Figure 1.2
1-Page Template with Design Questions for Teachers

Stage 1—Desired Results

Established Goals: G

- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings: U

Students will understand that . . .

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

Essential Questions: Q

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

Students will know . . . K

- 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 skills?

Students will be able to . . . S

Stage 2—Assessment Evidence

Performance Tasks: T

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?

Other Evidence: OE

- 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

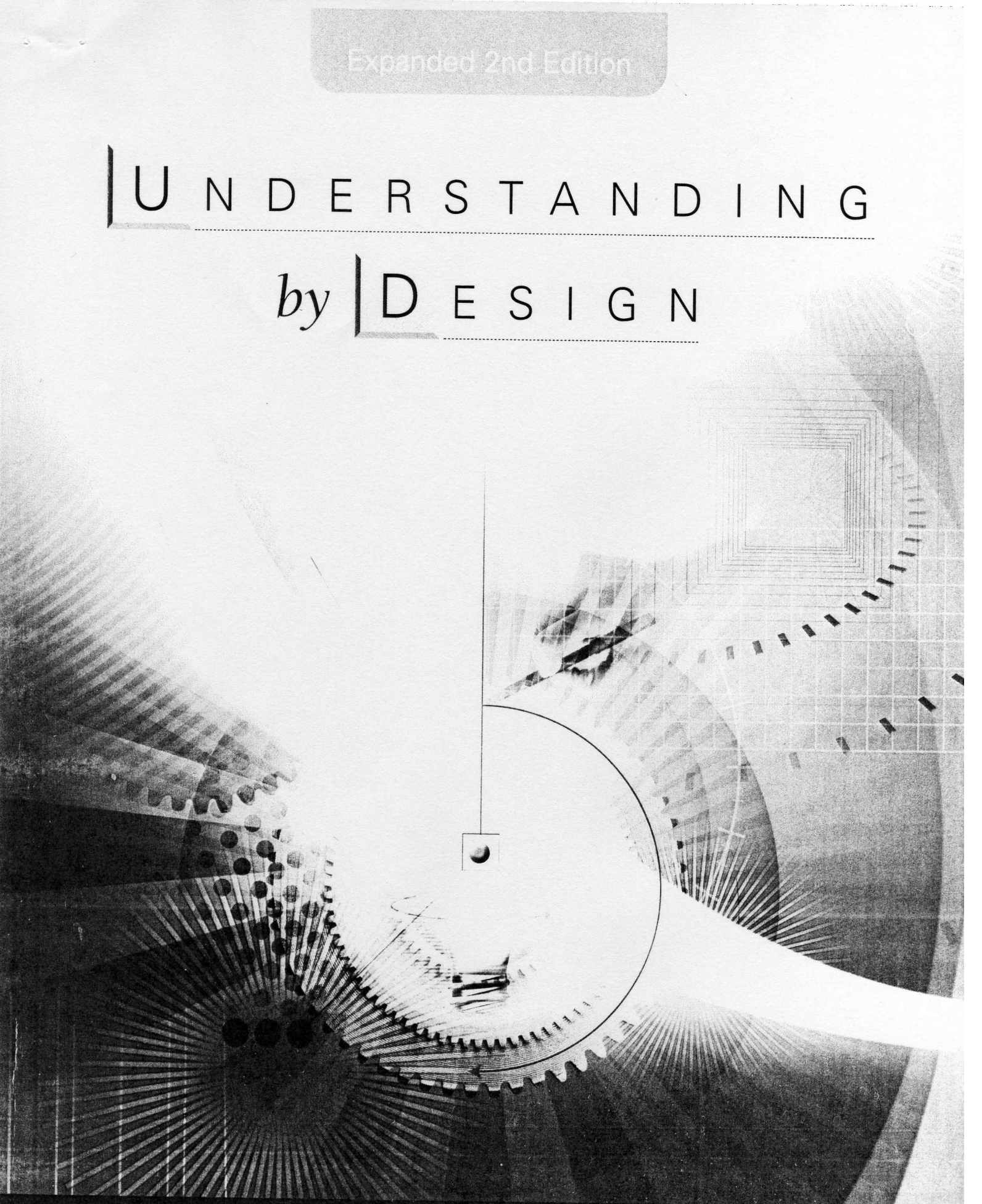
Learning Activities: L

What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know **W**here the unit is going and **W**hat is expected? Help the teacher know **W**here the students are coming from (prior knowledge, interests)?
H = **H**ook all students and **H**old their interest?
E = **E**quip students, help them **E**xperience the key ideas and **E**xplore the issues?
R = Provide opportunities to **R**ethink and **R**evise their understandings and work?
E = Allow students to **E**valuate their work and its implications?
T = Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?
O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?

Expanded 2nd Edition

UNDERSTANDING *by* DESIGN



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UNDERSTANDING *by* DESIGN

What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment?

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The Understanding by Design Exchange Web site (http://ubdexchange.org) features electronic design templates based on backward design, a searchable database of curriculum units and assessment tasks created in the UbD format, and an online review process based on the Design Standards.

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