



Unit Design Part 1

16 Jackson St.
Zebulon, GA 30295
(770) 567 - 8489

| Today's Learning Goals

- I can identify the key components of a well-aligned unit plan
- I can explain the relationship between the concept, theme, or problem and the enduring understanding(s)
- I can develop essential questions that lead to the discovery of the enduring understanding(s) and concepts
- I can write learning goals for my content standards

| Teaching beyond the facts

“Trying to teach in the 21st century without conceptual schema for knowledge is like trying to build a house without a blueprint.”

H. Lynn Erickson
Concept-Based Curriculum and Instruction

| The Key: Conceptual Teaching

What is conceptual teaching?

- Using scheme to organize new knowledge
- Developing units around concepts to help students learn
- Relating to and providing for scheme based on students' prior knowledge or experiences
- Teaching knowledge/skill in context related to concepts

| Why Big Ideas?

“A big idea is thus a way of seeing better and working smarter, not just a vague notion or another piece of knowledge.”

-Grant Wiggins (2010)

| What Are Big Ideas?

- Big ideas reveal themselves as a word, phrase, sentence, or question from standards
- An idea is “big” if it helps us make sense of lots of confusing experiences and seemingly isolated facts
- In short: think of “big” as “powerful” not as a large abstract category
- Identify/narrow the conceptual lens-this helps make the decision about what content and why

Examples of Big Ideas

Think “Concept, Theme, or Problem”

- Nature versus Nurture
- Manifest Destiny
- Proportions
- Adaptation
- Can We Prove It?
- Imperialism
- The Set of Real Numbers is Infinite
- Energy Transfers Make Things Happen
- Identity is Expressed, Explored, and Impacted Through Music Experiences

| How do we know?

- Does the unit title adequately and accurately represent the topic of focus for the unit?
- Does the unit have a concept, theme, or problem (big idea)?
- Does the big idea unify the study?

| Enduring Understandings/ Generalizations

- Focus on the overarching concepts that matter the most
- Have lasting value
- Are at the heart of a discipline
- Can transfer to a new situation
- Have value beyond school
- EUs can also explain the relationship between two concepts (generalizations)

Examples of Enduring Understandings

“Students will understand that...”

- Students will understand that scientists examine cause and effect to see relationships between organisms, places, things, ideas, and events
- Students will understand that reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium

| How do we know?

- Do the enduring understandings/generalizations reflect the key concepts to be explored throughout the unit?
- Are the enduring understandings/generalizations accurately written to reflect the deeper, transferable understandings associated with specific facts, topic, or skills?

| Essential Questions

- Signal that inquiry is a key goal
- Make a discipline intellectually engaging
- Apply understandings to new situations
- Might be at the unit or lesson level
- The EQs should guide daily lessons (if we give them the answers, they can't discover and make meaning...)

Examples of Essential Questions

- How much progress in civil rights has the US made since the founding of the country?
- How can principles of force and motion help drive effectiveness and safety?
- How is mathematics used to measure, model, and calculate change?
- How do effective writers hook and hold their readers?

| How do we know?

- Are there essential questions written for each enduring understanding?
- Do the essential questions allow for the discovery of the enduring understanding(s)?
- Do the essential questions lead to inquiry and discussion throughout the unit?

| Learning Goals

- A general statement that describes the intended competency and desired knowledge, skill and abilities a student needs to successfully perform after an education session.

| Learning Goals

Table 1.1 Examples of Daily Learning Targets

Learning Targets for Younger Students	Learning Targets for Older Students
<ul style="list-style-type: none">• I can describe the differences between living and nonliving things.• I can explain my reasons for sorting and classifying insects.• I can find words I want to use in books, word walls, and word cards.• I can write words that send a message.	<ul style="list-style-type: none">• I can show two variable data on a scatter plot.• I can describe how photosynthesis and cellular respiration help an ecosystem maintain homeostasis.• I can describe historical events that affected the Sacco and Vanzetti case using a primary source text.

| How do we know?

- Does the unit contain the critical content that students will have to know in order to be competent with the topics in the unit (e.g., key terminology, certain governmental structures, key leaders)?
- Do the learning goals identify incremental steps to build student knowledge and skills, yet connect to the concepts that will be explored in the units? (Do the learning goals scaffold to the EQs?)