|  |
| --- |
| **Stage 1 – Desired Results: Standards in this Unit** |
| TEKS/AP/IB/ISSN Standards for the Unit |
| **Transfer Goals** |
| *Students will independently use their learning to…*• States the long-term accomplishments that students should be able to *do* with knowledge and skill, on their own. • Answers the questions “Why should I learn this?” “What can I do with this?” (Modules B, E, & G; UbD2\*, pp. 39–43, 78–81)  |
| **Meaning Making** |
| **Essential Question(s):** |
| • Is open ended; has no simple right answer. • Is meant to be investigated, argued, looked at from different points of view. • Encourages active meaning-making by the learner about important ideas. • Raises other important questions. • Naturally arises in everyday life and/or in “doing” the subject. • Constantly and appropriately recurs; it can fruit- fully be asked and reasked over time.  |
| **Essential Understandings** |
| • Cannot be simply transmitted; it must be “earned” by the learner. • Is a meaningful “big idea” or the “moral of the story” of the unit. • Makes sense of otherwise-discrete facts; it “connects the dots.” • Is transferable to other contexts. • Is usually not obvious and may be counterintuitive; therefore prone to misunderstanding. • Is an inference, stated as a specific generalization: **“the student will understand THAT....”** The goal of understanding has two connotations: (a) making “meaning” of big ideas and (b) autonomous “transfer” of learning to new situations.  |
| **Acquisition** |
| **Knowledge** |
| Specify what students should know and be able to do as a result of the unit (usually stated in established standards and benchmarks). • Reflect both the targeted knowledge and skill and the enabling knowledge and skill implied in the understanding-related goals (Module E). 7. Resist listing all possible knowledge and skill goals that are in any way related to the unit topic. Identify only those goals that you plan to directly assess  |
| **Skills** |
| Specify what students should know and be able to do as a result of the unit (usually stated in established standards and benchmarks). • Reflect both the targeted knowledge and skill and the enabling knowledge and skill implied in the understanding-related goals (Module E). 7. Resist listing all possible knowledge and skill goals that are in any way related to the unit topic. Identify only those goals that you plan to directly assess.  |
| **Stage 2- Evidence** |
| *Students will show their learning by....*  ***What performances and products will reveal evi dence of meaning-making and transfer?*** ***By what criteria will performance be assessed, in light of Stage 1 desired results?*** ***What additional evidence will be collected for all Stage 1 desired results?*** ***Are the assessments aligned to all Stage 1 elements?***  |
| Performance Task(s)*Students will demonstrate meaning-making and transfer by…***Performance Task(s)** • Are needed as evidence of understanding because we have to see if the learners can apply their learning to various issues, problems, situa tions, and contexts. • Reflect the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-understanding. • Establish real-world contexts, demands, messiness, audiences, and purposes. • Should be written in the GRASPS format to make assessment tasks more authentic and engaging. • Are evaluated using valid criteria and indicators, reflective of not only quality performance but related to the Desired Results of Stage 1. --------------------------------------------------------------------------------------------------Other Evidence (e.g., formative assessment)**Other Evidence** • Identifies needed assessments of Stage 1 goals; includes conventional tests, quizzes, assignments, and observations to round out the assessment. • Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group).  |
| **Stage 3 – Learning Plan** |
| **Learning Activities:**  | **Progress Monitoring:** |
| Learning Activities (e.g., formative data)**What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?** **How will the learning plan help students with acquisition, meaning-making, and transfer?** **How will the unit be sequenced and differentiated to optimize achievement for all learners?** **Are the learning events in Stage 3 aligned with Stage 1 goals and Stage 2 assessments?** • Should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities. • Should highlight student acquisition, meaning- making, or transfer. • Are enhanced when the WHERETO elements are included. • Should be checked/coded against various best practices to ensure maximal engagement and effectiveness. **Teaching** • Should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher). • Should employ resources most appropriate to the goals (not simply march through a textbook or com- mercial program). • Be responsive to differences in learners’ readi- ness, interests, and preferred ways of learning. 1. The focus in Stage 3 is making sure that *what* we teach and *how* we teach follows logically from and aligns with the Stage 1 and Stage 2 goals. 2. The learning events are designed to address three interrelated goals: acquisition, meaning- making, and transfer. 3. Teaching for understanding requires that students be given numerous opportunities to draw inferences and make generalizations for themselves (with teacher support). Understandings cannot be simply told; they have to be actively constructed by the learner. 4. WHERETO is an acronym for considering and self-assessing the key elements and logic of a learning plan: • *Where:* ensuring that the student sees the big picture, has answers to the “Why?” questions, and knows the final performance expectations as soon as possible • *Hook:* immersing the student immediately in the ideas and issues of the unit, engaging the student in thought-provoking experiences/challenges/ques- tions at the heart of the unit • *Equip and Experience:* providing the student with the tools, resources, skill, and information needed to achieve the desired understandings and successfully accomplish the performance tasks • *Rethink:* enhancing understanding by shifting perspective, considering different theories, challenging prior assumptions, and introducing new evidence and ideas; also provides the impetus and opportunity for revising and polishing prior work. • *Evaluate:* ensuring that students get diagnostic and formative feedback, and opportunities to self- assess and self-adjust • *Tailor:* personalizing the learning through differentiated instruction, assignments, and assessments without sacrificing validity or rigor • *Organize:* sequencing the work to suit the under- standing goals (e.g., questioning the flow provided by the textbook, which is typically organized around discrete topics)  | Progress Monitoring (e.g., formative data)**How will progress be monitored? In-lesson guided instruction from the teacher, probing questions, cueing, exit tickets?**  |