

TRADITIONAL INSTRUCTION (Teaching about)	→ REFOCUSING QUESTIONS →	TEACHING for UNDERSTANDING INSTRUCTION
<p style="text-align: center;">Topic/unit</p>	<ul style="list-style-type: none"> • What is worth understanding about this topic? • Why is this topic important? • Where can this topic take you? • This topic can be studied as a good example of ___? 	<p style="text-align: center;">Possible Generative Topics</p>
<p style="text-align: center;">Behavioral Objectives</p>	<ul style="list-style-type: none"> • We want students to do develop these important skills because they are partial indicators of understanding _____? • These skills and knowledge will help students to better understand _____? 	<p style="text-align: center;">Possible Understanding Goals</p>

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Beginning Activity	<ul style="list-style-type: none"> * How can I best introduce students to the big questions and problems of this unit? * How can I help these questions and issues emerge from the class? * How can I find out what the students already understand/think about the generative topic and understanding goals? 	Possible “Introductory” Understanding Performance
Activities/Lessons	<ul style="list-style-type: none"> * Can students do this activity without understanding? * How do these activities relate to what I want my students to understand? * Do these activities help students to confront and work through the things that are particularly challenging with regard to understanding this topic? * Does this activity allow students to both develop & demonstrate their understanding? * What kind of thinking could be incorporated into these activities, and how could they make their thinking visible? 	Possible “Guided Inquiry” and “Culminating” Understanding Performances

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<p style="text-align: center;">End of Unit Evaluation</p>	<ul style="list-style-type: none"> * What can each understanding performance tell me about what students do and do not understand? * How can I find out if students' misconceptions and stereotypes are changing? * How can I give students feedback on their progress toward developing understanding? * How can I help students assess their own work? 	<p style="text-align: center;">Possible Ongoing Assessment Opportunities</p> <p><i>Understanding performances yield important information about understanding. Assessment opportunities should be built into each performance of understanding throughout the unit.</i></p>