such knowledge and skill?

Stage 2—Assessment Development

Performance Task (s)

“...complex challenges that mirror the issues and problems faced by adults, they are authentic. Ranging in length from short-term tasks to long-term, multi staged projects, they require a production or performance” (page 14).

- *Through what authentic performance task (s) will students demonstrate the desired understandings?*
- *By what criteria will “performance of understanding” be judged?*

“use simulations or real applications that require students to use knowledge with an overarching purpose, audience, and setting (context) in mind” (page 90).

“use tasks and rubrics that determine whether students have mastered the goals of skills, knowledge, and performance, not just isolated techniques or formats” (page 91).

Other Evidence

- *Through what evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc. will students demonstrate achievement of desired results?*
- *How will students reflect upon and self-assess their learning?*

Stage 3—Learning Plan

Learning Activities

W help the students know where the unit is going and what is expected. Help the teacher know where the students are coming from.

H hook all students and hold their interest

E quip students, help them experience the key ideas and explore the issues

R provide opportunities to rethink and revise their understandings and work

T be tailored (personalized) to different needs, interests and abilities of all learners

O be organized to maximize initial and sustained engagement as well as effective learning