

Unit Mapping for Literacy with Understanding by Design



| Stage 1: Desired Outcomes | | |
|--|--------------------------------------|--|
| Topic / Unit Title: | | |
| NYS Content Standards | Common Core Skills | |
| Understandings: Students will be able to understand and know | Essential Questions: | |
| Stage 2: Assessments and Tasks | | |
| Common Core Literacy Task | Performance Task(s) – Other Evidence | |
| | and self-assess their learning? | |
| Stage 3: Learning Plan Instructional Activities and Materials (W.H.E.R.E.T.O.) | | |
| Stage 4: Reflection | | |
| Teacher Reflection and Planning | | |

Understanding by Design Skills and Process

What content standards call for or imply mastery of this skill/process?

What is the purpose or value of this skill/process?

What important transfer ability does this skill help make possible?

What understand-ing(s) will enable students to use the skill wisely?

What are the strategic understandings needed for effective use?

What complex, "real-world" performances does this skill enable?

What instruction and learning activities will most effectively help to develop, refine, and make automatic this skill/process?

| Stage 1: Desired Outcomes | | |
|--|----------------------|--|
| Unit Title/Name: | | |
| NYS content standard | Common Core Skills | |
| Understandings: | Essential Questions: | |
| Stage 2: Assessments and Tasks | | |
| Performance Tasks | Other Evidence | |
| Stage 3: Learning Activities | | |
| Lesson Planning and Materials (W.H.E.R.E.T.O.) | | |
| Stage 4: Reflection | | |
| Teacher Reflection | | |

What important questions are raised when attempting to use/improve this skill?

What essential questions will guide thoughtful use?

What evidence will show that students have mastered this skill/process?

What kinds of complex and interesting challenges can make the skill's value more apparent and meaningful?

What did I expect students to learn? How will I assess that they have learned it?

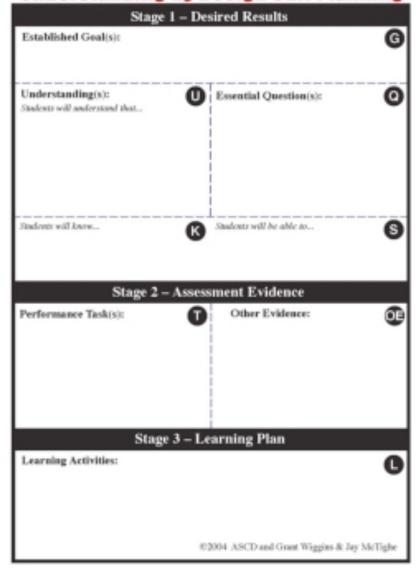
How will I know that students have mastered the material?

What will I do if they did not learn?

Unit Planning for Literacy with Understanding by Design

| Stage 1: Desired Outcomes | | |
|--|--|--|
| Unit Title/Name: | | |
| Understandings: | Essential Questions: | |
| Students will know (NYS content standard) | Students will be able to (Common Core Skills) | |
| Stage 2: Assessments and Tasks | | |
| Performance Tasks | Other Evidence | |
| Stage 3: Learning Activities | | |
| Lesson Planning and Materials (W.H.E.R.E | | |

Understanding by Design Unit Planning



with Understanding by Design

Stage 1: Desired Outcomes

Unit Title/Name:

• What universal/big question incorporates the essence of the lesson?

Understandings:

Students will understand that...

- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Students will know...

 What key knowledge and skills will students acquire as a result of this unit?

Essential Questions:

 What provocative questions will foster inquiry, understanding, and transfer of learning?

Students will be able to...

What should they eventually be able to do as a result of such knowledge and skill?

Stage 2: Assessments and Tasks

Performance Task

- Through what authentic performance task(s) will students demonstrate the desired understandings?
- By what criteria will "performances of understanding" be judged?

Other Evidence

- Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?
- How will students reflect upon and selfassess their learning?

Stage 3: Learning Activities

Lesson Activities (W.H.E.R.E.T.O.)

- W Where is the unit going? Where are the students starting points (Knowledge, Interests)?
- H Hook and hold student's interest.
- **E Equip** students with the tools and materials to explore and experience key ideas.
- **R Rethink** and **reflect** with student's work and achievement.
- **E Evaluation** (student self assessment)
- **T Tailor** (personalize) instruction to meet the different needs, interests, abilities of learners.
- **O Organize** to maximize engagement and effective learning.