

Module Explanation: Know Understand Do

Clarifying Success

Backward Design Component	What it Looks Like
Articulate key knowledge, understandings, and skills from your identified content and ES & D indicators that you will teach and assess in the module	Develops a KUD chart that incorporates the indicator and topic Identifies specific level appropriate knowledge, understandings and skills students will need to complete the summative assessment

Explanation

In this stage, you will unpack knowledge, understandings skills you want your students to learn, practice, and get feedback on so that they can complete the summative task independently. Developing the "Know Understand Do" chart is the first serious step you will take in to design your instruction intentionally. Like all the parts of high-quality planning knowledge, skills, and understandings needed to write KUD's take time and deliberate practice to develop.

The KUD you develop here will incorporate both the performance indicator and your topic. You will need to add the knowledge, skills, and conceptual understandings related to your specific topic.

Knowledge represents the facts a student would need at both the broad indicator level and within a specific topic.

Understandings represent the concepts students need to group bits of information and facts together so that they can make meaning.

Understandings help students connect the topic to their lives or to other subjects. They focus on the key ideas that help students connect and group the facts they learn. Understandings give meaning to the skills students develop.

If you find it difficult to distinguish between knowledge and understanding, it may be that your module is pitched to low and lacks an essential truth.

Skills represent what students need to do with their understandings. The skill portion encourages the students to act like the professionals who use the knowledge and understandings as a matter of how they do business. This is what it means to work like a historian, a scientist, a writer or an artist.

To develop a useful KUD, you need to both consider your content (topic) and the language in the performance indicator.

Here is a brief example:

Performance Indicator

I can construct questions and gather relevant information from multiple sources to explain and present arguments about how human settlements and movements relate to the locations and use of various natural resources.

Topic (Driving question)

Why are American cities located where they are?

Know	Understand	Do
Names and locations of New York, Chicago, New Orleans, San Francisco, and Denver Locations of key resources near each city Dates: Founding for each city Establishment of key railroads Completion dates for interstate highways Vocabulary City town exact location relative location	Students will need to understand: The relationship between trade and transportation routes into the development of population centers How opportunity acts as a pull factor. How limited resources act as a push factors	Read various maps (transportation, population, topographic) to look for patterns Construct a timeline Compare developments using timelines and maps Compare population tables Construct a map that explains how settlement patterns relate to resources

Natural resource		
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Linking to the Work in Other Sections

The work you do here connects directly to the work you do in section four: instructional trajectory and formative assessments.

The KUD section breaks the performance indicator down to smaller grain size and connects it concretely to your topic. It helps you clarify what you need to teach, conduct formative assessments on where to focus your feedback. This video is a pretty good example of how one teacher uses a KUD approach in her teaching.

<https://www.youtube.com/watch?v=ZGNIpczc2a8>

Additional Resources

[KUD Example 1](#)

[KUD Example 2](#)

Bibliography

Brighton, Catherine. Planning Focused Differentiated Lessons:

Introduction to KUDs (Know, Understand, Do)

<http://66.90.176.10/wacohigh/minisites/DI-conf/2011/docs/Session03/ClearFocusedGoals-KUDworkshop.pdf>