

UbD: Stages of Backward Design

Stage 1. Identify desired results.

Guiding Questions

- What are the established goals?
- What "big ideas" do we want students to come to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.

Guiding Questions

- What is sufficient and telling evidence of understanding?
- Keeping the goals in mind, what performance tasks should anchor and focus the unit?
- What criteria will be used to assess the work?
- Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Question

- What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?

Ubd Unit Plan On Sustainability

K. U. Sirinanda, Pangiras Michael



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TESOL and Sustainability Jason Goulah, John Katunich, 2020-05-14 In the burgeoning field of ecolinguistics little attention has been given to the ways in which English language teaching is and has become implicated in global ecological crises This book begins a dialogue about the opportunities and responsibilities presented to the TESOL field to re orient professional practice in ways that drive cultural change and engender alternate language practices and metaphors Covering a diverse range of topics including anthropogenic climate change habitat loss food insecurity and mass migration chapters argue that such crises require not only technological innovation but also cultural changes in how human beings relate to each other and their environment Arguing that it is incumbent upon the field of English language teaching to reckon with such cultural changes in how and what we teach TESOL and Sustainability addresses the ways in which discourses such as eco pedagogy the critique of neo liberalism non Western philosophy and post humanist thought can and must inform how and what is taught in ESL and EFL classrooms *Santa Ynez Unit/Las Flores Canyon Development and Production Plan* ,1984

Environmental Change in South-East Asia Raymond Bryant, Michael Parnwell, 2005-08-03 Environmental Change in South East Asia brings together scholars journalists consultants and NGO activists to explore the interaction of people politics and ecology Ostensibly green activities plantation forestry eco tourism hydro electricity are revealed as guises used by elites to promote their own political and economic interests Highlighting fatal flaws in presently exclusive economic and ecological approaches the authors stress that neither the quest for sustainable development nor the process of environmental change itself can be understood without reference to political processes *The Wisconsin Environmental Education Board ... Grant Recipients* Wisconsin Environmental Education Board, 2007 **Quantitative Reasoning in the Context of Energy and Environment**

Robert Mayes, James Myers, 2015-01-19 This book provides professional development leaders and teachers with a framework for integrating authentic real world performance tasks into science technology engineering and mathematics STEM classrooms We incorporate elements of problem based learning to engage students around grand challenges in energy and environment place based leaning to motivate students by relating the problem to their community and Understanding by Design to ensure that understanding key concepts in STEM is the outcome Our framework has as a basic tenet interdisciplinary STEM approaches to studying real world problems We invited professional learning communities of science and mathematics teachers to bring multiple lenses to the study of these problems including the sciences of biology chemistry earth systems and physics technology through data collection tools and computational science modeling approaches engineering design around how to collect data and mathematics through quantitative reasoning Our goal was to have teachers create opportunities for their students to engage in real world problems impacting their place problems that could be related to STEM grand challenges demonstrating the importance and utility of STEM We want to broaden the participation of students in STEM which both increases the future STEM workforce providing our next generation of

scientists technologists engineers and mathematicians as well as producing a STEM literate citizenry that can make informed decisions about grand challenges that will be facing their generation While we provide a specific example of an interdisciplinary STEM module we hope to do more than provide a single fish Rather we hope to teach you how to fish so you can create modules that will excite your students

Place-based Curriculum Design Amy B. Demarest, 2014-10-30 Place based Curriculum Design provides pre service and practicing teachers both the rationale and tools to create and integrate meaningful place based learning experiences for students Practical classroom based curricular examples illustrate how teachers can engage the local and still be accountable to the existing demands of federal state and district mandates Coverage includes connecting the curriculum to students outside of school lives using local phenomena or issues to enhance students understanding of discipline based questions engaging in in depth explorations of local issues and events to create cross disciplinary learning experiences and creating units or sustained learning experiences aimed at engendering social and environmental renewal An on line resource www.routledge.com/9781138013469 provides supplementary materials including curricular templates tools for reflective practice and additional materials for instructors and students

Assessment in Multiple Languages Margo Gottlieb, 2021-07-22 Assessing the full capabilities of your multilingual learners Assessment as for and of learning complement effective curricular and instructional practices however the complexities of assessment for multilingual students are too often overlooked and misunderstood What if multilingual learners teachers and educational leaders all had opportunities to plan for and use assessment data in multiple languages Imagine the linguistic academic and cultural reservoirs we could tap to highlight what our multilingual learners know and can do Assessment in Multiple Languages A Handbook for School and District Leaders shows how superintendents principals directors coaches and other educational leaders can more accurately portray the academic language and social emotional development of multilingual students As a companion to Classroom Assessment in Multiple Languages this book illustrates how the assessment cycle unfolds at school and district levels Together the two books provide comprehensive guidance for enacting linguistically and culturally sustainable assessment in multiple languages in K 12 settings Grounded in leading edge research with an emphasis on instilling equity and social justice in assessment practices this book justifies the legitimacy of assessment in multiple languages showcases examples from federal to classroom levels provides practical guidance and tools for schoolwide and district level assessment applies to any and all programs with multilingual learners whether in dual language immersion bilingual or monolingual settings Written by leading multilingual education and assessment authority Margo Gottlieb this guide will help educational leaders highlight the true capabilities of multilingual learners

BEPI, 1980 **Co-Planning** Andrea Honigsfeld, Maria G. Dove, 2021-09-22 Pool your collective wisdom in support of your English learners Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that compliments and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is

positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas

Teaching Secondary Geography Malcolm McInerney, Susan Caldis, Stephen Cranby, John Butler, Alaric Maude, Susanne Jones, Michael Patrick Law, Rebecca Nicholas, 2022-03-03 Geography is not only the study of the surface of the planet and the exploration of spatial and human environment relationships but also a way of thinking about the world Guided by the Australian Curriculum and the Professional Standards for Teaching School Geography GEOG standards Teaching Secondary Geography provides a comprehensive introduction to both the theory and practice of teaching Geography This text covers fundamental geographical knowledge and skills such as working with data graphicacy fieldwork and spatial technology and provides practical guidance on teaching them in the classroom Each chapter features short answer and Pause and Think questions to enhance understanding of key concepts and Bringing It Together review questions to consolidate learning Classroom scenarios and a range of information boxes are provided throughout to connect students to additional material Written by an author team with extensive teaching experience Teaching Secondary Geography is an exemplary resource for pre service teachers

Australian national bibliography, 1961 **Resource Book for Urban and Environmental Studies** Mari Davis, 1976 The Coastal Resources of Brunei Darussalam Geronimo Silvestre, 1992

Regional Community Building in East Asia Lee Lai To, Zarina Othman, 2016-09-01 This volume is a collection of papers written by nationals or former nationals of the respective country in ASEAN and Northeast Asia Unlike other works written by scholars outside ASEAN or East Asia it offers an insider's point of view of the 10 ASEAN states China Japan and South Korea on regional community building While a nationalist perspective may permeate throughout the study it is also clear that pursuing regional cooperation is considered to be important by the respective author denoting the non exclusivity between nationalism and regionalism and the mutual reinforcement of the two Each author of this volume has made a deliberate effort to introduce and survey the developmental challenges and experiences of his or her country from a historical perspective All authors without exception have emphasized the importance and advantages in staying with ASEAN or linking up with ASEAN by China Japan and South Korea in political security economic and socio cultural terms Their papers also reveal that the self help and self strengthening mechanism emphasized by the ASEAN Plus Three process will take time to bear fruits In the meantime it seems that bilateral interactions and cooperation between ASEAN and Northeast Asian states remain to be more dominant as shown in this study One can argue that bilateral interactions are the building block of multilateralism interactions To be sure there is a deliberate effort in this study to highlight unity in diversity in East Asia in general and

ASEAN in particular Geography at Universiti Brunei Darussalam K. U. Sirinanda, Pangiras Michael, 1996 *Brunei and the Future Transformation of Southeast Asia* Gabriel Yit Vui Yong, A.K.M. Ahsan Ullah, 2025-08-13 This book adopts an interdisciplinary approach drawing on contributions from experts in various fields such as geography environmental and developmental studies to provide a comprehensive analysis of Brunei's role within Southeast Asia's future trajectory Brunei has often been overlooked or given only cursory coverage in regional analyses and so this book affords significant attention to the Bruneian perspective on regional development By integrating Brunei's unique historical geographical and socio-economic context into the broader discussion the book offers insights into how Brunei's aspirations and challenges contribute to shaping the region's future By emphasizing local regional transformation and resilience the book provides practical insights into how Brunei and other Southeast Asian nations can navigate uncertainties adapting to global challenges such as climate change economic shifts and geopolitical dynamics and seize opportunities in the coming decades It is relevant to social scientists across disciplines focused on Southeast Asia and in the Muslim world's role in development **Hart's E&P.**, 2002 **Dialogues in Middle Level Education Research Volume 2** David C. Virtue, 2023-04-28 This book echoes and enhances the generative dialogic knowledge building process that took place at the AMLE 2021 conference reflecting the way in which middle level researchers work collaboratively and draw ideas and inspiration for their studies from prior research and accounts of practice as well as their own experiences in the field Each of the five sections features a recent study presented at the roundtable session at the 2021 AMLE conference accompanied by two companion pieces offering different perspectives on the work In the latter the authors enrich and extend the original research by incorporating feedback from the conference session discussions revisiting their findings and conclusions considering alternative approaches to further research and proposing new or clarified implications for practice Addressing themes across theoretical frameworks and diversity of research design and with topics ranging from music education to teacher agency and the productive struggle the volume crucially presents and discusses recent innovations in the field with a view to prompting future research questions and deeper inquiry As such it will benefit researchers doctoral students and academics in the fields of middle level education educational research and specifically research methods in education Those interested in teaching and learning and adolescent development more broadly will also benefit from this volume Sarawak Development Journal, 1998 The UBD Complete Street Directory of Perth, Freemantle, and Suburbs ,

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