**Understanding By Design Unit Template 2023**

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| **Title of Unit** |  | **Grade Level** |  |
| **Subject** |  | **Time Frame** |  |
| **Developed By** |  | | |
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| **Stage 1 - Identify Desired Results** | | | |
| **Broad Areas of Learning**  **How are the BAL incorporated into this unit? Be specific. Frame this in your own words.** | | | |
| ***Broad Areas of Learning****:*   |  |  | | --- | --- | | \_\_\_Sense of self, community, and place | How? | | \_\_\_Lifelong learners | | \_\_\_Engaged Citizens | | | | |
| **Cross curricular Competencies**  **How will this unit promote the CCC? Be specific (which of the 12 are you promoting?). State in your own words.** | | | |
| |  |  | | --- | --- | | Goals to develop Thinking  \_\_\_Think & learn contextually  \_\_\_Think & learn creatively  \_\_\_Think & learn critically | How? | | Goals to develop Identity and Interdependence  \_\_\_Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)  \_\_\_Understand, value, and care for others  \_\_\_Understand and value social, economic, and environmental interdependence and sustainability | | Goals to develop Literacies  \_\_\_Construct knowledge related to various literacies  Explore and interpret the world using various literacies  \_\_\_Express understanding and communicate meaning using various literacies | | Goals to develop Social Responsibility  \_\_\_Use moral reasoning processes  \_\_\_Engage in communitarian thinking and dialogue  \_\_\_Take social action | | | | |
| **Learning Outcomes and Indicators**  What relevant goals will this unit address?  *(must come from curriculum; include the designations e.g. IN2.1)* | | | |
| **Treaty Education Outcomes** | | | |
| **Enduring Understandings**  What understandings about the big ideas are desired?(what you want students to understand & be able to use several years from now)  What misunderstandings are predictable? | | **Essential Questions**  What provocative questions will foster inquiry into the content?(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) | |
| *Students will understand that...*  *Related misconceptions…* | | *Content specific….*  *FNMI, multicultural, cross-curricular…* | |
| **Knowledge:**  What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | | **Skills**  What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. | |
| *Students will know...* | | *Students will be able to…* | |

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| **Stage 2 – Assessment Evidence** | | |
| **Performance Task**  Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)  By what criteria will performances of understanding be judged? | | |
| **GRASPS Elements of the Performance Task** | | |
| ***G*** *– Goal*  *What should students accomplish by completing this task?* | **Goal** –  **Role** –  **Audience** –  **Situation** –  **Performance** – | |
| ***R*** *– Role*  *What role (perspective) will your students be taking?* |
| ***A*** *– Audience*  *Who is the relevant audience?* |
| ***S*** *– Situation*  *The context or challenge provided to the student.* |
| ***P*** *– Product, Performance*  *What product/performance will the student*  *create?* |
| ***S*** *– Standards & Criteria for Success*  *Create the rubric for the Performance Task* | **Attach rubric to Unit Plan** | |
| **Other Evidence**  Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes. | | **Student Self-Assessment**  How will students reflect upon or self-assess their learning? |

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| Suggestions:  \_\_\_work samples \_\_\_observations \_\_\_journals \_\_\_exit slips \_\_\_learning centers \_\_\_anecdotal records \_\_\_checklist \_\_\_games \_\_\_conferences or interviews \_\_\_portfolios  \_\_\_t-chart  \_\_\_concept map  \_\_\_graphic organizer (this is not a complete list) | Details: (how, when, how recorded) | Suggestions:  \_\_\_Journal  \_\_\_Exit slip  \_\_\_Fast-write/one minute essay  \_\_\_self-assessment sheet  \_\_\_rubric completion | Details: (how, when, how recorded) |

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| **Stage 3 – Learning Plan**  What teaching and learning experiences will you use to:   * achieve the desired results identified in Stage 1? * equip students to complete the assessment tasks identified in Stage 2? |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**  **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?**  **Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?** |
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| **How will you engage students at the beginning of the unit? (motivational set)** Remember that the purpose is to provoke inquiry, to engage student interest and participation, and to explore the content/skills/process. |
| |  |  | | --- | --- | | **\_\_\_Essential question**  **\_\_\_Song**  **\_\_\_Story**  **\_\_\_Diagram/photo/videoclip**  **\_\_\_Gif**  **\_\_\_Action/scenario**  **\_\_\_Object**  *These are only a few ideas. Specify what you chose to engage students.* | **Details** | |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** |

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| **#** | **Lesson Title** | **Lesson Activities & Summary** | **Outcomes & Indicators** | **CCCs** | **Resources** |
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| **Assess and Reflect (Stage 4) - to be completed when planning the unit (and may be revised as you actually teach)** | | |
| **Considerations** | **Comments** | |
| **Required Areas of Study:**  **Is there alignment between outcomes, performance assessment and learning experiences?** |  | |
| **Adaptive Dimension:**  **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?** | ***(this should be a part of every lesson - consider your students):***  **Content**  \_\_\_Resource  \_\_\_Kinds of questions asked  **Process**  \_\_\_Instructional strategy  \_\_\_Assessment technique  \_\_\_Working group  \_\_\_Trigger warning given  **Product**  \_\_\_Individual conferences  \_\_\_Reduced assignment  **Environment**  \_\_\_Separate space  \_\_\_Earbuds  ***Quadrant needs*** ***addressed***:  \_\_\_Spiritual  \_\_\_Emotional  \_\_\_Physical  \_\_\_Mental | ***Provide specific details*** |
| **Instructional Approaches:**  **Do I use a variety of teacher directed and student centered instructional approaches? State the specific strategies that you are implementing. Here are some suggestions.**  Indirect instruction (think deeply):  \_\_\_ problem solving  \_\_\_ case studies  \_\_\_ scenarios  \_\_\_ reading or viewing for meaning  \_\_\_ reflection  \_\_\_ concept formation  \_\_\_ concept mapping  \_\_\_ graphic organizers  \_\_\_ concept attainment  Experiential instruction (learn by doing)  \_\_\_ field trip  \_\_\_ place based learning  \_\_\_ role play  \_\_\_ simulation  \_\_\_ game  \_\_\_ guided imaging  \_\_\_ Reader’s theatre  \_\_\_ experiment  \_\_\_ book talk  \_\_\_ debate  Independent instruction (make sense for yourself)  \_\_\_ research  \_\_\_ journal, log, portfolio or blog  \_\_\_ learning center  Group work (learn together)  \_\_\_ guided teaching  \_\_\_ whole class instruction  \_\_\_ jigsaw  \_\_\_ think, pair, share  Direct instruction (learn about)  \_\_\_ purposeful practice  \_\_\_ drill and practice  \_\_\_ cloze  Others? | ***Provide specific details*** | |
| **Resource Based Learning:**  **Do the students have access to various resources on an ongoing basis?** |  | |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** |  | |

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

Adapted May & June 2023 by Kathy Pryor-Hildebrandt

**Resources:**