

# Planning Template

<b>Established Goal(s):</b> <span style="float: right;">ⓐ</span>	
<b>Understanding(s):</b> <i>Students will understand that . . .</i> <span style="float: right;">ⓑ</span>	<b>Essential Question(s):</b> <span style="float: right;">ⓓ</span>
<i>Students will know . . .</i> <span style="float: right;">Ⓚ</span>	<i>Students will be able to . . .</i> <span style="float: right;">Ⓢ</span>
<b>Performance Task(s):</b> <span style="float: right;">Ⓣ</span>	<b>Other Evidence:</b> <span style="float: right;">Ⓞⓔ</span>
<b>Learning Activities:</b> <span style="float: right;">Ⓛ</span>	

# Planning Template with Design Questions

Stage 1—Desired Results	
<p><b>Established Goal(s):</b> <span style="float: right;">G</span></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>Understanding(s):</b> <span style="float: right;">U</span></p> <p><i>Students 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 Question(s):</b> <span style="float: right;">Q</span></p> <ul style="list-style-type: none"> <li>What provocative questions will foster inquiry, understanding, and transfer of learning?</li> </ul>
<p><b>Students will know . . .</b> <span style="float: right;">K</span></p> <ul style="list-style-type: none"> <li>What key knowledge and skills will students acquire as a result of this unit?</li> <li>What should they eventually be able to do as a result of such knowledge and skill?</li> </ul>	<p><b>Students will be able to . . .</b> <span style="float: right;">S</span></p>
Stage 2—Assessment Evidence	
<p><b>Performance Task(s):</b> <span style="float: right;">T</span></p> <ul style="list-style-type: none"> <li>Through what authentic performance task(s) will students demonstrate the desired understandings?</li> <li>By what criteria will “performances of understanding” be judged?</li> </ul>	<p><b>Other Evidence:</b> <span style="float: right;">OE</span></p> <ul style="list-style-type: none"> <li>Through what other evidence (e.g., 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> <span style="float: right;">L</span></p> <ul style="list-style-type: none"> <li>What learning experiences and instruction will enable students to achieve the desired results? How will the design</li> </ul> <p>W = Help the students know <b>Where</b> the unit is going and <b>What</b> is expected? Help the teacher know <b>Where</b> the students are coming from (prior knowledge, interests)?</p> <p>H = <b>Hook</b> all students and <b>Hold</b> their interest?</p> <p>E = <b>Equip</b> students, help them <b>Experience</b> the key ideas, and <b>Explore</b> the issues?</p> <p>R = Provide opportunities to <b>Rethink</b> and <b>Revise</b> their understandings and work?</p> <p>E = Allow students to <b>Evaluate</b> their work and its implications?</p> <p>T = <b>Be Tailored</b> (personalized) to the different needs, interests, and abilities of learners?</p> <p>O = <b>Be Organized</b> to maximize initial and sustained engagement as well as effective learning?</p>	

Source: From *Understanding by Design Professional Development Workbook* (p. 30), by J. McTighe and G. Wiggins, 2004, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 2004 by the Association for Supervision and Curriculum Development. Reprinted with permission.

### FIGURE 3.3

#### Applying Differentiation to the UbD Framework

This organizer provides a general framework for thinking about where differentiation may apply in the Understanding by Design framework. There will be exceptions to the general rule of adhering to the same essential knowledge, understanding, and skill in the case of students who have extreme needs. For example, a student with an Individualized Education Program (IEP) or a student who is very new to the English language may need work with skills that are precursors to the ones specified in the framework. Similarly, an advanced learner who demonstrates proficiency with the essential knowledge and skill specified in the framework needs to work with more advanced knowledge and skill in order to continue developing as a learner. In regard to Assessment Evidence, although content goals assessed will remain constant for most learners, varying the mode of assessment will benefit many learners.

