

Understanding by Design
Unit planning template
Identify Goals & Understandings > Assessment > Activities

Stage 1
Desired Results
School Driven

Established Goals/Transfer Goal: What do students need to learn and be able to do? Include essential standards.

Students need to be able to conduct research using the library's website. Ideally, they will know how to research using databases.

Enduring Understandings:

What understandings are desired about the big ideas of this unit? How to make a research paper stronger. Knowing which databases are favorable. Knowing what resources are available to them.

Essential Questions:

What questions(s) will guide inquiry and point toward the big ideas and transfer goals of the unit? Do you know where to find all resources available on the library's website to conduct effective research?

Does your paper work hard enough to try to convince the audience to share your opinion on your topic?

Have you covered both sides of the topic, including the issues with your side of the argument or your opinion?

Students will know...

How they learn, how to motivate their own learning, and how to think deeper on a topic.

Students will be able to...

What will students know and be able to do by the end of the unit? Find articles, books, and eBooks on Discovery@Gates and from databases. And peer-reviewed when required by the teacher bringing them to the instruction.

List the few most important discrete knowledge and skill goals that are separate from the transfer goals.

Stage 2
Assessment Evidence:
 Teacher and School Driven
 How will we know if students have learned?

<p style="text-align: center;"><u>Formative Assessments:</u></p> <p style="text-align: center;">Student Individual Assessment During Instruction.</p>	<p style="text-align: center;"><u>Summative</u></p> <p>Summary in GRASPS form</p> <p>Here is where you will develop a scenario for the activity/project.</p> <p>This section is for you to develop a guide for the students on what to do.</p> <p>Goal(s): Scenario for Assignment/Project Prior to instruction's end, ensure individual understanding by watching them find an approved source.</p> <p>Role: Student's role Proving they understand by walking me through the steps or showing me the source they have found.</p> <p>Audience: Who will see this information? It can be the teacher only. Me.</p> <p>Situation: How – individually, partners, groups – the goal will be accomplished.) Depending on how much time is left in the instruction, when time allows, individually and when not, in groups.</p> <p>Performance: What will the student do?) Show me how they got to the source. If in groups, each student can show me one step to ensure they each understand.</p> <p>Standards: The criteria for success and how it will be assessed.) They either know how to find a source or they do not. If they can show me, then they understand and will be able to conduct their own research for their assignments.</p>
<p>Key Criteria to reflect performance task (rubric, checklist)</p>	<p>Other Evidence (essay, work sample)</p> <p>What other evidence (formative, observations. Home learning, etc.) will be collected to determine whether or not Desired Results have been achieved? Observation and by teacher approval of the instruction or feedback given to me after each instruction.</p>

Stage 3
Learning Plan Activities:
(Teacher Driven)

How will students engage in learning?

Consider the WHERETO elements
These questions are/can be directed as....
What the teacher and/or the student do in regards to the WHERETO.
W Where are we going? What is expected?
Help students conduct the most effective research possible.
H How will we hook (Introduce this to) the students?
By making them participate in the instructions.
E How will we equip students for expected performances? The handout will prepare them for the instruction. During instructions students will learn of all the additional resources available, and I will ensure they each understand before they leave the course.
R How will you rethink or revise? What are likely or predictable student misunderstandings and/or performance weaknesses in this unit? Students who say they understand, but do not will have to come ask for assistance at a later date.
What do the research and teacher experience say we can expect the greatest difficulties to be? Students refusing to participate. What suggestions can you offer about how to troubleshoot these issues? By insisting students participate in the instructions, other students will pay attention.
E How will students self-evaluate and reflect on their learning? We will discuss their learning styles in the course. They will be asked to reflect.
T How will we tailor learning to varied needs, interests, and learning styles? By individuals, as I always have. I have several options for students to engage: Chat with a Librarian, email, in person during instruction (in their classroom), in person at their own convenience (in the library).
O How will we organize the sequence of learning?
Backward by design.

Resources

What print and web resource best supports the unit? Also provide additional resources used in planning for activities or during instruction.

I have four presentations for student use in understanding the steps to finding sources for their research.

I have a Mind Map printout example and an electronic Mind Map that students can utilize to aid in their research.

I have a printout of my favorite databases to use for all of the different types of research: famous people, current events, and compare and contrast.

The library's website also has several other electronic resources, tips, and examples available.

Reflection
(Optional)

Were the lessons successful? Yes. I may not do another lesson until next semester or longer. How do you know? I will know if no students come at a later date for help. What would you do differently next time? Ask their teacher if they need extra individual attention, and if so, prioritize the time during the instruction.

Intervention (What will we do if students don't learn it?) I will have students coming into the library to ask questions of how to conduct research on the library's website. Sometimes, it is because a few students missed the instruction. The presentations should help some students on their own, but those who need extra help will come and ask for assistance.

Enrichment (What will we do if students don't learn it?) I will have to redefine my instruction by prioritizing time to work with students individually when I have them in my presence. I will make sure each student understands before they leave the class. (I basically do this already, but I can work with those who need help for longer periods of time if necessary. If that is what the research shows is needed).