

Backwards Design Template for Unit Planning

(Adapted from *The Understanding by Design Handbook* by Grant Wiggins, et al. (ASCD publications))

Step One: What are the desired learning results of this unit?

Students will acquire a working understanding of....

Insert text of enduring understandings, learning outcomes...

Step Two: What essential question(s) will anchor students to learning?

(Must be relevant, guides all instruction and drives students to achieve desired learning results.)

Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?

List all declarative and procedural knowledge students must first have in order to successfully complete this unit/lesson.

Step Four: What is acceptable evidence to show desired results?

List performance tasks, assessment (formative and summative), journal prompts, etc that demonstrate that your students are moving towards/achieve the desired learning results. **Include links** to your actual assessments and rubrics! Write your assessments FIRST!

Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?

Calendar and plan the sequence of teaching/learning activities beginning with the nuts and bolts teaching and ending with the final or culminating evidentiary piece that demonstrates proficient learning results. Write the plan.

Lesson Flow: Consider the learning cycle- with a strong beginning, middle and end...

Date	Focus of the day	How will you know students are getting it?	How does the essential question connect to the day's focus?	What are students doing? (Write this out as step 1: ... step 2... step 3...)	What are you doing? (Write this out as step 1: ... step 2... step 3...)