



# Uintah Basin Teaching American History (UB-TAH)

## Understanding by Design Lesson Plan

### Understanding by Design Unit Plan Overview

1. Begin with the end on mind by identifying what students should know and be able to do through
2. Establish evidences of students understanding
3. Create a learning experiences and instruction that promote student understanding through the **WHERE** process  
- **W**= Where, **H**=Hook, **E**=Explore/Enable/Equip, **R**=Rethink/Reflect, **E**=Exhibit/Evaluate

### Summary of the Unit:

### Enduring Understanding:

1. Have lasting value beyond the classroom
2. reside at the heart of the discipline and involve doing the subject
3. Require uncoverage of abstract or often misunderstood ideas
4. Offer potential for engaging in students

### Overarching Enduring Understanding for this unit:

### Topical Enduring Understanding for this unit:

### What are Essential Questions?

1. Go to the heart of the discipline
2. Raise other important questions
3. Have no obvious "right" answers
4. Provide subject - and - topic - specific doorway to enduring understanding
5. are deliberately frame to provoke and sustain student interest

### Overarching Enduring Essential Question for this unit:

### Topical Essential Question for this unit:

### Special Notation for this unit:

### Performance Task Summary:

### Suggested Resources:

**Materials Needed:**

**What are the Facets of Understanding?**

There are six ways of analyzing the enduring understanding of a unit to achieve mature understanding

**Explanation:** Well developed explanations of theories which provide justifiable accounts of events, actions, and ideas.

**Interpretation:** Interpretations, narratives, and translations that provide meaning

**Application:** Ability to use knowledge effectively in new situations and diverse contexts

**Perspective:** Critical and insightful points of view

**Empathy:** The ability to get inside another person's feelings and worldview

**Self-knowledge:** The wisdom to know one's limited knowledge and one's pattern of thought and action inform as well as prejudice understanding

**What is performance Task?**

A performance task is a complex scenario that provide students an opportunity to demonstrate what they know and are able to do concerning a given concept. GRAPS acronym. **G**=Goal, **R**=Role, **A**=Audience, **S**=Situation, **P**=product, and **S**=Standard/Criteria

**Goal:** Statement of the task, goal, problem, challenge or obstacle

**Role:** Role of the student and task

**Audience:** Target audience

**Situation:** Set the context scenario and explain the situation

**Product:** Clarify what the student will create and why they will create it.

**Standard and Criteria:** Provide a clear picture of success, Identify specific standards

**Performance Task Details:**

**What is a Rubric?**

A rubric is a scoring guide that enables assessors to make reliable judgments about student work and helps students self-assess. The rubric answer questions: What does mastery (and varying degrees of mastery) for an achievement target look like?

**Rubric for Performance Task: Highest level performance first**

**Level 4:**

**Level 3:**

**Level 2:**

**Level 1:**

**What are Other Assessments?**

1. **Observation/Dialogue:** Class discussions, conference, monitoring
2. **Quiz/Test:** Multiple choice, pop quizzes, open book, essay, oral exam, reports.
3. **Projects:** Long term, research based with multiple tasks.

**Other Assessments:**

**What is the acronym WHERE?**

The acronym WHERE stands for **w**here the student is headed from the beginning to the end of the unit; **h**ook the student; **e**xplore the subject and equip the student; **r**ethink work and ideas and **e**valuate results.

**Where:** Outline where the unit is heading and make students aware of expectations from the beginning of the unit

**Hook:** apply thought provoking focus point, Use issues, oddities, problems, and challenges that point toward enduring understandings, essential questions, core ideas, and a final performance task.

**Explore/Enable/Equip:** Provide learning experiences that allow students to research and explore the big ideas of the unit

**Reflect/Rethink:** Provide ways to get students to use and rethink concepts and revise, rehearse, and refine as needed

**Exhibit/Evaluate:** Asses students work for quality and effectiveness and reveal what students understand through performances and other assessments

**Source:** SSCED website: [http://www.tea.state.tx.us/ssc/educator\\_resources/products.htm](http://www.tea.state.tx.us/ssc/educator_resources/products.htm)

Adapted by the Uintah Basin Teaching American History Project

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