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| Understanding By Design Planning Framework | | | | | | | | | | | |
| Topic / Guiding Question | | | | | | |  |  |  |  |  |
| Stage 1: Desired Results | | | | |  | Stage 2: Assessment Plan |  | Stage 3: Learning Plan | | | |
| U  N  D  E  R  S  T  A  N  D | Big Ideas | | | | Pre-Assessment | Learning Intentions | Instructional Activities | Assessment As Learning | Resources |
| *Where students are starting …* | *“I can …” Statements* |  | *How we are getting there … keeping track of the learning progress.* |  |
| D  O | Core Competencies | | | | Formative Assessment |
| Communication   * Connect and engage with others (to share and develop ideas) * Acquire, interpret, and present information (includes inquiries) * Collaborate to plan, carry out, and review constructions and activities * Explain/recount and reflect on experiences and accomplishments | Thinking  **Creative**   * Novelty and value * Generating ideas * Developing ideas   **Criticial**   * Analyze and critique * Question and investigate * Develop and design | | Personal and Social  **Positive Personal & Social Identity**   * Relationships and cultural contexts * Personal values and choices * Personal strengths and abilities   **Personal Awareness & Responsibility**   * Self-determination * Self-regulation * Well-being   **Social Responsibility**   * Contributing to community and caring for the environment * Solving problems in peaceful ways * Valuing diversity * Building relationships | *Keeping track of learning progress..* |
| Summative Assessment |
| *Where students are going …* | ***With Direct Support***  I can do it with an adult helping me the whole time. |
| K N  O  W | Curricular Competencies | | Content | | ***With Guided Support***  I can do some of it by myself, but I need some help from an adult. |
| ***Independently***  I can do it all by myself! I am confident! |
| ***Mastery***  I can go beyond what is asked of me! I apply my learning in new situations and teach others. |

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| Reflection |
| **How did it go? How do I know?** |
| **Where to next?** |