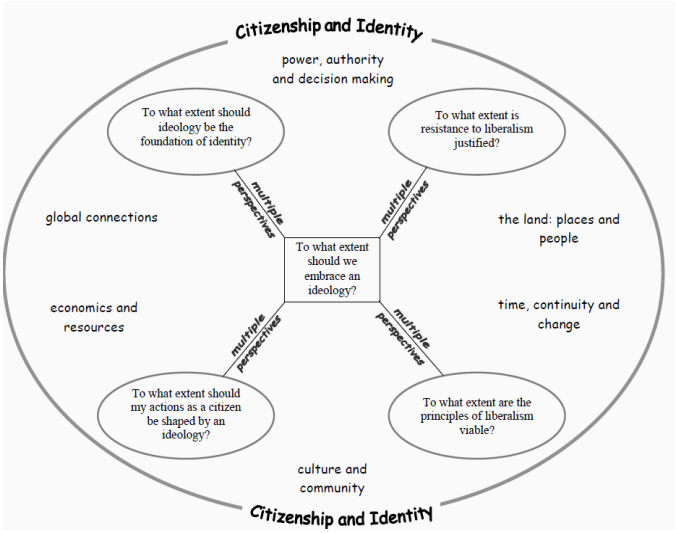
Social Studies 30-1 Planning

PLANNING

DURATION: **DATES:**

ESSENTIAL QUESTIONS (ISSUES):

Key Issue	Key Outcome
To what extent should we embrace an ideology?	Students will understand, assess and respond to the complexities of ideologies.
Related Issues	**General Outcomes**
1. *To what extent should ideology be the foundation of identity?*	Students will explore the relationship between identity and ideology.
2. *To what extent is resistance to liberalism justified?*	Students will assess impacts of, and reactions to, principles of liberalism.
3. *To what extent are the principles of liberalism viable?*	Students will assess the extent to which the principles of liberalism are viable in a contemporary world.
4. *To what extent should my actions as a citizen be shaped by an ideology?*	Students will assess their rights, roles and responsibilities as citizens.



SPECIFIC LEARNING OUTCOMES:

Values and attitudes:

Knowledge and Understanding:

SKILLS AND PROCESSES:

S.1	S.4	S.7
S.2	S.5	S.8
S.3	S.6	

WHAT <u>EVIDENCE</u> WILL SHOW THAT STUDENTS HAVE MET THE OUTCOMES?
(performance tasks, projects, quizzes, tests, essay, observation, others…)

STUDENTS NEED TO KNOW…

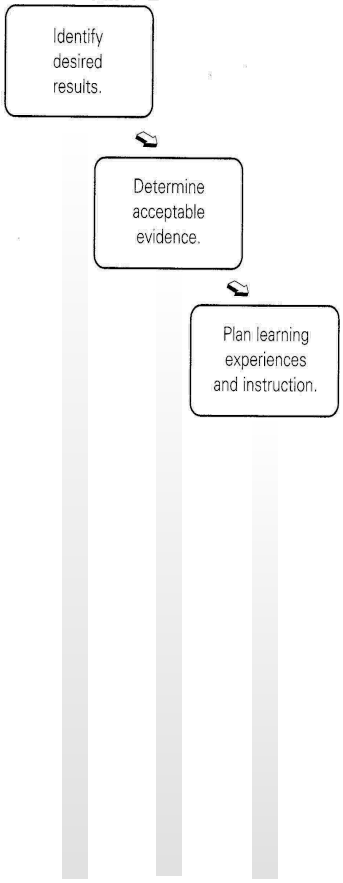
STUDENTS NEED TO BE ABLE TO…

WHAT TEACHING AND LEARNING EXPERIENCES WILL EQUIP STUDENTS TO DEMONSTRATE THE TARGETED UNDERSTANDINGS?

WHERE
Where is it going?
Hook the students.
Explore and equip.
Rethink and revise.
Exhibit and evaluate.

CONSIDERATIONS IN THE UNDERSTANDING BY DESIGN FRAMEWORK:

The big Picture of a Design Approach

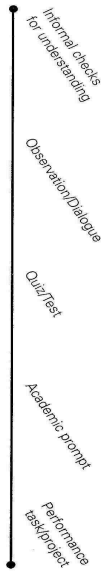


Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 1. What is worthy and requiring of understanding?	National standards. State standards. District standards. Regional topic opportunities. Teacher expertise and interest.	Enduring ideas. Opportunities for authentic, discipline-based work. Uncoverage. Engaging.	Unit framed around enduring understandings and essential questions.
Stage 2. What is evidence of understanding?	Six facets of understanding. Continuum of assessment types.	Valid. Reliable. Sufficient. Authentic work. Feasible. Student friendly.	Unit anchored in credible and educationally vital evidence of the desired understandings.
Stage 3. What learning experiences and teaching promote understanding, interest, and excellence?	Research-based repertoire of learning and teaching strategies. Essential and enabling knowledge and skill.	WHERE Where is it going? Hook the students. Explore and equip. Rethink and revise. Exhibit and evaluate.	Coherent learning experiences and teaching that will evoke and develop the desired understandings, promote interest, and make excellent performance more likely.

Assessment: Two Different Approaches (Grant Wiggins, Jay McTighe (1998) "Understanding by Design")

Thinking Like an Assessor	Thinking Like an Activity Designer
What would be sufficient and revealing evidence of understanding?	What would be interesting and engaging activities on this topic?
What performance tasks must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?
How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?	What will students be doing in and out of class? What assignments will be given?
Against what criteria will I distinguish work?	How will I give students a grade (and justify it to their parents)?
What misunderstandings are likely? How will I check for those?	Did the activities work? Why or why not?

Assessment Continuum



Six Facets of Understanding (Grant Wiggins, Jay McTighe (1998) "Understanding by Design")

Six Facets	Description	Example
Explanation	To ensure students understand why an answer or approach is the right one. Students explain or justify their responses or justify their course of action.	Students develop an illustrated brochure to explain the principles and practices of a particular type of technology (i.e., transportation, construction, medical, information).
Interpretation	To ensure students avoid the pitfall of looking for the "right answer" and demand answers that are principled...students are able to encompass as many salient facts and points of view as possible.	Students develop a 'biography' of the development of a particular type of technology.
Application	To ensure students' key performances are conscious and explicit reflection, self-assessment, and self-adjustment, with reasoning made evident. Authentic assessment requires a real or simulated audience, purpose, setting, and options for personalizing the work, realistic constraints, and "background noise."	Students analyze a design of a product, taking it apart in order to determine how it works. Students design, develop, test, and revise a solution to a local issue, such as a new roadway system, a water treatment system, or long-term storage of various materials.
Perspective	To ensure students know the importance or significance of an idea and to grasp its importance or unimportance. Encourage students to step back and ask, "What of it?" "Of what value is this knowledge?" "How important is this idea?" "What does this idea enable us to do that is important?"	Students investigate about a technological artifact from the perspective of different regions and countries.
Empathy	To ensure students develop the ability to see the world from different viewpoints in order to understand the diversity of thought and feeling in the world.	Students imagine they are politicians debating the value of nuclear power. They write their thoughts and feelings explaining why they agree or disagree with the use of nuclear power.
Self-Knowledge	To ensure students are deeply aware of the boundaries of their own and others' understanding; able to recognize their own prejudices and projections; has integrity – able and willing to act on what one understands	Students reflect on their own progress of understanding about one of the standards in *Standards for Technological Literacy: Content for the Study of Technology*. They evaluate the extent to which they have improved, what task or assignment was the most challenging and why, and which project or product of work they are most proud of and why.

Criteria for Each Facet of Understanding (Grant Wiggins, Jay McTighe (1998) "Understanding by Design")

Facet 1 Explanation	Facet 2 Interpretation	Facet 3 Application	Facet 4 Perspective	Facet 5 Empathy	Facet 6 Self-Knowledge
Accurate Coherent Justified Systematic Predictive	Meaningful Insightful Significant Illustrative Illuminating	Effective Efficient Fluent Adaptive Graceful	Credible Revealing Insightful Plausible Unusual	Sensitive Open Receptive Perceptive Tactful	Self-aware Meta-cognitive Self-adjusting Reflective Wise

REFERENCES

Grant Wiggins, Jay McTighe (1998) "Understanding by Design", Merrill Prentice Hall/Association for Supervision and Curriculum Development College Textbook Series, 1998.