

Understanding by Design Unit Planning Template

Stage 1 Desired Results

Transfer	
<p>ESTABLISHED GOALS/STANDARDS (Mandated Standards) <i>What do we want students to know and be able to do?</i></p> <p>This is where you identify your PRIORITY standards. (Proficiency scales are developed for these standards in order to gauge student learning toward that standard.)</p> <p>Criteria for priority standards: *Endurance, Leverage, Readiness *Teacher judgment (Is this skill/knowledge critical for all students to know and be able to do?) *Assessment Connected (Will this skill/knowledge be assessed on an instrument used for instructional decision-making?)</p> <p><i>What Missouri Learning Standards need to be addressed in this unit?</i></p>	<p><i>Students will be able to independently use their learning in new situations to ...</i></p> <p>This is where the 4 of the proficiency scale is frequently located; can the student apply/transfer their learning to the new situations?</p> <p><i>What long-term performances do we want learners to eventually be able to accomplish on their own? (application/transfer of learning)</i></p> <p style="text-align: center;">Meaning What do we want students to know?</p> <p>The 3 of the proficiency scale is typically located here</p> <p>UNDERSTANDINGS <i>Students will understand that...</i> What are the ideas that result from reflecting on and analyzing one's learning? Not facts, (though they may seem like them sometimes) but theories - the results of inferences.</p> <p style="text-align: center;">Acquisition</p> <p>This is where the 2 of the proficiency scales would fall; the sub-standards and understandings that are required for students to achieve at grade level (be able to make meaning of what they have learned) to know?</p> <p><i>Students will know ... What do we want students to know?</i> Stated or implied "big ideas" in NOUNS. (Pull nouns from the established goals) (These will become learning targets in BYOC.)</p> <p> Factual information Vocabulary Basic concepts</p> <p>(Only what is assessed or taught - not just mentioned)</p>
	<p>ESSENTIAL QUESTIONS <i>Students will explore & address these recurring questions:</i> What open-ended questions will focus instruction on the big ideas and align instruction with assessment?</p> <p><i>Students will be skilled at... What do we want students to be able to do?</i> Stated or implied performances in VERBS. (Pull verbs from the established goals on the left) (These will become learning targets in BYOC.)</p> <p> Procedural Knowledge (basic know- how or specific skills) (Only what is assessed or taught-not just mentioned)</p>