The Backwards Design

1. Identify Desired Results
   - OBJECTIVES
   - ASSESSMENTS
   - LESSONS

Prioritizing Desired Results

STOP AND WORK

Get out your core curriculum and find the Standards, Objectives, and Indicators that you want to teach for your TWS.

Write them on your paper

Stage 1: Identify Desired Results

Established Goals or Objectives
   - Knowledge:
   - Skills:
   - Dispositions:

What do students need to know, be able to do, and feel about the topic?

Worth being familiar with
  - Must know and be able to do
  - Enduring Understanding
  - Big Idea

Why “backward”?

The stages are logical but they go against habits
- We’re used to jumping to lesson and activity ideas - before clarifying our performance goals for students
- By thinking through the assessments upfront, we ensure greater alignment of our goals and means, and that teaching is focused on desired results

Understanding by Design

the ‘big ideas’ of UbD

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“Big Ideas” are typically revealed via –

- Core concepts
- Focusing themes
- On-going debates/issues
- Insightful perspectives
- Illuminating paradox/problem
- Organizing theory
- Overarching principle
- Underlying assumption

Big Ideas: Examples

- Word are power.
- Reading is more than just the words on a page.
- Relationships between quantities can be represented by graphs, tables, and equations.
- Good vocal tone is a result of proper posture, breath control, and . . .
- Healthy nutrition practices influence all aspects of our lives.
- All life is interrelated as evidenced by the differences and similarities among species.

You’ve got to go below the surface... to uncover the really ‘big ideas.’

The “big idea” of Stage 1:

There is a clear focus in the unit on the big ideas

Implications:

- Organize content around key concepts
- Show how the big ideas offer a purpose and rationale for the student
- You will need to “unpack” Content standards in many cases to make the implied big ideas clear

Big Ideas or Enduring Understandings: examples...

- Great artists often break with conventions to better express what they see and feel.
- Price is a function of supply and demand.
- Friendships can be deepened or undone by hard times.
- History is the story told by the “winners”
- \[ F = ma \] (weight is not mass)
- Math models simplify physical relations - and even sometimes distort relations - to deepen our understanding of them.
- The storyteller rarely tells the meaning of the story.
What are the objectives from the core?
What are the "big ideas" that flow from the objective or that the objective is based on?
What do we want students to know, be able to do, and feel about the topic?

Stage 1: Identify Desired Results
Unpacking the Core

Established Goals or Objectives

What enduring understandings or big ideas do you want students to understand?
What key knowledge, skills, and dispositions will students acquire as a result of this unit?
Knowledge:
Skills:
Dispositions:

How Can I Tell What is Knowledge, Skills, and Dispositions?
Knowledge - what we want students to know
Skills - what we want students to be able to do
Dispositions - the attitudes or feelings we want students to have about the concept.

STOP AND WORK
What "Big Idea" or "Enduring Understandings" are the listed standards, objectives, and indicators based on?
Write your “Big Idea” for your TWS on your paper. Talk with your classmates about it.

Write as an Objective
1. Start with a verb
   - Use your list of Bloom’s verbs
2. Make sure each objective includes only one action and one content part
STOP AND WORK

UNPACK each indicator from the core and write an objective using the Bloom's verbs. Make sure each objective is chunked so that you can teach it in one lesson. Separate the objectives into Knowledge (things you want students to know), Skills (things you want students to do), and Dispositions (attitudes you want to foster).

Unpacking the Standard Assignment recap

• Identify all the core indicators you will cover.
• Specify the "Big Ideas" or enduring understandings that students will acquire.
• Break out the Knowledge, Skills, and Dispositions in teachable chunks.
• Rough draft due in class on Monday, October 1 so we can work on them.

Upcoming Events

• Wednesday
  • Bring a printed copy of "Mager and Gronlund Objectives"