

# ENDURING UNDERSTANDING

**Jalaina and Savannah**

DO NOW: FROM YOUR BASIC KNOWLEDGE OF ENDURING UNDERSTANDING, WRITE  
AN EU STATEMENT FOR THIS STANDARD:

ANALYZE INFLUENCES OF LIFE EVENTS ON  
INDIVIDUALS PHYSICAL, EMOTIONAL, SOCIAL,  
MORAL, AND COGNITIVE DEVELOPMENT.

EU: STUDENTS WILL UNDERSTAND  
THAT LIFE EVENTS WILL INFLUENCE  
THEIR DEVELOPMENT

# PURPOSE

- EU allows you to know what your students need to learn
- Important takeaways to remember FOREVER
  - Standardized testing
  - Life



# PROCESS

Step 1: Why do students need to know?

(Relevance/ Meaning)

Step 2: What is important for students to know and do? (UNPACK)

Step 3: Statement achieves enduring understanding in students

(Should build each year)

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Why Unpack?

# CHARACTERISTICS OF EU STATEMENT

- Brief
- Claim
- Debatable
- no “how”
- No commas
- summarize

WITH A PARTNER, CREATE AN EU STATEMENT FOR OUR GOLD STANDARD, AND A  
NON-EXAMPLE:

SEEK FEEDBACK, SELF-ASSESS, AND REFLECT ON  
PERSONAL LEARNING WHILE ENGAGING WITH  
INCREASINGLY MORE DIFFICULT TEXTS.

## EU EXAMPLES:

- STUDENTS WILL UNDERSTAND THAT REFLECTING ON PERSONAL LEARNING CREATES MORE ENGAGEMENT WITH TEXTS
- STUDENTS WILL UNDERSTAND THAT MORE DIFFICULT TEXTS WILL HELP DEVELOP LITERACY SKILLS
- STUDENTS WILL UNDERSTAND THAT ANALYSING THEIR PERSONAL LEARNING IS ESSENTIAL
- SWUT ENGAGING WITH TEXTS WILL IMPACT THEIR LEARNING

\*SWUT LEARNING REFLECTION

INCREASES ENGAGEMENT

\*LEARNING IS RISK WITH

REFLECTION

## NON-EXAMPLES:

- STUDENTS WILL UNDERSTAND HOW TO SELF-ASSESS DIFFICULT TEXTS
- STUDENTS WILL UNDERSTAND HOW TO REFLECT, SEEK FEEDBACK, ASSESS WITH DIFFICULT TEXTS
- STUDENTS WILL UNDERSTAND HOW TO ..... .



# YOUR TURN!

CREATE AN EU STATEMENT FOR YOUR CHOSEN STANDARD.

SHARE/COMPARE WITH YOUR SIMILAR CONTENT AREA TEACHERS