



Guide for Planning Organizer



Stage 1 – Begin With the End in Mind

Big Ideas

What do we want students to remember 40 years from now?

Can be a statement or a question.

Does the idea or question connect to other curricular areas?

Consider what part this subject needs to play in the total education of a student (K-12 continuum).

How can we phrase this question in a student-friendly way; that is engaging and invites deep thought throughout a unit or even a year?

Outcomes

How to choose outcomes:

- Focus on your understanding of what students need.
- Consider how to sequence student learning experiences in order for students to achieve all the outcomes by the end of the year.
- By their very nature, some outcomes are bigger than others. Therefore, some will continue throughout the year.

Unpacking:

1. Circle the verb
2. Underline the qualifier of each verb by asking what each verb refers to.
3. Rewrite the verbs in list form and draw arrows to the qualifiers
4. Pause...and consider assessment. Begin to think about how you are going to assess students according to the verb.

Bloom's Taxonomy	Understanding
<ul style="list-style-type: none"> • If students know something and are able to do something to demonstrate their learning, what do we want them to come to understand? • There is a triangulation between know, do and understand; they are linked. • Consider Bloom's Taxonomy to ensure you have thinking at many levels. • Comes from unpacked outcomes and considers why or how it connects to more, deeper learning. • Think: Students will understand that... 	<ul style="list-style-type: none"> • Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit. • Ask: How does this essential question reflect the intent of the outcome? • Ask: What is the best way to ask these questions so students can understand it and connect to deeper thinking? • Ask: Is this broad enough? Too broad?
Know	Do
<ul style="list-style-type: none"> • What is essential knowledge for students to have in order to demonstrate their understanding (Do's)? • What concepts do students need to know from the outcomes and indicators? • What level of Bloom's Taxonomy are we asking students to think at? • Information here can include prior knowledge needed by all students in order to achieve the outcomes and should also include knowledge that will be obtained as a result of the learning experiences. • Will include vocabulary but is not exclusive to vocabulary. 	<ul style="list-style-type: none"> • What should students eventually be able to do as a result of their learning experiences in order to achieve the outcomes? • Should reference the indicators, which outline the depth and breadth of experiences necessary in order for students to achieve the outcome. • Think: How will students continually demonstrate their learning? • Think: Action, verb
<p>Pause: Determining the knowledge students need and the ways they will demonstrate their learning will springboard to pre-assessments and will clarify the things we need to continuously, formatively assess.</p>	

Stage Two – Assessment Evidence

Formative Assessment

- Through what evidence will students demonstrate the desired understanding on a daily basis?
- Collect multiple sources of assessment evidence matched to the outcomes to document student growth. Example may include: photographs, video, portfolios, exit cards, journaling, and rubrics.
- Ask: How can I pre-assess?
- Ask: How do I continually assess student learning so I can structure my learning experiences appropriately and respond to student needs?

Summative Assessment

- Summative assessment is snapshot in time on a learning continuum and is used for reporting.
- Summative assessment is an assessment of what students know and can do according to the outcomes.
- Summative assessments should guide the learning plan.
- Ask: How will I structure learning experiences to allow students to be ready for the summative assessments?
- Ask: Through what authentic performance tasks will students demonstrate the outcomes?

Stage Three – Learning Plan

- How will I structure the learning experiences so **all** students get to where they need to be?
- How can I encourage students to “uncover” learning in a way that makes sense to them (inquiry)?
- The Learning Plan should guide your day-to-day operations based on the natural order of learning experiences necessary to achieve the outcomes.
- How this looks is personal and should be user-friendly.
- May explain how you intend to assess throughout the unit.
- Ask: How can I differentiate instruction to address individual student needs, interests and learning profile?
- Should continually encourage meta-cognition in students.
- Think about these things as you plan:
 - W** – Ensure that students understand **WHERE**, the unit is headed, and **WHY**.
 - H** – **HOOK** students in the beginning and **HOLD** their attention throughout.
 - E** – **EQUIP** students with necessary experiences, tools, knowledge, and know-how to meet outcomes
 - R** – Provide students with numerous opportunities to **RETHINK** big ideas, **REFLECT** on progress, and **REVISE** their work.
 - E** – Build in opportunities for students to **EVALUATE** progress and self-assess.
 - T** – Be **TAILORED** to reflect individual talents, interests, styles, and needs.
 - O** – Be **ORGANIZED** to optimize deep understanding as opposed to superficial coverage.