

Template - Lesson Plan – Backwards by Design

Subject/Grade:	Lesson Title:	Teacher:
Stage 1: Identify Desired Results		
Outcome(s)/Indicator(s): <i>(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)</i>		
Key Understandings: ('I Can' statements) <i>(Put the key learnings into student-friendly language that begin with 'I can...'. The students should know what these are at the beginning of the lesson. An example is: I can express conclusions about the success of two different health promotion strategies. Doing this helps student engage in the learning since they know what it is that they will/need to learn).</i>	Essential or Key Questions: <i>(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)</i>	
Prerequisite Learning: <i>(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)</i>		
Instructional Strategies: <i>(What strategy(ies) will you use throughout the lesson to engage students in the learning process?)</i>		
Stage 2: Determine Evidence for Assessing Learning		
<i>(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)</i>		
Stage 3: Build Learning Plan		
Set (Engagement): <i>(Get their attention! And then tell them what you are going to learn through this lesson)</i>	Length of Time:	Materials/Resources: Possible Adaptations/Differentiation: Management Strategies: Safety Considerations:
Development: <i>(Remember, everything you do here needs to align with the identified O's and I's and support the students in answering the key questions as well as reaching the 'I can...' statements).</i>	Length of Time:	
Learning Closure: <i>(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).</i>	Length of Time:	
Stage 4: Reflection		
<i>(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)</i>		