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| Enhances learning when teachers purposefully think about curriculum planning. | Ensures a common understanding of desired results, the learning plan and acceptable evidence of the learning. |
| Reflects the continual improvement approach to student achievement.  | Focuses on and ensures learning happens not just teaching. |
| Maintains some flexibility. Student performance informs the necessity for adjustments to instruction. | Provides an opportunity for thoughtful and engaging professional discussions about teaching and learning.  |
| Avoids hobby and/or activity-oriented teaching in which no clear priorities and purposes are apparent. | Avoids the common problem of treating the textbook/program as a curriculum rather than as a resource. |
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Understanding By Design, Grant Wiggins and Jay McTighe