

IDENTIFY DESIRED RESULTS

What overarching understandings are desired?



What will students understand as a result of *this* unit?

What are the overarching “essential” questions?



What “essential” and “unit” questions will focus this unit?

DETERMINE ACCEPTABLE EVIDENCE

What evidence will show that students understand _____?

Performance Tasks, Projects

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Quizzes, Tests, Academic Prompts

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Other Evidence (e.g. observations, work samples, dialogues)

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Student Self-Assessment

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How will we judge our unit designs?

extensively

somewhat

minimally

IDENTIFY DESIRED RESULTS

To what extent are the targeted understandings

- Big ideas (as opposed to basic facts and skills) in need of *uncoverage*?
- Specific enough to guide teaching and assessing?
- Framed by provocative *essential* and *unit* questions?

DETERMINE ACCEPTABLE EVIDENCE

To what extent does the assessment evidence provide

- A valid and reliable measure of the target understandings?
- Sufficient information to support inferences about *each* student's understanding?
- Opportunities for students to exhibit their understandings through authentic performance tasks?

PLAN LEARNING EXPERIENCES AND INSTRUCTION

To what extent will

- Students know *where* they're going and *why* (in terms of unit goals, performance requirements, and evaluative criteria)?
- Students be *engaged* in digging into the big ideas of the unit (through inquiry, research, problem solving, and experimentation)?
- Students receive explicit instruction on the knowledge and skills needed to *equip* them for the required performances?
- Students have opportunities to *rehearse*, *revise*, and *refine* their work based on feedback?
- Students *self-assess* and set goals prior to the conclusion of the unit?

Through which facets will students develop and reveal their understandings?

- *Explanation.* Students develop an illustrated brochure to explain the principles and practices of healthy eating to younger students
- *Interpretation*
- *Application 1.* Students analyze a hypothetical family’s diet for nutritional balance. 2. Students develop a menu for meals and snacks for an upcoming three-day trip to the outdoor education camp.
- *Perspective.* Students investigate healthy eating from the perspective of different regions and cultures.
- *Empathy.* Students modify their eating habits for two days to have a “taste” of the experience of people who must restrict their diets because of specific conditions (e.g., diabetes, lactose intolerance, and food allergies).
- *Self-Knowledge.* Students reflect on their own eating habits and evaluate the extent to which they are “eating healthy”.