

## Curriculum Mapping using *Understanding by Design*®

North West Hendricks School Corporation, IN  
Part 1 - May 30, 2018

Kristina J. Doubet, Ph.D., ASCD Faculty Member and Professor at  
James Madison University | DoubetKJ@jmu.edu | www.ascd.org  
© 2017 by Kristina Doubet

©Wiggins and McTighe

## AGENDA

- ✓ Beginning with the End in Mind/  
Establishing our Purpose
- ✓ Composing Transfer Goals
- ✓ Exploring Stage 1
- ✓ Constructing Stage 1
- ✓ Reviewing/Revising Stage 1
- ✓ Designing Action Steps



## Schedule

- 8:15-9:00 Beginning with the End in Mind/Purpose
- 9:00-9:45 Composing Transfer Goals
- 9:45-10:00 Break
- 10:00-11:30 Exploring/Constructing Stage 1
- 11:30-12:00 Lunch
- 12:00-1:00 Constructing Stage 1 (cont'd)
- 1:00-1:15 Break
- 1:15-2:15 Peer Review and Feedback
- 2:15-3:15 Stage 2 Preview and Action Plan



## In Pairs, Select Three Sample *Performance* Tasks To Examine



### **THINK (Individually):**

- ✓ Take a minute to silently examine each task
- ✓ Decide what makes them “performance tasks”
- ✓ Determine and record the elements or qualities that the three tasks have in common

### **PAIR (With a Partner):**

- ✓ Each partner shares, in turn, the “common elements/ qualities” s/he found among the three tasks.
- ✓ Make a “master list.”
- ✓ Agree on a definition of a “Performance Task” AND what makes these tasks “Performance Tasks”

### **SHARE (Full Group):**

- ✓ Let’s hear your thoughts!

## Performance Tasks - Definition

“A performance task asks students to **apply** their learning to a **new** and **authentic situation** as means of assessing their understanding and **ability to transfer** their learning.”

McTighe, J. & Wiggins, G. (2014). *Improve Curriculum, Assessment, and Instruction Using the Understanding by Design Framework*. Alexandria: ASCD.

## Common Characteristics

- Real World application
- Cross curricular\*
- Creative (use knowledge to create a new product)
- Analytical (interpreting and applying info; using the information)
- Students must take on a different persona/role\*
- Grown up terminology
- Multiple Steps/chunking (building process)\*
- Open ended (not cut and dried)
- **TAKE TIME AND THOUGHT TO PLAN!!!!!!!**

## How People Learn



- Brain research tells us that teaching for “**coverage**”- or memorization - is like pumping water uphill: it takes enormous effort, and once the source is shut off, it reverses.
- In their book *Understanding by Design*, Grant Wiggins and Jay McTighe discuss the importance of focusing on **uncovering** rather than **covering** material to promote transfer and retention of learning

## According to Wiggins and McTighe

COVERAGE	UNCOVERAGE
<ul style="list-style-type: none"><li>◦ “I taught it but they didn’t learn it”</li><li>◦ Surface level/superficial</li><li>◦ Little depth</li><li>◦ Facts without connected thread of meaning</li><li>◦ Rationale – “<i>I do it because it’s what the social studies standards dictate, not because it will make meaningful sense to the students.</i>”</li></ul>	<ul style="list-style-type: none"><li>◦ Helping make an idea real or accessible</li><li>◦ Ideas and not just facts</li><li>◦ Finding something important amongst the facts</li><li>◦ Rationale — “<i>I organized my content so that students could investigate what history is all about; the recurring themes that make history so important to learn.</i>”</li></ul>

## Uncoverage Leads to TRANSFER



## Transfer of Learning is:



What one does to express deep levels of understanding across a variety of settings. For example...

- ...can students apply a problem solving strategy to a unique situation?
- ...can students write for an intended audience, regardless of the audience?
- ...can students design experiments to test a variety of hypotheses?
- ...can students evaluate the credibility of a secondary source across different time periods?

*We can't transfer if we are only "familiar" with content.*

## What do you Think?

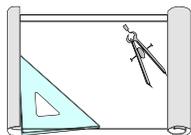
- ✓ Choose your favorite task from the three you examined earlier.
- ✓ Does it ask students to transfer? Explain. How do you know?
- ✓ Imagine what how the task's creators achieved this? Where did they begin?



## Used correctly, UBD facilitates TRANSFER



# Stage 1 of UBD



What transfer should students achieve?

What is evidence that they can transfer?

What learning will help lead them to the ability to transfer it?

COPYRIGHT JAY MCTIGHE AND GRANT WIGGINS 2010 – AUTHORS, UNDERSTANDING BY DESIGN™

## Teaching for Uncoverage or “Transfer”

**GOAL:** Effectively apply and adapt prior learning to novel and complex situations.

**Teacher’s role:** Function like a coach and observe student performance by

- Establishing clear performance goals with models.
- Providing specific feedback after performance.
- Prompting learners to reflect on what worked, what didn’t, and why.
- Gradually releasing responsibility to make learners autonomous.



**Students’ role:** Use learning to autonomously arrive at a meaningful destination (with coaching)

Copyright Jay McTighe and Grant Wiggins 2010 – Authors, Understanding by Design™

## Transfer Goals:



What one does to express deep levels of understanding across a variety of settings. For example...

- ...can students apply a problem solving strategy to a unique situation?
- ...can students write for an intended audience, regardless of the audience?
- ...can students design experiments to test a variety of hypotheses?
- ...can students evaluate the credibility of a secondary source across different time periods?

*We can’t transfer if we are only “familiar” with content.*

COPYRIGHT JAY MCTIGHE AND GRANT WIGGINS 2010 – AUTHORS, UNDERSTANDING BY DESIGN™

## Movie Time! What does Teaching for Transfer Look Like?



<https://www.edivate.com/#resources/videos/7152>

## Stephanie's Transfer Goals

- Use persuasion to change the mind or actions of another person
- Use research to gather evidence to strengthen persuasion.



## Julie's Transfer Goals

- Apply data and understanding of natural phenomenon to determine what impact a \_\_\_\_\_ would have on \_\_\_\_\_.
- Consider the impact of stakeholder lenses.



## Julie's Transfer Goal

- Apply data and understanding of natural phenomenon to determine what impact a new element [pollutant] would have on an ecosystem.
- Consider the impact of political, economic, environmental, community, and corporate lenses on decision making.



## A Helpful Prompt

Students will be able to independently use their learning to

\_\_\_\_\_ [phrase beginning with higher order thinking verb]

**Sample Transfer Goals (by content):**  
*Students will be able to independently use their learning to....*

**Math:**

- Use equations and real data from \_\_\_\_\_ to determine \_\_\_\_\_.
- Model real world phenomena using \_\_\_\_\_.
- Justify a method of problem-solving.

**Science:**

- Design an experiment to test a hypothesis.
- Analyze [data point] to determine its location within [cycle], and to predict its next possible transformation within that [cycle].
- Hypothesize the effect of a \_\_\_\_\_ on a \_\_\_\_\_.

**Social Studies:**

- Analyze primary and secondary sources and interpret the interdependent relationship between the \_\_\_\_\_ and \_\_\_\_\_ at [this period in history].
- Construct a persuasive argument based on available historical evidence
- Evaluate how beliefs shape peoples' actions

**Sample Transfer Goals (w/ specifics):**

**Math:**

- Use linear equations and real data from experiments to determine the price point for maximum profits.
- Model real world phenomena using linear and quadratic functions.
- Justify a method of problem-solving.

**Science:**

- Design an experiment to test a hypothesis.
- Analyze any rock to determine its location within the rock cycle, and to predict its next possible transformation within the rock cycle.
- Hypothesize the effect of a limiting factor on a population.

**Social Studies**

- Analyze primary and secondary sources and interpret the interdependent relationship between the economy and social life at the start of the Great Depression.
- Evaluate how beliefs shape peoples' actions
- Construct a persuasive argument based on available historical evidence (ELA)

**Sample Transfer Goals (by content):**  
*Students will be able to independently use their learning to....*

**English Language Arts:**

- Depict the impact the text's \_\_\_\_\_ has on its \_\_\_\_\_.
- Evaluate the influence of \_\_\_\_\_ on the perception of controversial evidence.
- Create written work which utilizes \_\_\_\_\_ to enhance meaning and reflect author's purpose.
- Construct a persuasive argument based on \_\_\_\_\_ evidence.
- Effectively express or defend a perspective on \_\_\_\_\_ through writing.
- Effectively communicate with diverse audiences under unique circumstances exhibiting appropriate cultural norms.

**Sample Transfer Goals (w/ specifics):**

**English Language Arts:**

- Depict the impact foil characters have on the narrative structure.
- Evaluate the influence of bias on the perception of controversial issues.
- Create written work which utilizes sound and style to enhance meaning and reflect author's purpose.
- Construct a persuasive argument based on [textual, historical, empirical] evidence.
- Effectively express or defend a perspective on real-world issues through writing.
- Effectively communicate with diverse audiences under unique circumstances exhibiting appropriate cultural norms

STEM: Students will be able to independently use their learning to:	
<p><b>Math</b></p> <p><b>M1:</b> Make meaning of and take risks to persevere through complex mathematical problems utilizing strategic thinking and reasoning.</p> <p><b>M2:</b> Effectively communicate mathematical reasoning by developing viable arguments and constructively critiquing the reasoning of others.</p> <p><b>M3:</b> Fluently apply appropriate skills, processes, and tools in new and authentic situations.</p> <p><b>M4:</b> Make use of structure and/or repeated reasoning to quantify, compare, represent and model mathematics while attending to precision.</p>	<p><b>Science</b></p> <p><b>S1:</b> Select and evaluate reliable sources of information to address real world issues.</p> <p><b>S2:</b> Use critical thinking, inquiry and modeling to analyze ideas and phenomena to solve problems.</p> <p><b>S3:</b> Design and conduct an authentic scientific investigation in order to collect and analyze data.</p> <p><b>S4:</b> Communicate the results of an investigation using claim, evidence, and reasoning.</p>
<p><b>PE/Health</b></p> <p><b>PEH1:</b> Employ behaviors that promote a healthy lifestyle.</p> <p><b>PEH2:</b> Model proper etiquette during a game/activity.</p> <p><b>PEH3:</b> Develop and modify strategies within parameters of traditional and nontraditional games.</p> <p><b>PEH4:</b> Demonstrate mature skill sets appropriate for games and sports.</p>	<p><b>CTE</b></p> <p><b>CTE1:</b> Analyze and resolve conflicts to work cooperatively within a professional setting.</p> <p><b>CTE2:</b> Explore and determine a clear and viable career or educational pathway to meet desired professional goals.</p> <p><b>CTE3:</b> Understand and utilize current professional technology to enhance productivity.</p> <p><b>CTE4:</b> Develop and evaluate strategies to solve real world problems by using appropriate research and brainstorming methods to effectively assess and design solutions.</p> <p><b>CTE5:</b> Communicate effectively based on purpose, task, and audience using appropriate content specific vocabulary.</p>

HUMANITIES Students will be able to independently use their learning to:	
<p><b>English/Language Arts</b></p> <p><b>ELA1:</b> Evaluate diverse perspectives constructively, critically, and respectfully.</p> <p><b>ELA2:</b> Read, comprehend, and analyze increasingly complex texts and media produced for various audiences and purposes.</p> <p><b>ELA3:</b> Engage in research and inquiry to analyze, integrate, and present information, to investigate claims, and to solve problems.</p> <p><b>ELA4:</b> Produce effective writing in which the development, organization, and style are appropriate for various audiences and purposes.</p> <p><b>ELA5:</b> Challenge, defend, and/or qualify ideas effectively for various audiences and purposes through writing and discussion.</p>	<p><b>Social Studies</b></p> <p><b>SS1:</b> Formulate investigations using multiple sources of information to address a question, form an opinion, or to solve a problem.</p> <p><b>SS2:</b> Apply the relevance of historical lessons to a given situation, problem, or challenge.</p> <p><b>SS3:</b> Apply knowledge of political and social structures to actively participate as an informed global citizen.</p> <p><b>SS4:</b> Communicate and support ideas effectively to address a particular audience and purpose.</p>
<p><b>Fine Arts</b></p> <p><b>FA1:</b> Analyze structure and context of various artistic works.</p> <p><b>FA2:</b> Apply criteria to evaluate and interpret a variety of artistic works.</p> <p><b>FA3:</b> Use societal, cultural, and historical contexts to develop appropriate interpretations of various artistic works.</p> <p><b>FA4:</b> Understand and apply content specific vocabulary and notation of each artistic discipline.</p> <p><b>FA5:</b> Utilize artistic skills to perform or create expressively with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context that relates to personal experiences and emotions.</p>	<p><b>Library Media</b></p> <p><b>LM1:</b> Inquire, think critically, and gain knowledge utilizing a variety of resources and tools.</p> <p><b>LM2:</b> Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge utilizing a variety of resources and tools.</p> <p><b>LM3:</b> Share knowledge and participate ethically and productively as members of society.</p> <p><b>LM4:</b> Pursue personal and aesthetic growth through reading, listening and viewing materials in a variety of formats.</p>

## What is Transfer?

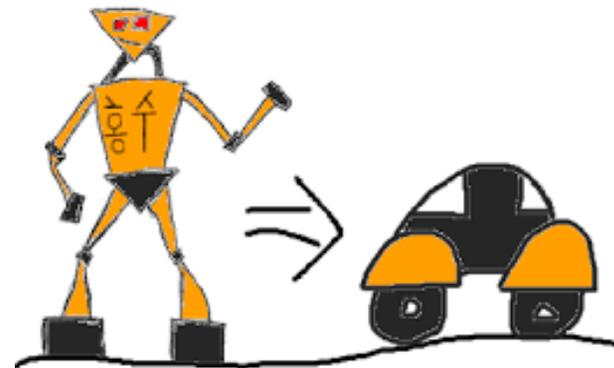
### TRANSFER IS NOT...

- ✓ Simple recall
- ✓ Relying exclusively on mnemonics or rules
- ✓ Repeating knowledge in the same or similar context
- ✓ Repeating the same type of exercise over and over
- ✓ REPEATING learning

### TRANSFER IS...

- ✓ Higher order thinking
- ✓ Being able to articulate the WHY behind decisions and solutions
- ✓ Effectively applying and adapting prior learning to novel and increasingly complex situations
- ✓ Using understanding to evaluate or create something new
- ✓ TRANSFORMING learning

## It's All About Transformation!



## In Discipline-Area Groups...

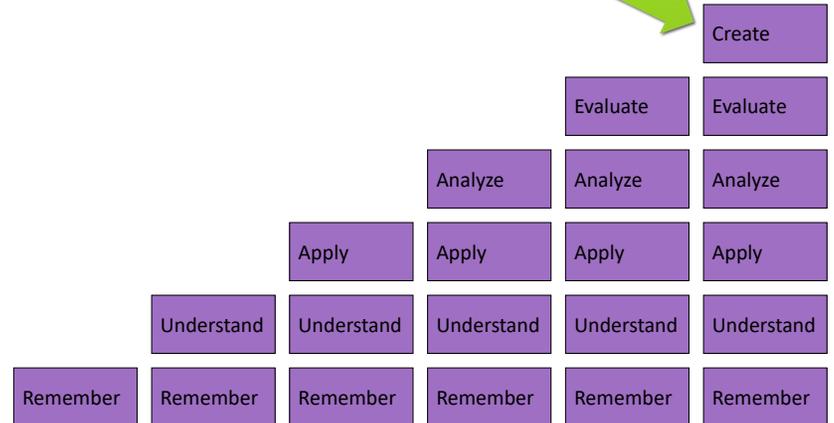
**Select/Edit** (from the examples) or **Compose** a set of 3-5 transfer goals for students that would extend across grade levels and courses.



Consult your standards to make sure your transfer goals encompass all necessary strands.

➤ **THINK UPPER LEVEL BLOOMS (Evaluate, Create) or Webb's DOK LEVELS 3 or 4 (See next few slides)**

## Bloom Levels (2001)



## Webb's Depth of knowledge (DOK) Framework

<b>One: Recall</b> (Who, What, When, Where, Why)	Identify, List, Recognize, Tell, Recall, Repeat, Define, Calculate, Arrange, State
<b>Two: Skill/Concept</b>	Identify Patterns, Separate, Estimate, If/Then, Observe, Summarize, Categorize, Predict
<b>Three: Strategic Thinking</b>	Revise, Hypothesize, Formulate, Investigate, Construct, Assess, Develop, Appraise
<b>Four: Extended Thinking</b>	Connect, Synthesize, Create, Prove, Apply, Design, Evaluate

## 3 Stages of "Backward" Design

1. *Identify desired results.* (Where are we going?)  
**Learning Goals (Including Standards)**

2. *Determine acceptable evidence.* (How do we know what we'll need to get there? How will we monitor our progress? How will we know when we've "arrived")?  
**Includes Pre-Assessment/Summative Assessment**

3. *Plan learning experiences and instruction.* (How do we actually get there? How can ensure we *all* get there?) **Includes Differentiation**

Planning our destination in advance – in terms of transfer, meaning, acquisition, and production

## Stage 1: Learning Goals



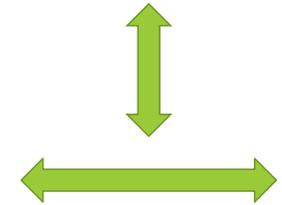
Doubet, 2017

## Moving from Vertical to Horizontal Planning

*Choose a UNIT TOPIC to focus on for the rest of our time together (today and in July)*

Unit criteria:

- ✓ Rich and multifaceted
- ✓ Conducive to a Performance Task as an assessment tool
- ✓ Interdisciplinary (elementary)
- ✓ Falls under one or more of the transfer goals you've articulated
- ✓ Ecompasses several Standards (identify those)



## The Template: Desired Results

STAGE 1	
Established Goals (Standards)	Transfer
	Meaning
	Acquisition
	Transfer
Understandings	Essential Questions
Knowledge	Skill

COPYRIGHT JAY MCTIGHE AND GRANT WIGGINS 2010 –  
AUTHORS, UNDERSTANDING BY DESIGN™

## Meaning and Acquisition Goals

- UNDERSTANDINGS/EQs
  - Principles/Concepts/ Inquiry-based ?s
  - Big ideas that embody - and transcend - the discipline

- KNOWLEDGE
  - Facts
  - Vocabulary
  - Definitions

- SKILLS
  - Required skills
  - Higher-order skills
  - 21 Century Skills

*Which of the three is most emphasized? Least?*

Tomlinson, 2003

## “Meaning” Goals: Students will Understand THAT...

- Systems are made of interdependent parts; change to one part affects all the other parts.
- Conflict can be both constructive and destructive.
- Language gives us power.
- Formulas allow us to use known information to discover unknown information.
- Rhythm organizes the time and energy of sound and silence.
- The optimal defense depends on the opponent’s decision about offense (and vice versa)

Doubet, 2015

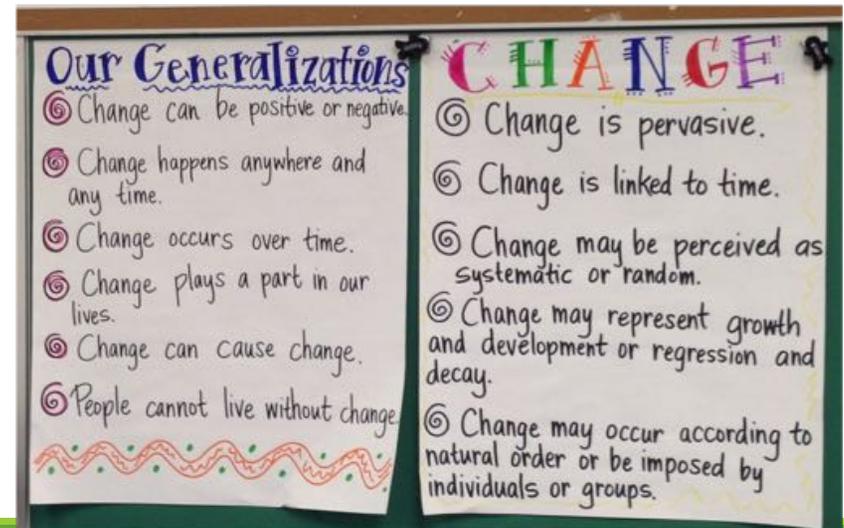


Silver, Strong, & Perrini

PROGRESS	PERSPECTIVE	CONNECTIONS	STRUCTURE & FUNCTION
PATTERNS	RELATIONSHIPS	EFFICIENCY	SYSTEM
SURVIVAL	COMMUNITY	CYCLES	CONFLICT
INTERDEPENDENCE	PERSUASION	NEEDS & WANTS	CHANGE
VOICE	POWER	BALANCE	IDENTITY

Doubet, 2015

## Students add to TEACHER’S



Kemps Landing – Virginia Beach, VA

## “Meaning Goals”: Essential Questions

- ✓ Important to real people in the real world
- ✓ Raise additional questions
- ✓ Worthy of discussion/provocative
- ✓ Suggestive of more than one “answer”

- What happens to the \_\_\_\_\_ system if one of its parts quits working?
- How is conflict both productive and destructive? For whom?
- How does the author both reflect and refract truth?
- What are the consequences for breaking rules? (e.g., assigning more outputs to one input in a function)

Doubet, 2015

## Meaning Goals: U-s and EQs

Understandings

Essential Questions

- The geography, climate, and natural resources of a region influence the economy and lifestyle of the people living there.
- Statistical analysis and data display often reveal patterns. Patterns enable prediction.
- People have different dietary needs based on age, activity level, weight, and various health considerations.
- Dance is a language of shape, space, timing, and energy that can communicate ideas and feelings.
- How does *where* you live influence *how* you live?
- What will happen next? How sure are you?
- How can a diet that is “healthy” for one person be unhealthy for another?
- How can motion express emotion?

“What Makes a Question Essential”— Ch. 1 of *Essential Questions* by Wiggins and McTighe - ASCD

## Understandings and EQs Serve as...



Doubet, 2015

## The Template: Desired Results

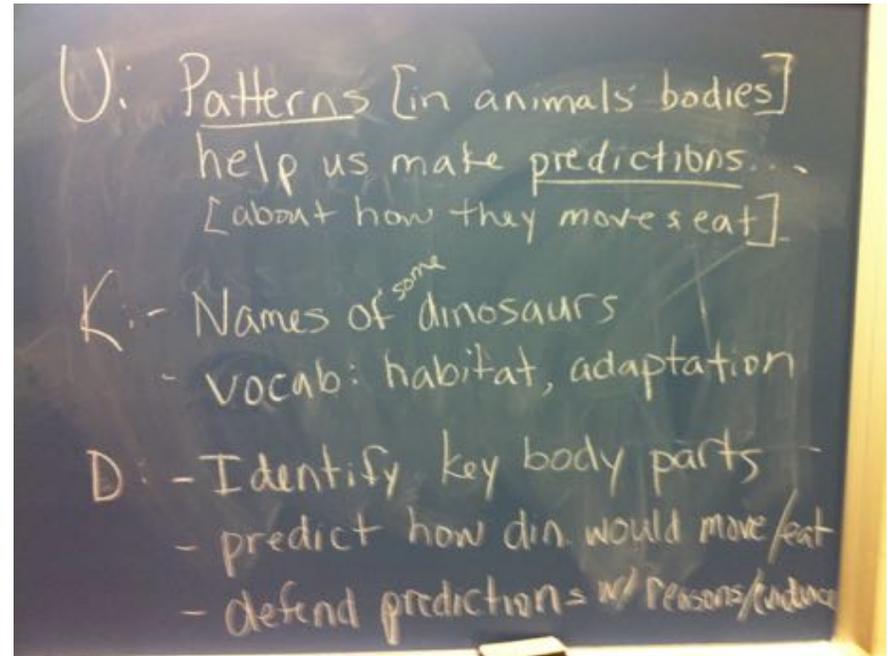
STAGE 1	
Established Goals (Standards)	Transfer
	Transfer
✓	Meaning
	Understandings      Essential Questions
	Acquisition
	Knowledge      Skill

COPYRIGHT JAY MCTIGHE AND GRANT WIGGINS 2010 –  
AUTHORS, UNDERSTANDING BY DESIGN™

## Construct your Meaning Goals

- You will construct both Understandings and Essential Questions. Begin with whichever makes the most sense to you.
- You can use a CONCEPT as a seed to get started, if you'd like.
- Refer to the examples in the book; they can serve as models.
- Use the Checklist in your packet to self check the structure and power of your meaning goals.

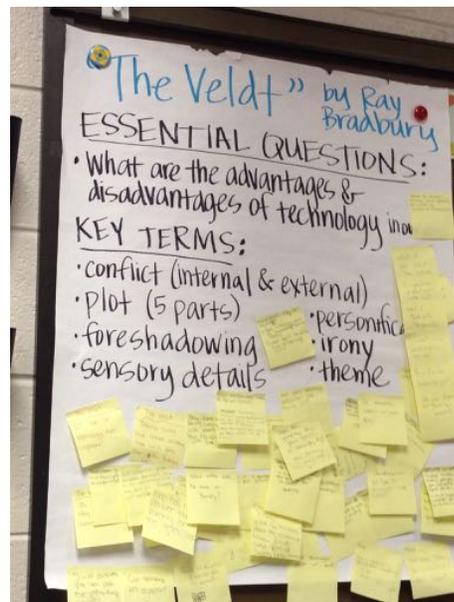
Use your UBD Stage 1 Template



## Essential Questions Encompass Knowledge and Skills

Nichole Ehlers – 8<sup>th</sup> Grade THMS

Students post potential answers to the essential questions, citing key terms in their responses.



## Acquisition Goals (often unpacked from standards)



KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> <li>• Consist of information that can be memorized, such as facts, terms, definitions, formulas, algorithms, categories, and processes.</li> <li>• Focus on <i>essentials</i> (as opposed to trivia or things that are “fun” to know).</li> <li>• Are aligned with standards.</li> <li>• Are related to the skills in which students will engage.</li> <li>• Should be written in complete sentences if used for common planning or for planning assessments (e.g., “<i>Dynamic characters</i> grow and change throughout a story,” NOT “the definition of <i>dynamic character</i>”).</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on student <i>thinking</i> (what students do with their heads, not their hands).</li> <li>• Begin with a powerful verb (see Bloom’s taxonomy for suggestions). Incorporate higher-order thinking.</li> <li>• Focus on a measurable verb.</li> <li>• Avoid describing specific activities.</li> <li>• Are aligned with <u>but not limited by</u> standards.</li> <li>• Suggest what students will do to grapple with the essential questions and understanding goals and how they will apply the knowledge goals.</li> </ul>

From Doubet & Hockett (2015). *Differentiation in the Middle and High School: Strategies to Engage All Learners*. Alexandria, VA: ASCD.

## Examples

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> <li>Elements of fiction (plot, setting, character, theme, conflict)</li> <li>Transitional words and phrases</li> <li>Thomas Jefferson – important biographical data including...</li> <li>“The Continental Divide” – a divide separating river systems that flow to opposite sides of a continent</li> <li>Rivers in Mesopotamia</li> <li>Counting numbers and names (cardinal) from 1-100</li> <li>The multiplication tables</li> <li>The steps of the scientific method</li> <li>Eukaryotes, Archea, Bacteria</li> <li>The multiplication tables</li> <li>Procedural information (how to...)</li> </ul>	<ul style="list-style-type: none"> <li>Share (write, tell, draw) what happened in the story, “_____”</li> <li>Analyze text for author’s main point</li> <li>Provide evidence to support an opinion</li> <li>Count to tell the number of objects</li> <li>Solve a problem to find perimeter</li> <li>Compare and contrast approaches to problem solving</li> <li>Find similarities in _____ (authors’ work, objects’ dimensions, etc.)</li> <li>Evaluate work according to specific criteria</li> <li>Use graphics to represent data appropriately</li> <li>Analyze primary sources to determine...</li> </ul>

## Stephanie’s Unit Goals



- Students will understand that... the strength of our persuasion depends upon the strength of our evidence and presentation style.
- EQ: How can my words and pictures change the mind and actions of my audience?

### KNOWLEDGE GOALS:

- Definition of Persuasion
- Elements of Persuasion
- Examples of Persuasion
- Needs of specific animals and how to meet those needs

### SKILL GOALS:

- Research needs of animals and how to meet those needs in a classroom setting
- Employ the elements of persuasion and incorporate research
- Organize a persuasive presentation designed to elicit a response

## Julie’s Unit Goals



Student will understand that... change to one part of an ecosystem impacts the rest of the system.

EQ: What is the role of science in decision making?  
What is the role of other stakeholder lenses?

### KNOWLEDGE GOALS:

- Patterns and impacts of ocean currents
- Types of shorelines
- Survival needs of area wildlife
- Economic needs of people
- Impacts of disasters on environment, community, economy, etc.

### SKILL GOALS:

- Analyze data and draw conclusions
- Examine impact of a disaster on a particular site
- Adopt a stakeholder lens and analyze data/make decisions through that lens
- Use scientific evidence to argue persuasively for the preservation of a given site

## The Template: Desired Results

STAGE 1			
Established Goals (Standards)	Transfer		
	Transfer ✓		
✓	Meaning		
	<table border="1"> <tr> <td>Understandings ✓</td> <td>Essential Questions ✓</td> </tr> </table>	Understandings ✓	Essential Questions ✓
Understandings ✓	Essential Questions ✓		
Acquisition			
<table border="1"> <tr> <td>Knowledge</td> <td>Skill</td> </tr> </table>		Knowledge	Skill
Knowledge	Skill		

## Articulate your Acquisition Goals

Find the standards you aligned with your transfer goal

- Identify the Knowledge and Skills from the standards that align with your transfer goals and could be incorporated into a performance task.
- Use the Checklist as a tool and the examples in the book as models
- Remember, you can move BEYOND the level of the standards.

Use your UBD Stage 1 Template



<https://padlet.com/doubetkj/UBD>

*Work with a partner to complete the “STAGE 1 TASK” at the website above. Use the “Learning Goal Checklist” in your packet as a tool.*



## Reflect on your Own Work

- In what areas are your goals like the “before” examples?”
- See if you can use the examples in the book and the checklist to tighten up those areas in need of a makeover
- In what areas are your goals more like the “after” examples? Is there anything you could do to make them even better?
- Do some expert “tinkering,” if you can.



## Giving Feedback on your Colleagues’ Work using Debate Team Carousel

<p>1. The biggest strength of this Unit’s STAGE 1 is _____ because:</p>	<p>2. Other strengths include:</p>
<p>3. Some small changes that could make a big difference include:</p>	<p>4. The change with the biggest impact might be _____ because:</p>

**1. Make a claim and explain your rationale.** Say what you think, and why.

**2. Add or supporting evidence for the claim.** Read your peer's claim. In this box, add something that would *support* that claim or make it stronger.

**3. Make a counter-claim or provide evidence that challenges the claim.** In this box, make a claim or provide evidence that *argues against* what is written in boxes 1 and 2.

**4. Add your "two cents."** Read what is written in the three boxes. Add your opinion and your reasoning in this box.

## Debate Team Carousel: *Problem-Solution*

**1. Say what you think and WHY.**

*"The biggest problem is... Here's why:"*

**2. Add evidence to make the position in Box 1 stronger, even if you don't agree.**

*"Another reason this is a big problem is..."*  
OR  
*"That's also true because..."*

**3. Offer a possible solution to the problem discussed in Box 1 and Box 2.**

*"One strategy for overcoming this problem might be..."*

**4. Make a comment about the solution in Box 3 OR offer another solution.**

*"This solution would work well because..."*  
OR  
*"Another solution might be..."*

## Math Debate Team Carousel

**1. Solve the problem and show how you solved it.**

**2. Check the solution.** Review the process and solution in Box 1. Give two reasons you think it is correct or incorrect.

**3. Provide another way of solving the problem.** Solve this problem in a way that's different from the process used in Box 1.

**4. Detect errors and misconceptions.** Note any errors or misconceptions you see in Boxes 1, 2, or 3. If you don't see any, explain why you agree with what is written.

## Text Analysis Debate Team Carousel – Version 2 (Attach Text)

**1. What do you believe is the most powerful word, phrase, or line in this [text, poem], and why?**

**2. Give additional reasons why the word, phrase, or line in Box 1 is the most powerful.**

**3. Push back against what has been said in Boxes 1 and 2.** Explain why this is NOT the most powerful word, phrase, or line by pointing out weaknesses in the selection.

**4. Suggest and explain another word, phrase, or line that is just as or more powerful than the one suggested in Box 1.**

What Questions or Insights do you have about Stage 1?



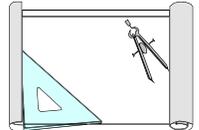
### 3 Stages of “Backward” Design

1. *Identify desired results.* (Where are we going?)  
**Learning Goals (Including Common Core Standards)**

2. *Determine acceptable evidence.* (How do we know what we’ll need to get there? How will we monitor our progress? How will we know when we’ve “arrived”)?  
**Includes Pre-Assessment/Summative Assessment**

3. *Plan learning experiences and instruction.* (How do we actually get there? How can ensure we *all* get there?) **Includes Differentiation**

### Stage 2 of UBD



What transfer should students achieve?

What is evidence that they can transfer?

What learning will help lead them to the ability to transfer it?

There is a time and a place for each



## Stage 2: Performance Tasks

Planning authentic ways to make sure we know if - and how expertly - students have arrived



## Performance Task - Definition

“A performance task ask students to **apply** their learning to a **new and authentic situation** as means of assessing their understanding and **ability to transfer** their learning.”

McTighe, J. & Wiggins, G. (2014). *Improve Curriculum, Assessment, and Instruction Using the Understanding by Design Framework*. Alexandria: ASCD.

## Designing Performance Task Scenarios

- G** ♦ What is the transfer **g**oal in the scenario?
- R** ♦ What is your **r**ole?
- A** ♦ Who is the **a**udience?
- S** ♦ What is your **S**ituation (context)?
- P** ♦ What **p**roducts/**p**erformances will you prepare?
- S** ♦ By what **S**tandards (criteria) will your work be judged? (This usually refers to your rubric criteria)



## 1st Grade “Donate a Pet” Task

Goal: Use persuasion to change someone’s mind/actions

Role: Self

Audience: Manager of Petco

Situation: We want to have a class pet, but we don’t have the funds so we need someone to donate a pet to us. We will have to convince the manager of Petco that 1) we need a pet, 2) how much a donated pet will cost, including supplies for caring for the pet, and 3) that we will know how to care for this pet, if it is donated to us.

Performance/Product: Use research and persuasive techniques to make a case for the manager of Petco to donate a pet to our class. Make your case in a letter with illustrations and in a presentation.

## 7th Grade “Exxon Valdez” Task

Goal: Apply scientific data to determine the impact a pollutant would have on an ecosystem; evaluate data in terms of stakeholder lenses.

Role: A Given Stakeholder (Tourism board, fisherman, etc.)

Audience: Local Government of Prince William Sound, Alaska

Situation: The Exxon Valdez has crashed and the oil spill is spreading, and it will impact many sites throughout the community. Examine the data on currents, weather patterns, wildlife and human needs, etc. Then, taking all data into account, but through the lens of your stakeholder, make a decision about which site should be protected.

Performance/Product: Use data and persuasive techniques to make a case for protecting a certain site in Prince William sound. You must submit a Cost-Benefit Analysis chart reflecting all stakeholders’ perspectives as well as a written proposal advocating for your site recommendation.

Ms. Julie

<https://padlet.com/doubetkj/UBD>

*Work with a partner to complete the “STAGE 2 TASK” at the website above. Then, use the GRASPS template to begin brainstorming your performance Task*



## Why UbD?

- It’s a method of unit and lesson planning that is designed around **brain research** (e.g., Jensen, Sousa) and the **science of how people learn** (e.g., Bransford, Brown, and Cocking, 2000; Hattie, 2012; 2016)
- Develops students’ **academic, critical thinking**, and **21<sup>st</sup> Century** skills
- Provides **cohesion** in students’ school experience, which leads to **deeper learning**



Doubet, 2017

## What Questions Do you Have?

