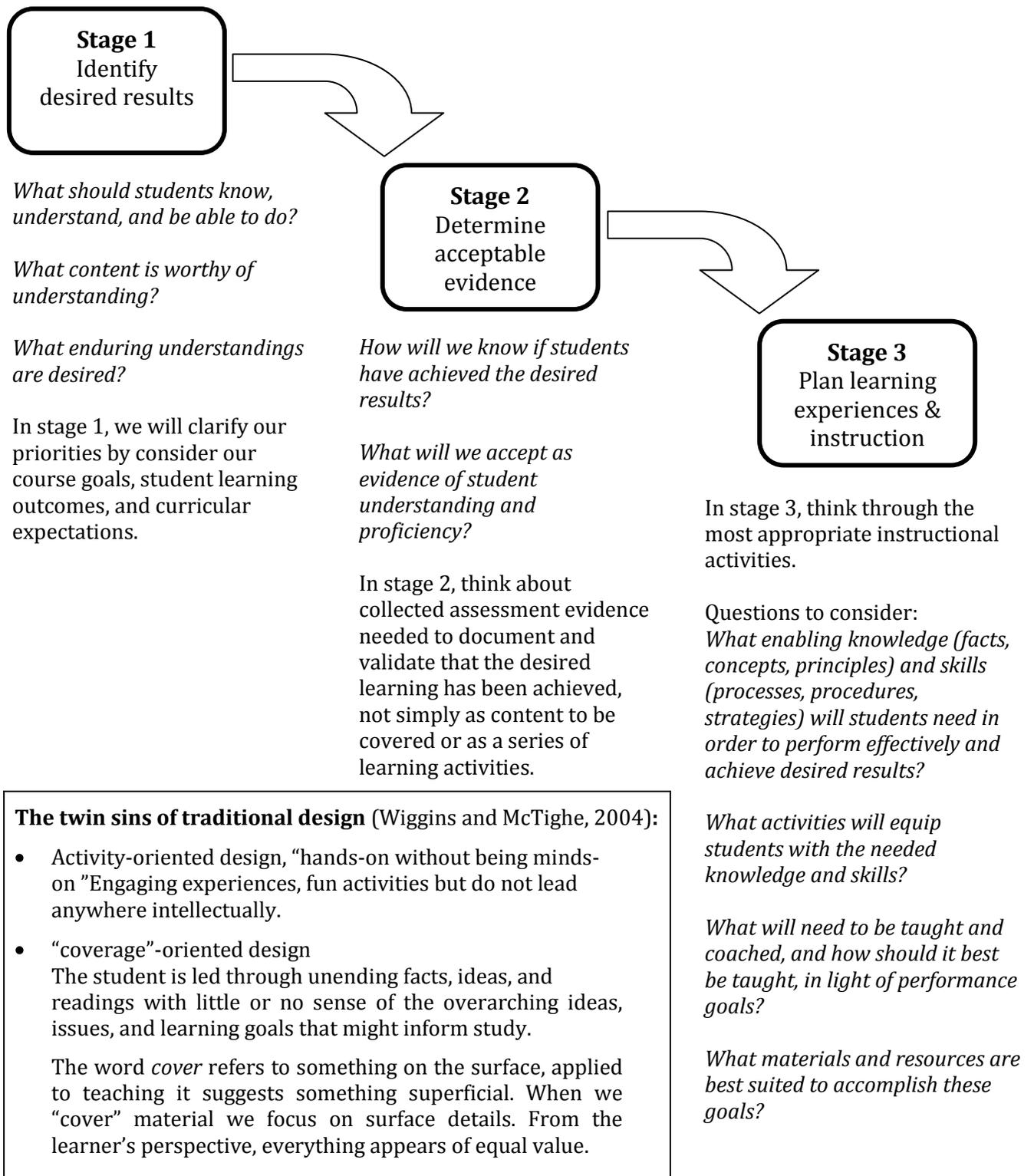


## Understanding by Design (UbD): Stages of “Backward” Design

*Designing a course or curriculum by beginning with the end in mind and designing toward that end.*



## UbD 1-Page Template with Design Questions

Stage 1 – Desired Results			
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• What relevant goals (e.g. content standards, course or program objectives, learning outcomes) will this design address?</li> </ul>			
<p><b>Understandings</b> <i>Student will understand that ...</i></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>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What key knowledge and skills will students acquire as a result of this course or unit?</li> <li>• What should they eventually be able to do as a result of such knowledge and skill?</li> </ul> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><i>Students will be able to...</i></p> </td> </tr> </table>		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What key knowledge and skills will students acquire as a result of this course or unit?</li> <li>• What should they eventually be able to do as a result of such knowledge and skill?</li> </ul>	<p><i>Students will be able to...</i></p>
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Stage 2 – Assessment Evidence			
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Through what authentic performance tasks will students demonstrate the desired understanding?</li> <li>• By what criteria will performances of understanding be judged?</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Through what other evidence (<i>e.g.</i>, quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</li> <li>• How will students reflect upon and self-assess their learning?</li> </ul>		
Stage 3 – Learning Plan			
<p><b>Learning Activities:</b> What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W = help the 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)?</p> <p>H = <b>H</b>ook all students and <b>H</b>old their interest?</p> <p>E = <b>E</b>quip students, help them <b>E</b>xperience the key ideas and <b>E</b>xplore the issues?</p> <p>R = Provide opportunities to <b>R</b>ethink and <b>R</b>evise their understandings and work?</p> <p>E = Allow students to <b>E</b>valuate their work and its implications?</p> <p>T = Be <b>T</b>ailored (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = Be <b>O</b>rganized to maximize initial and sustained engagement as well as effective learning?</p>			