

U B D

UNDERSTANDING BY DESIGN (UBD):

- A process to design or redesign any curriculum that focuses on student understanding.
- Works in any discipline 4K-12
- District template acts as a roadmap to guide in designing your curriculum, instruction and assessment.
- UBD focuses on the desired result of understanding first rather than beginning with activities and materials.
- Clear goals and assessments must be in place before the specifics of lesson planning can begin (Given a destination, what is the best way to get there?)
- What you originally thought was student understanding will probably change.

Stage 1

DESIRED RESULTS (Clarity about priorities)

What is your focus and why does it matter?

Ultimately, what do you want students to know in the world beyond school? What is the 40 year learning?

- A. What standards/goals will you explicitly teach and assess?
- B. What essential question(s) will you ask students in order to promote provocative thinking and inquiry.
- C. Acquisition/building blocks:
 - 1) What do students need to know?
 - 2) What do students need to be skilled at?

Stage 2

SUMMATIVE ASSESSMENT EVIDENCE

UBD suggests we think about collecting evidence that proves desired learning has been achieved, and not simply covered or a series of learning activities.

A. Meaning making: What do we want students to be able to do with the knowledge or skills? (Explain, interpret, apply, have perspective, empathize or have self-knowledge)

1. Apply their learning to a new problem, issue or scenario? (transfer)
2. Explain, interpret, or justify their new learning?
3. Make sense of key concepts, processes, or practices?
4. Perform or "do" their subject?

Stage 3

LEARNING EXPERIENCES AND INSTRUCTION

- A) Pretest
- B) Lessons/Activities
 - 1) Activities need to be "hands-on and minds-on" experiences that lead to insight and achievement.
- C) Ongoing formative assessment