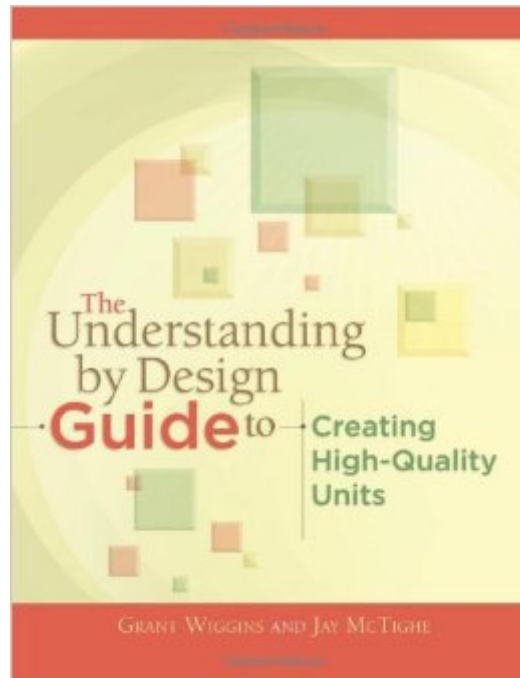


The book was found

The Understanding By Design Guide To Creating High-Quality Units



Synopsis

Unit creation and planning made easy for Understanding by Design novices and veterans alike! This book introduces version 2.0 of the UbD Template and allows you to download fillable electronic forms to help you more easily incorporate standards, advance your understanding of backward design, and improve student learning.

Book Information

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Customer Reviews

This is a useful text for planning lessons or units that follows up the UbD text written by the same authors. It is not a book about philosophy or learning theories. It's only about what principles and questions teachers should take into account when planning. There is no rigid following of a template or guidelines. What are the principles espoused by W & M? That lesson planning should be geared toward "understanding" rather than rote memory, and that it should begin with desired results, then move to assessment techniques, and finally, to the activities. This process is called "backward design." If students "understand," then they may be able to transfer the acquired knowledge to solve problems and make decisions, making learning more meaningful. The authors also discuss the four learning goals - transfer, meaning, knowledge, and skills - and the three stages of learning - acquisition, meaning-making, and transfer. These latter three did not appear on the original UbD. Although the authors discuss many of the ideas covered in the early UbD text, the templates, the dialogues, and the guiding questions make this text an excellent complement to that first text. This is not to mention that this is adaptable to the recently established Common Core Standards.

The dialogues were a great way of showing significant differences between mere coverage of content, and meaningful learning. This latter concept is achieved by asking Why am I teaching this to my students? What do I expect students to do with the skill or content? This book is not anti-standards or anti-standardized exams. It is not a critique against any particular public policy although the authors have criticized the excessive number of standards, and policies that encourage teaching by the test (they did so in UbD).

The Understanding by Design Guide to Creating High-Quality Units is written by Grant Wiggins and Jay McTighe and is published by the Association for Supervision and Curriculum Development (ASCD). It is written for educators who design lessons and learning units for grades K-16 using the backward design approach. This book is a guide for creating those units. It provides downloadable templates for most subject areas, that will help walk the reader through each stage of the backward design approach to curriculum planning. Understanding by Design focuses on the "big ideas", important ideas and the ability to transfer that learning. Briefly, backward design, and the templates included in this book, follows 3 stages of planning. The first stage is to identify the desired result for learners. The second stage is to make a determination of what evidence is necessary to indicate student understanding has taken place. The third stage is to plan the learning activities and instructions that will align with and lead to the identified desired result, from stage one. The book is broken down into modules. As indicated by the authors, if you are familiar with Understanding by Design (UbD) and the basic ideas then skim the first Module. If you are not familiar or have not read Wiggins and McTighe's previous books on UbD then you will want to spend some time with the first Module to ensure your understanding of the concepts and big ideas. Those who have read the other books might find the guide a nice companion to the other books. It is not necessary to read the others first, but it would help with a deeper understanding of the concepts particularly if you are not a classroom teacher or are a pre-service teacher.

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