

## Understanding by Design Planning Template – Two Different Models

Example 1

Desired Results – Part 1	
<p><b>Established goals</b></p> <p>What relevant outcomes will this design address (e.g., course or program outcomes, learning outcomes)?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Understandings</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• What are the big ideas?</li> <li>• What specific understandings about them are desired?</li> <li>• What misunderstandings are predictable?</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What provocative questions will foster inquiry, understanding, and transfer of learning?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• What key knowledge will students acquire as a result of this assignment/project/unit?</li> <li>• Think in terms of nouns and in terms of content.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• What key skills will students acquire as a result of this assignment/project/unit?</li> <li>• Think in terms of verbs.</li> </ul>
Evidence and Assessment – Part 2	
<p><b>Performance tasks</b></p> <ul style="list-style-type: none"> <li>• Through what authentic performance tasks will students demonstrate the desired understandings?</li> <li>• By what criteria will performances of understandings be judged?</li> </ul>	<p><b>Other evidence</b></p> <ul style="list-style-type: none"> <li>• Through what other evidence (e.g., quizzes, tests, academic prompts, observations, performance, journals) will students demonstrate achievement of desired results?</li> <li>• How will students reflect upon and self-assess their learning?</li> </ul>
Learning Plan	
<p>Learning activities:</p> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <ul style="list-style-type: none"> <li>• <b>W</b>: Help students know <b>W</b>here the unit is going and <b>W</b>hat is expected? Help the teacher know <b>W</b>here the students are coming from (prior knowledge, interests)?</li> <li>• <b>H</b>: <b>H</b>ook all students and <b>H</b>old their interest?</li> <li>• <b>E</b>: Equip students, help them experience the key ideas and <b>E</b>xplore the issues?</li> <li>• <b>R</b>: Provide opportunities to <b>R</b>ethink and <b>R</b>evise their understandings and work?</li> <li>• <b>E</b>: Allow students to <b>E</b>valuate their work and its implications?</li> <li>• <b>T</b>: Be <b>T</b>ailored (personalized) to the different needs, interests and abilities of learners?</li> <li>• <b>O</b> – Be <b>O</b>rganized to maximize initial and sustained engagement as well as effective learning?</li> </ul>	

(over)

Example 2

<b>Desired Results – Part 1</b>	
<p><b>Established goals</b> The enduring understandings and learning goals of the lesson, unit, or course.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p><b>Students will be able to independently use their learning to...</b> Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.</p>	
<p><b>Understandings</b> Students will understand that... Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p>	<p><b>Essential Questions</b> Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p>
<p><b>Students will know...</b> Refers to the key knowledge students will acquire from the lesson, unit, or course.</p>	<p><b>Students will be skilled at...</b> Refers to the key skills students will acquire from the lesson, unit, or course.</p>
<b>Evidence and Assessment – Part 2</b>	
<p><b>Performance tasks</b> Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</p>	<p><b>Other evidence</b> Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</p>
<b>Learning Plan</b>	
<p><b>Summary of Key Learning Events and Instruction</b> This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.</p>	