

Template for Understanding by Design Units

TITLE:

Grade level/Course:

Note

Explanations of unit components from *Understanding by Design* by Grant Wiggins and Jay McTighe appear in boxes throughout the unit.

Understanding by Design Unit Plan Overview

- Σ **Begin with the end in mind by identifying what students should know and be able to do through:**
 - Enduring understandings
 - Overarching
 - Topical
 - Essential questions
 - Overarching
 - Topical
 - Social Studies TEKS as objectives
- Σ **Establish evidence of student understanding through:**
 - Performance tasks
 - Other assessments
- Σ **Create learning experiences and instruction that promote student understanding through the WHERE process.**
 - Where
 - Hook
 - Explore/Enable/Equip
 - Rethink/Reflect
 - Exhibit/Evaluate

SUMMARY OF THE UNIT

What are Enduring Understandings?

They are unit concepts that:

- Σ Have lasting value beyond the classroom
- Σ Reside at the heart of the discipline and involve “doing” the subject
- Σ Require uncoverage of abstract or often misunderstood ideas
- Σ Offer potential for engaging students

Overarching Enduring Understandings

- Σ Transcend the content knowledge of the unit
- Σ Could appropriately express a given social studies concept found in most grade levels and courses

Overarching enduring understandings for this unit:

Topical Enduring Understandings

- Σ Are specific to the unit topic
- Σ Involve generalizations derived from the specific content knowledge and skills of the unit

Topical enduring understandings for this unit:

What Are Essential Questions?

As guides for the unit, they:

- Σ Go to the heart of the discipline
- Σ Recur naturally throughout one's learning and in the history of a field
- Σ Raise other important questions
- Σ Provide subject- and topic-specific doorways to enduring understandings
- Σ Have no obvious "right" answer
- Σ Are deliberately framed to provoke and sustain student interest

Overarching Essential Questions

- Σ Point beyond a unit to big ideas and enduring understandings
- Σ Do not mention specific topics or events

Overarching essential questions for this unit:

Topical Essential Questions

- Σ Transcend the content knowledge of the unit
- Σ Could appropriately express a given social studies concept found in most grade levels and courses

Topical essential questions for this unit:

Special notations for this unit:

Performance Task Summary

SUGGESTED RESOURCES

MATERIALS NEEDED

SOCIAL STUDIES TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS): THE OBJECTIVES FOR THIS UNIT

(Name of grade level/ course)

Note: Write complete TEKS.

[illegible]

What are Facets of Understanding?

These are six ways of analyzing the enduring understandings of a unit to achieve mature understanding. An explanation of each facet appears in boxes below.

Facets of Understanding	Use of Facets in this Unit
Explanation Sophisticated and apt explanations and theories which provide justifiable accounts of events, actions, and ideas	
Interpretation Interpretations, narratives, and translations that provide meaning	
Application Ability to use knowledge effectively in new situations and diverse contexts	
Perspective Critical and insightful points of view	
Empathy The ability to get inside another person's feelings and worldview	
Self-knowledge The wisdom to know one's ignorance and how one's patterns of thought and action inform as well as prejudice understanding	

What is a Performance Task?

A performance task is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept. The components of the framework for the performance task are outlined in the acronym **GRASPS**. The **goal** states the purpose of the task; the **role** explains student involvement in the scenario; the **audience** identifies the people the students address; the **situation** explains the scenario; the **product** is the tangible evidence of student understanding; and the **standards/criteria** describes how students can complete the task successfully.

GRASPS: Outlining the Performance Task

GRASPS	Use of GRASPS in this Unit
<u>Goal</u> Σ Provide a statement of the task. Σ Establish the goal, problem, challenge, or obstacle in the task.	
<u>Role</u> Σ Define the role of the students in the task. Σ State the job of the students for the task.	
<u>Audience</u> Σ Identify the target audience within the context of the scenario. Σ Example audiences might include a client or a committee.	

<u>Situation</u> Σ Set the context of the scenario. Σ Explain the situation.	
<u>Product</u> Σ Clarify what the students will create and why they will create it.	
<u>Standards and Criteria</u> Σ Provide students with a clear picture of success. Σ Identify specific standards for success. Σ Issue rubrics to the students.	

PERFORMANCE TASK DETAILS

What is a Rubric?

A rubric is a scoring guide that enables assessors to make reliable judgements about student work and helps students self-assess. The rubric answers the question: What does mastery (and varying degrees of mastery) for an achievement target look like?

RUBRIC FOR THE PERFORMANCE TASK

Highest level performance first:

LEVEL 4 – _____

LEVEL 3 – _____

LEVEL 2 – _____

LEVEL 1 - _____

What are Other Assessments?

Some examples in addition to the performance task include:

- Σ **Observation/dialogue** – class discussions, conference, monitoring
- Σ **Quiz/test** – Multiple choice, pop quizzes, open book, essay, oral exam, reports
- Σ **Projects** – long term, research based with multiple tasks

OTHER ASSESSMENTS:

THE STRUCTURE OF THE UNIT

WHERE: Sequencing the Unit

What is the acronym **WHERE**?

The acronym **WHERE** stands for ***where*** the student is headed from the beginning to the end of the unit; ***hook*** the student; ***explore*** the subject and ***equip*** the student; ***rethink*** work and ideas; and ***evaluate*** results.

Elements of WHERE	Use of the acronym WHERE in this Unit
<u>Where</u> Σ Outline where the unit is headed. Σ Make students aware of expectations from the beginning of the unit.	
<u>Hook</u> Σ Apply a thought provoking focus point. Σ Use issues, oddities, problems, and challenges that point toward enduring understandings, essential questions, core ideas, and a final performance task.	

<u>Explore/Enable/Equip</u> Σ Provide learning experiences that allow students to research and explore the big ideas of the unit. Σ Equip students for the final performance through guided instruction and coaching.	
<u>Reflect/Rethink</u> Σ Provide ways to get students to use and rethink concepts. Σ Revise, rehearse, and refine as needed.	
<u>Exhibit/Evaluate</u> Σ Assess student work for quality and effectiveness. Σ Reveal what students understand through final performances and other assessments.	