**Course Description:**

**Student Description:**

**Unit Title:**

**Key Design Elements Template**

The following is from pages 23-29 of our textbook to help you understand the entire process also look at page 327.

**Stage 1**

**Established Goals:**

**GOALS**

List your standards here. Please know that I will verify your state content standards to ensure you are working with the correct teaching standards.

You want to unpack your standards to develop your measurable objectives below.

**What understandings are desired?** Look at page 38-42 in our text and focus on the facet of understanding verbs.

**Think of the understandings as your AIMS for your students**

*Students will understand that…*

* What are the “big ideas”?
* What specific understandings about them are desired?
* What misunderstandings are predictable?

**What essential questions will be considered?**

You want questions that are not answerable with finality in a brief sentence. Your questions need to stimulate thought, provoke inquiry and spark questions. Our text pages 104-108 will help.

**What key knowledge and skills will students acquire as a result of this unit? This is where you want to develop your measurable objectives. Each objective listed here will be simply copy/pasted on one or more of your lesson plans**

Students will know… Students will be able to…

**MEASURABLE OBJECTIVES – You want to make sure your objectives align with your standards.**

What the **“students will know”** is the lower level of the Facets of Understanding levels such as explanation, interpretation and application. Review the Facet verbs located on my website <http://www.scbraves.org/SED455%20assignment%20requirements.htm> to help you build knowledge statements.

Think of the **“students will be able to”** as the skills section to use the higher order thinking in Facet levels, perspective, empathy and self-knowledge. You want your students to reach the higher levels of understanding as you progress through the unit.

If you are more comfortable you may use the Bloom’s verbs versus the facet verbs.

**Assessment Evidence**

**Stage 2**

**Other Evidence: (**e.g., tests, quizzes, rubric, observation, bell work, exit ticket)

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

**Performance Task(s):**

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

**Learning Plan**

**Stage 3**

Learning Activities: focus on your “Big Ideas” refer to pages 26, 34, 197 – 231.

**W**=help the students know WHERE the unit is going and WHAT is expected? Post your measurable objectives on the board for students to write/recite the measurable objectives in their journals. Know students (prior knowledge, interests)?

**H**= hook all students and hold their interest should be listed in your anticipatory set of the lesson plan? These items can go into your anticipatory set in the lesson plans. So each hook will be listed here.

**E**= equip students with necessary experiences, tools, knowledge, and know-how to meet performance goals. Help them experience the key ideas and explore the issues? Include your vocabulary words, students reading and discussing relevant selections from textbooks to support the learning activities and tasks. As an ongoing activity, students may keep a chart of their daily activities and evaluation.

**R**= provide opportunities to rethink and revise their understandings and work? Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

**E**= allow students to evaluate their work and its implications. Self evaluations will be located in the evaluation/assessments on your lesson plans. Build in opportunities for students to EVALUATE progress and self-assess.

**T =**Be TAILORED to reflect individual talents, interests, styles, and needs in your differentiated instruction section of the lesson plan. Think of how will you tailor the learning plan to maximize engagement and effectiveness for all learners? *W*e have to look more closely at whoall those different learners really are and adapt our plans accordingly. The bestdesigners tailor their learning plans to accommodate what is *always* a group of diverse learners.

***O***—Be ORGANIZED to optimize deep understanding as opposed to superficial coverage. Be organized to maximize initial and sustained engagement as well as effective learning? The *O* requires us to put those elements in the most powerful sequence. How will you tailor the learning plan to maximize engagement and effectiveness for all learners? This design element reminds us that we have to look more closely at who all those different learners really are and adapt our plans accordingly.

Figure 3.1 “Stage 1-Key Design Elements with Prompts” from *Understanding by Design, 2nd Ed by Grant Wiggins and Jay McTighe, Alexandria, VA: ASCD* © 2005 by ASCD.