

Instructional Template

Stage 1 – Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> ○ What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ○ What are the big ideas? ○ What specific understandings about them are desired? ○ What misunderstandings are predictable? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What provocative questions will foster inquiry, understanding, and transfer of learning?
<p><i>Students will know...</i> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ○ What key knowledge and skills will students acquire as a result of this unit? ○ What should they eventually be able to do as a result of such knowledge and skill? 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ○ Through what authentic performance task(s) will student demonstrate the desired understandings? ○ By what criteria will “performances of understanding” be judged? 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ○ Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? ○ How will students reflect upon and self-assess their learning?
Stage 3 – Learning Plan	
<p>Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design W=Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interest)? H=Hook all students and Hold their interest? E=Equip students, help them Experience the key ideas, and Explore the issues? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=Be Tailored (personalized) to the different needs, interests, and abilities of learners? O=Be Organized to maximize initial and sustained engagement as well as effective learning?</p>	

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Kindergarten

Stage 1 – Desired Results	
Established Goals: Learning About Myself and My Classroom Community	
Understanding(s): <i>Students will understand...</i> The purpose of rules in the classroom and school. (1.2.2)	Essential Question(s): <ul style="list-style-type: none"> ★ How can we work together? ★ What rules are there in our classroom community and why do we have them?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ The key ideals of justice and fairness within the context of the classroom community. (1.1.1) ★ How to ask questions about the classroom and school community (5.2.1) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Remember the people who make and carry out rules in the classroom and school. (1.2.1) ★ Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground. (1.1.2) ★ Understand one's point of view. (5.1.1) ★ Evaluate the fairness of one's point of view. (5.1.2) ★ State their own viewpoints and listen to viewpoints of others. (5.3.1) ★ Understand and create timelines to show personal events in a sequential manner. (4.1.1) ★ Retell and explain personal history. (5.4.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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