EDTE 226
Agenda – June 10, 2009

1. Q & A regarding unit & other course details
2. Work on Stage 1
3. Intro to Stage 2: Big Ideas & Enduring Outcomes
4. Prep for tomorrow
5. Team work
Stage 1 – Instructional Context

- Please take the next half hour to explore your instructional context with your team members. In particular, pay attention to the points on the following page.
- At the end of that half hour please be prepared to report out key insights/thoughts your team arrived at.
Instructional Context Team Discussion

1. Based on the students you characterized in prompts 1 & 2, discuss their exceptional needs & abilities (Prompt 3) and what kinds of learning experiences would help you address those needs & abilities (Prompt 4)

2. Talk about the particular instructional challenges you may face with this class with some preliminary thoughts about how you might differentiate instruction to meet those challenges (Prompt 5)
Stage 2: Standards/Big Ideas/Enduring Outcomes

Prompt 1: What Standards will this Unit Address?

Prompt 2: What Big Ideas Characterize This Unit?

Prompt 3: What Enduring Outcomes will Students Acquire?
How do we get from here 
... to here?

Content that matters
We look for the BIG Ideas!

*But what makes a Big Idea a Big Idea?*
A big idea…
(From Grant Wiggins, *Understanding by Design*)

- Is a focusing lens
- Provides great breadth, connections
- Lies at the heart of expert understanding of the subject
- Requires uncoverage because its meaning/value – not obvious, is counter-intuitive, prone to misunderstanding
Big Ideas Typically appear as:
(From Grant Wiggins, *Understanding by Design*)

- Concept (migration, function, quantum)
- Theme (“Coming of Age,” “Go West...”)
- Debate (“nature vs. nurture”)
- Point of view (deconstruction, vegetarianism)
- Paradox (Freedom must have limits, imaginary numbers)
- Theory (evolution, Manifest Destiny)
- Principle (“All men are created equal”)
- Underlying assumption (fair play, texts have meaning)
Big Ideas...

Graphic from Understanding by Design, Wiggins & McTighe
Sample Big Ideas

From Previous National Board Teacher Units
Our Local Native People

Big Ideas:

• People will adapt to their environment in order to survive.

• People have historically formulated myths and legends to explain occurrences in their environments.

• Communities create ceremonies to solidify the major events of their culture.
Master Artist Tribute Series

❖ Art is a reflection of the culture and time it was made in.

❖ A Master Artist is one whose creative ideas, discoveries and techniques influenced the historical course of art styles and movements.
Human Systems
(Digestive, Respiratory, Circulatory, & Excretory)

The human body needs systems in order to function.
Without one of these systems the human body would not function on its own.
The Solar System

• Systems operate and move in an orderly pattern.
• Gravity influences the paths, orbits and processes of celestial bodies.
• The Sun directly affects the possibility of life and/or weather patterns on the planets.
Fiction

Authors often provide insights about human experiences through fiction.
Everybody is entitled to an opinion about what text means, but the text supports some interpretations more than others.
QUADRATIC FUNCTIONS

\[ f(x) = ax^2 + bx + c \]

**BIG IDEAS**

**Content:** Any quadratic equation can be solved using the quadratic formula

**Inquiry:** Projectile motion can be modeled with a quadratic equation

**Nature of Math:** The Fundamental Theorem of Algebra determines the possible number of solutions to an equation
History Big Ideas

- Political conflict can lead to revolution
- Historical interpretation is influenced by one's perspective
- Compromise is an essential element in the creation of historical documents and the shaping of new governments
Narrative Writing

Writing is a persuasive, political and powerful act

Authors use rhetorical strategies to create characters, plot, and setting in order to get ideas across.

Writers write from and are impacted by what they know or what has happened in their life.
With your team...

- What are some big ideas that emerge from the resources related to your Unit topic?
  - Standards, student resource materials, internet, textbooks, conversations with your colleagues, etc.

- Narrow in on the big ideas that you feel most aptly characterize the nature of your unit.

- Write these as succinct but meaty statements – one liners that convey the essence of your topic.
As you work on your Big Ideas, keep the “peeling away” process in mind …

- Since a big idea has many layers and nuances, how can you peel your way through the layers of misunderstandings, disagreements, and/or confusion?
- You may not necessarily know what the “big” idea is yet, but how can you keep probing to break through the surface, to peel away through the layers of inconsistency until patterns and answers begin to emerge?
Define 3 Kinds of Big Ideas

- Content
- Nature Of The Field
- Inquiry
Put your “big ideas” to the test …
(Based on Grant Wiggins, *Understanding by Design*)

1. Does it have many layers and nuances, not obvious to the naïve or inexperienced person?
2. Do you have to dig deep to really understand its meanings and implications – beyond a surface grasp?
3. Is it prone to misunderstanding and/or disagreement?
4. Are you likely to change your mind about its meaning and importance over a lifetime?
5. Does it yield optimal depth and breadth of insight into the subject?
6. Does it reflect the core ideas as judged by experts?
Tonight and tomorrow…

1. Submit Stage 1 draft via email by tonight
2. As you read the assigned pages in Jelinek and UbD texts, see if you can deepen your sense of “Understanding "and “Big Ideas”.
3. Also pay attention to the notion of “Enduring Outcomes” and how Big Ideas feed into them.
4. Familiarize yourself with Stage 2-- you’ll work on this with your team, then submit a draft by Sunday night.