

Modern Classrooms

Project

Backwards Planning a Unit and Lessons

 Watch the how to [video](#) for using this unit template. See a populated example [here](#).

Class/Course/Grade:

Unit Title:

Directions: Move fluidly around the boxes in Stage 1 to populate for your unit. Then, move to Stage 2.

Stage 1 - Desired Results

UNIT STANDARDS/ GOALS:

[What specific standards and other sources of desired results will help develop stage-one desired results?]

[Unpacking Standards Resource](#)

Transfer

Students will be able to independently use their learning to:

[What are one or a few long-term results that transcend this unit and connect to others? What are those that relate to broad, large, lifelong learning goals?]

Meaning & Acquisition

ESSENTIAL QUESTIONS:

[What are one, two, or three thought-provoking questions that will foster understanding, inquiry, meaning-making, and transfer?]

Knowledge: Students will know..

[What key information and basic concepts are critical for understanding, and for answering the essential questions?]

Academic Vocabulary (to be explicitly taught, practiced, interacted with)

Understandings: Students will understand that ...

[What are one, two, or three key understandings that will be the focus of teaching and learning during this unit?]

Skills: Students will be able to ...

[Which of the lifelong learning skills and areas will be emphasized and taught in this unit?]

Learning Targets:

[Use the skills column to write corresponding targets in student friendly language ("I can" statements)]

I can...

		during the unit—choose 5 central and 5-10 periphery words students will encounter):			
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Stage 2- Assessment Evidence	
Unit Summative Assessment (s)	
Summative Assessment Experience: [What open-ended assignments, used as assessments, will be given during this unit? What <u>authentic</u> tasks and <u>projects</u> will students use to demonstrate understanding and skill development?]	Evaluative Criteria for Mastery: [For culminating assignments and performance tasks and projects, what evaluative criteria will judge successful student work and guide feedback on work quality? You can attach a rubric/checklist here]
2nd Summative Assessment Experience <i>(optional)</i> :	Evaluative Criteria for Mastery: [For culminating assignments and performance tasks and projects, what evaluative criteria will judge successful student work and guide feedback on work quality? You can attach a rubric/checklist here]

Directions: If you want to plan your overall learning sequence for a unit, do Stage 3. If you want to move from Stage 2 into lesson level planning, move to Stage 4.

Stage Three: Learning Plan

A summary of key learning events and instruction, including diagnostic and formative assessments. Remember to build time to engage with the essential questions!

Setting the Stage

[What interactive activities will help do the following?

- Develop student interest and curiosity
- Create context for learning
- Share, develop, and explore meaningful goals with students
- Introduce open-ended assignments, projects, and performance tasks
- Diagnose, discover, and activate background knowledge and skills that students already have]

Building the Foundation

[What interactive activities will help do the following?

- Provide students with a basic foundation of knowledge, understandings, skills, and habits of mind critical for developing unit goals
- Provide feedback to improve learning and work
- Foster productive struggle and help students take responsibility for their learning]

Deepening Learning

[What activities will help students do the following?

- Develop a deeper understanding of key concepts and ideas
- Independently continue practicing key skills and habits of mind
- Further develop and improve their learning and work
- Productively struggle
- Take responsibility for their learning]

Providing Closure

[How will students do the following?

- Complete their learning and work
- Share their learning and work with others
- Demonstrate and explain what they have learned
- Continue their learning in the future]

Additional Resources

This template is adopted and modified by Devin Schrock from the following:

- Wiggins, G., & McTighe, J. The Understanding by Design guide to creating high-quality units. Alexandria, VA: Association for Supervision and Curriculum Development, 2011.
- Seif, Elliott. Teaching for Lifelong Learning: How to Prepare Students for a Changing World. Solution Tree, 2021.

Directions: keep your unit plan handy when designing your lessons. Below is where you'll break down your overall learning plan into **bite size steps that build a pathway for a student to show mastery on the summative assessment**. Do the **lesson objectives and mastery check columns first** and then go back and add details for each lesson. It's a messy process which **might start with brainstorming on physical or digital sticky notes or in a notebook**. Then, arrange those smaller lesson chunks into a learning sequence.

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Stage Four: Lesson Level Scope and Sequence using Modern Classrooms Project				
Lesson #	Student's Lesson Objective I can...	Mastery Check How willl you identify if a learner has mastered the objective? (include success criteria)	Practice What will the aligned practice look like to provide a pathway to mastery?	Instruction (Video) What instruction will you need to provide?
Diagnostic/ Pre-Assessment	[start here]	[start here]		
Unit Hook				
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