**CARDINAL SPELLMAN WORKSHOP MATERIALS DECEMBER 15, 2015**

**Understanding By Design: Unit Template**

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| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS G** | ***Transfer*** |
| ***Students will be able to independently use their learning to…* T** |
| ***Meaning*** |
| **UNDERSTANDINGS U*****Students will understand that…*** | **ESSENTIAL QUESTIONS Q** |
| ***Acquisition*** |
| ***Students will know…* K** | ***Students will be skilled at…* S** |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT** |
|  | **OTHER EVIDENCE: OE** |
| **Stage 3 – Learning Plan** |
| ***Summary of Key Learning Events and Instruction*** |

**UbD Unit Example:** *The Art of Leadership: ELA, SS and Art*

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| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS G*****Subject:*** ***Will vary******Literacy:*** ***READING****1.Close reading of text; Making inferences. Cite textual evidence when writing or speaking**2.Analyze the development of characters over the course of a text**4.Interpret text in context and the impact of word choice on tone**7. Integrate and evaluate diverse media.**9. Analyze how two or more texts address similar themes.**WRITING*1. *Support claims in writing using sufficient evidence*
2. *Write informative/explanatory texts to examine and convey complex idea*
3. *Write narratives, fiction, poetry to show awareness of concepts*
4. *Produce clear and coherent writing.*
5. *Use technology*
6. *Conduct short research*

*9. Draw evidence from literary or informational texts to support analysis, reflection and research**SPEAKING AND LISTENING**2. Integrate and evaluate information presented in diverse media and formats**4. Present information, findings and supporting evidence such that listeners can follow the information and argument* | ***Transfer*** |
| ***Students will be able to independently use their learning to…* T**Analyze art and apply those understandings in multiple ways |
| ***Meaning*** |
| **UNDERSTANDINGS U*****Students will understand that…******EU1. There are timeless qualities of leadership.******EU2. Circumstances affect leaders******EU3. Leaders display both strengths and weaknesses******EU 4. Leadership can be expressed in many forms*** | **ESSENTIAL QUESTIONS Q*****Essential Question(s)****EQ1. What makes a good leader?**EQ2. How does a society show its values through the arts?**EQ3. How does one lead through art?* |
| ***Acquisition*** |
| ***Students will know…* K*****Knowledge (Students will know)***1. *Specific qualities of Leader X (character from literature/historic figure)*
2. *Specific qualities of Contemporary Political Figure*
3. *Criteria for good leadership of an historic figure*
4. *Criteria for leadership of a contemporary political candidate*
 | ***Students will be skilled at…* S*****(Students will be able to…)***1. *Conduct research on a contemporary political candidate*
2. *Identify the qualities of leadership in a work of art (fiction, cartoon, painting, song, etc)*
3. *Assess if an individual meets the established criteria for leadership in the expository format*
4. *Produce a written assessment of leadership*
5. *Create an assessment of leadership*
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| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)*****Create a work of art that shows the leadership qualities of a contemporary political candidate.* PT** |
|  | **OTHER EVIDENCE:*****Written report evaluating the leadership qualities of a contemporary political candidate in response to the question: What Makes a Good Leader?*** **OE** |
| **Stage 3 – Learning Plan** |
| ***Summary of Key Learning Events and Instruction*** |
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**UbD Design Checklist**

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| **Stage 1: Desired Results** |
|  | **Yes** | **No** |
| **Establish Goals:** |  |
| 1. Only those standard(s) or goals that are directly relevant to the unit and assessed in Stage 2 are listed. |  |  |
| **Understandings:** |  |
| 2. The *Big Idea(s)* are clearly stated and derived from or aligned with appropriate standards or goals. |  |  |
| 3. The *understandings* are both overarching (to promote transfer of standard(s) or *Big Ideas*) and topical (specific enough to focus teaching, learning, and assessment). |  |  |
| 4. The *understandings* are framed as full-sentence generalizations in response to the stem “Students will understand that…” |  |  |
| 5. The *understandings* are not obvious or true by definition (i.e. factual knowledge). The understandings will include *uncoverage* in order for students to come to understand the standards. |  |  |
| **Essential Questions:** |  |
| 6. *Essential questions* clarify the *Big Idea* and connect to other topics and contexts to guide inquiry into the topic. |  |  |
| 7. The *essential questions* are thought provoking and arguable, rather than “leading” questions that point to facts. |  |  |
| 8. The *essential questions* are framed in appropriate “student language” to make them accessible to students. |  |  |
| **Students will know:** |  |
| 9. Key knowledge and skills (including prerequisite knowledge and skills) needed to meet the standards and enable the desired understandings are identified. |  |  |
| **Students will be able to:** |  |
| 10. Key performances objectives needed to meet the standards or goals are identified. |  |  |
| **Designer comments for Stage 1 – Desired Results:** |
| **Stage 2: Assessment Evidence** |
|  | **Yes** | **No** |
| 11. The *assessments (authentic, diagnostic, performance, summative and formative)* are aligned with the Revised Bloom’s Taxonomy level of the standards or goals. They will yield appropriate evidence of the identified understandings. |  |  |
| 12. The variety of assessments allow for differences in learning profiles, interests, and readiness. |  |  |
| 13. The unit includes a variety of *assessments* to evaluate the student’s understanding. |  |  |
| 14. If appropriate, scoring *rubric(s)* includes all essential components in alignment with standards or goals. |  |  |
| 15. Descriptions of assessments are identified and described. |  |  |
| 16. Students are given the opportunity to self-assess and reflect upon their learning and performance. |  |  |
| **Designer comments for Stage 2 – Assessment Evidence:** |
| **Stage 3: Learning Plan** |
| *The learning plan is the sequence of teaching and learning experiences that help students master the standards or goals for the UbD unit. The learning plan uses the WHERETO concept and incorporates a motivation activity to introduce standards and understandings, a model of instruction, guided or independent practice by the student, and reflection/assessment activities.* |  |  |
|  | **Yes** | **No** |
| **W****H** | 17. The learning plan makes clear to students what they will be learning, what is expected of them (i.e. standards or goals) and how their work will be evaluated. Big ideas are clearly stated so that students know and understand **where** they are headed and **why**. Essential questions and performance tasks will **hook** students because they are engaging and thought provoking. |  |  |
| **E** | 18. If appropriate, diagnostic assessments are used in the beginning to check for potential misunderstandings and predictable performance (skill) error. The learning plan is designed to **equip** students with the prerequisite experiences necessary to understand the *Big Ideas*, and the needed information and skills upon which the understandings and performance depend. The instruction is designed to equip students for the final assessment. |  |  |
| **R** | 19. Opportunities are provided for students to **rethink and reflect** their prior and emerging understandings and to **refine and revise** their work based on feedback and guidance. |  |  |
| **E** | 20. Learning activities help students **explore** the big ideas and essential questions. Students **experience** events to make ideas and issues real. Students are provided opportunities to dig deeper into the core ideas. Students are taught to **self-evaluate**. |  |  |
| **T** | 21. The learning has been **personalized** to accommodate the variety of student’s interests, styles, and abilities by differentiating content, process, and products. |  |  |
| **O** | 22. The sequence of learning activities has been **organized*.*** The learning plan is clearly designed to maximize student **engagement** and **productivity**. |  |  |
| **Designer comments for Stage 3 – Learning Plan:** |
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