

### **HTSD Understanding by Design Glossary**

<b>UbD Elements</b>	<b>Characteristics of Elements</b>	<b>Illustrative Examples</b>
<p style="text-align: center;"><b>Unit</b></p> <p><i>A unit focuses on a major topic, process, theme, or performance based on established goals and standards, and typically lasts 10 - 25 class periods.</i></p>	<p>Units are framed in terms of intended student outcomes and achievements, not in terms of content covered. The unit focuses on the use of content, and the selection of activities and their sequencing reflects a focus on outcomes not inputs.</p>	
<b>STAGE 1</b>	<b>IDENTIFYING DESIRED RESULTS</b>	<b>What are the key intellectual priorities for instruction?</b>
<p><b>Established Goals</b></p> <p><i>Standards: National and state standards that are the focal point of the unit.</i></p> <p><i>Other Goals: Can include District or School goals other than academic Standards (e.g., community contributor, 21<sup>st</sup> century skills)</i></p>	<p>If listed, targeted goals should be:</p> <ul style="list-style-type: none"> <li>o Taught and assessed within the unit</li> <li>o Feasible with existing time frame and resources</li> </ul> <ul style="list-style-type: none"> <li>● <b>The design of the unit explicitly addresses the targeted standards. Which standards are the focus of your unit design?</b></li> <li>● <b>Do not add every standard addressed; only the ones you will explicitly teach in the unit.</b></li> </ul>	
<p><b>Transfer Goals</b></p> <p><i>Long-term performances that we want learners to eventually be able to accomplish on their own. Transfer goals establish purpose and relevance.</i></p>	<ul style="list-style-type: none"> <li>o Long-term in nature</li> <li>o Emphasis is on independent and contextualized performance</li> <li>o Help to establish purpose and relevance by answering common student questions such as: “Why should I learn this? “What can I do with this?”</li> </ul> <ul style="list-style-type: none"> <li>● <b>District K-12 transfer goals</b></li> </ul>	
	<ul style="list-style-type: none"> <li>o Are inferences students should realize or derive as a result of the work of the unit</li> </ul>	

<p><b>Understandings</b> Specify transferrable ideas and processes that students should come to understand.</p>	<ul style="list-style-type: none"> <li>● Based on big ideas that give content meaning and connect facts and skills</li> <li>● Generalizations, patterns, wisdom, insights</li> <li>o Are framed as full sentences (specific generalizations) in response to the prompt, “The students will understand THAT...”</li> <li>o Help learners make sense of otherwise discrete facts and skills; they “connect the dots”</li> <li>o Cannot be simply transmitted; they must be “earned” by the learner</li> <li>● Understandings are written in teacher/assessment language (not kid friendly) and they drive the performance task</li> <li>● Product, or output..what student should be able to do</li> <li>● There does not need to be a one to one correlation between understandings and essential questions</li> </ul>	
<p><b>Essential Questions</b> Open-ended questions that focus instruction on the big ideas, align instruction with assessment. By exploring essential questions students develop and deepen their understanding.</p>	<ul style="list-style-type: none"> <li>o Encourage active meaning-making by the learner about important ideas and issues</li> <li>o Are open ended; have no simple right answer</li> <li>o Are meant to be investigated, argued, examined from different points of view</li> <li>o Raise other important questions</li> <li>o Naturally arise in everyday life and/or “doing” the subject</li> <li>o Are meant to recur; can be fruitfully asked over time--<u>these may be revisited in various courses (based on intent)</u></li> <li>● Essential Questions are written in student friendly language and drive the learning process</li> </ul>	

	<ul style="list-style-type: none"> <li>● Guide student inquiry and focus instruction for uncovering important ideas of content</li> <li>● Closed-questions (right or wrong) can be used; however, they need to lead to a discussion or require some clarification on the student's part</li> <li>● Typically 3-5 essential questions per unit, pending length</li> </ul>	
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<p><b>Knowledge and Skills</b> <i>Specify what students should know and be able to do as a result of the unit.</i></p>	<ul style="list-style-type: none"> <li>o Content knowledge (noun dependent) and skill (verb dependent) should be “means,” <i>not</i> an end in themselves</li> <li>o Only list enabling knowledge and skills that will be <u>explicitly</u> taught and assessed in this unit <ul style="list-style-type: none"> <li>● Building blocks for desired understandings</li> </ul> </li> </ul>	
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<b>STAGE 2</b>	<b>DETERMINING ACCEPTABLE EVIDENCE</b>	<b>How do all of the components of Stage 2 provide a scrapbook view of learning, as opposed to a snapshot?</b>
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<p><b>Performance Tasks</b> <i>Ask students to apply knowledge and skills to a new situation (transfer) to show evidence of understanding.</i></p>	<ul style="list-style-type: none"> <li>o Only need to list one problem/task</li> <li>o Demand thoughtful application of knowledge and skills, not just recall (Think Quad D Components)</li> <li>o Establish authentic contexts for performance</li> <li>o Are open-ended; they do not have a “best” answer or a “right way” to complete the task</li> <li>o Yield tangible products and performances as evidence of understanding and transfer (Stage 1 goals) <ul style="list-style-type: none"> <li>● Rubric and instructions should provide enough information to allow student independence</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>● Summative Assessments Only</li> <li>● “Game Day Analogy”--After the practice and scrimmages (Stages 2 &amp; 3), what can students do on their own? Design the performance tasks so that it isn’t markedly different from what you have done in class with differing levels of support.</li> <li>● Motivate students to exert effort and engage with the the process.</li> <li>● Does not need to be a huge project--it can be embedded in a test as a problem, essay (DBQ or TDA)</li> <li>● Performances should directly or indirectly require the students to address the Essential Questions.</li> <li>● Typically include a goal (e.g., solve a problem, analyze an issue, conduct an investigation) and a target audience, realistic constraints (time, schedule, budget) and yield tangible products/performance (oral presentation, demonstration or skit) valued in outside world</li> </ul>	
<p><b>Other Evidence</b>  <i>Additional summative assessments that are aligned with and measure Stage 1 goals.</i></p>	<ul style="list-style-type: none"> <li>o Identifies needed assessments to measure all Stage 1 goals</li> <li>o Includes conventional tests, assignments and observations to supplement the evidence from the performance tasks</li> <li>● Not fully measured or addressed through the performance task (i.e. procedural fluency)</li> </ul>	
<p><b>Criteria</b></p>	<ul style="list-style-type: none"> <li>o Valid criteria and indicators based on Stage 1 goals</li> </ul>	

<p><b><i>The basis for evaluating student performance</i></b></p>	<ul style="list-style-type: none"> <li>o Aligned with the descriptors in the PA Core/Legacy Standards or other performance standards</li> <li>o Key evaluative criteria can be used to develop more detailed rubrics <ul style="list-style-type: none"> <li>● What qualifiers exist specific to the task</li> <li>● Analytic rubrics promote opportunities for student feedback and growth</li> </ul> </li> </ul>	
<p><b>STAGE 3</b></p>	<p><b>LEARNING PLAN</b></p>	<p><b>What does a learning plan for designed for understanding look like?</b></p>
<p><b>Learning Plan</b> <i>Intended to equip students to achieve the goals of Stage 1 and perform well on the Stage 2 assessments.</i></p>	<p>A sequence of learning events that are designed to help students:</p> <ul style="list-style-type: none"> <li>o Acquire targeted knowledge and skills</li> <li>o Make meaning of important ideas</li> <li>o Equip students to transfer their learning. (Practice “Game Day” throughout the instruction.)</li> <li>o Textbooks and other materials should be used as resources not necessarily the controlling focus of the learning plan <ul style="list-style-type: none"> <li>● Include a pre-assessment to gauge students’ entry point; This does not need to be a test, it can be short formative activity.</li> <li>● Include formative assessments</li> </ul> </li> </ul>	