

# Understanding by Design

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SUPPORTING A GUARANTEED AND  
VIABLE CURRICULUM

# What is a Guaranteed and Viable Curriculum?

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## **GUARANTEED**

Every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.

## **VIABLE**

Highly leverage standards, pacing guide, and daily instruction are all manageable and can be realistically taught to *mastery levels* in the instructional year.

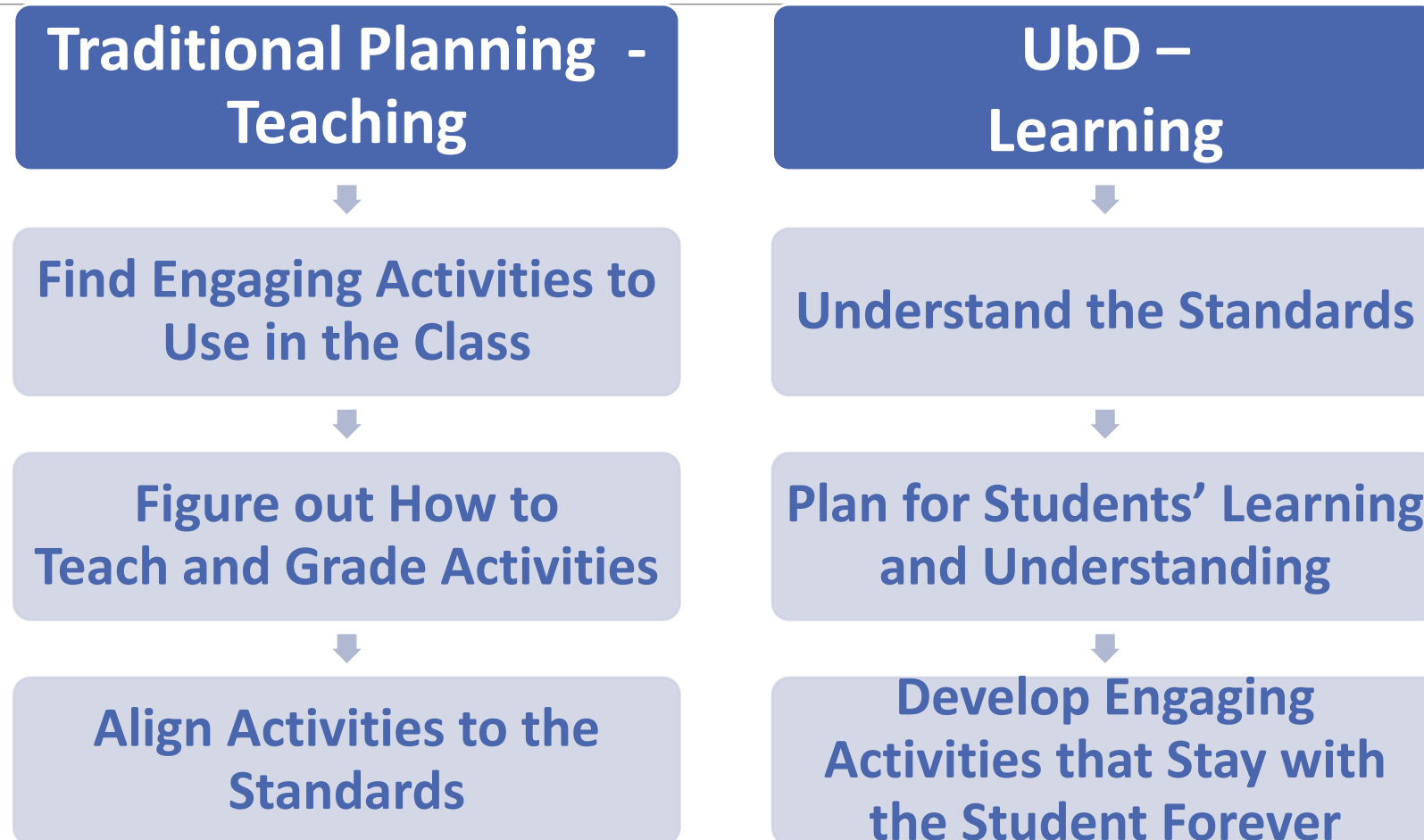
# What is Understanding by Design (UbD)

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- UbD is a curriculum planning framework for designing courses and content units called **“Backward Design”**
- UbD is structured to guide **curriculum, assessment, and instruction**
- UbD focuses on teaching and assessing for **understanding** and **learning transfer**

# Benefits of Using Backward Design

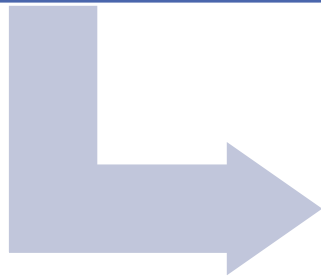
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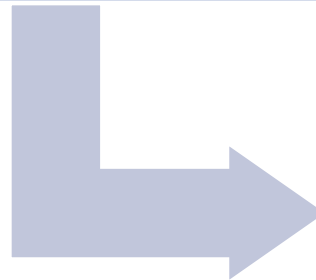
# Stages of Backward Design

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**1. Desired Results**



**2. Evidence of Student Learning**



**3. Learning Plan**

# TUSD's Focus and Purpose

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## **FOCUS**

- To provide a guaranteed and viable curriculum.

## **PURPOSE**

- A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn.

# Our Time Line

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## **YEAR 1 – 2018-19**

- Curriculum writers develop UbD Stage 1 and 3 for ELA and Math
- PD will be provided to administrators, support staff, and teachers

## **YEAR – 2019-20 SY**








- UbD Stage 2 will be developed for ELA and Math
- PD will continue to support the UbD initiative
- Curriculum writers develop UBD Stage 1 and 3 for Science and Social Studies

## **YEAR 3 – 2012 – 2021**

- First set of UbD units will be completed

# TUSD Curriculum

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Grade	Scope and Sequence	Curriculum Maps	Units	Empower Resources (K-5)
Kinder				
1st				
2nd				
3rd				

<https://tusd1.sharepoint.com/sites/CIPDA/SitePages/ELA.aspx>



# Benefits for Teachers

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- Learning goals, or desired results are identified
- Highly-leverage standards are unwrapped to determine what students must know and be able to do
- Teachers have an easier time developing formal formative assessments around identified learning objectives
- Teachers are provided a better idea of what we want students to understand and learn from lesson activities

# Benefits for PLC Collaborative Teacher Teams

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Stage 1

- What do we want student to learn?

Stage 2

- How will we know if they've learned it?  
(Assessment **OF** Learning)

Stage 3

- How will we know if they've learned it? (Assessment **FOR** Learning )
- How we extend and enrich the learning for students?