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Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

•What relevant goals will this design address? [Comes from professional standards in your field]

Understanding (s)

Students will understand that:

- What are the big ideas? [This is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know]
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning? [What leading questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious "right" answer]

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit? [These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these.]
- What should they eventually be able to do as a result of such knowledge and skill? [Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes]

Stage 2 – Assessment Evidence

Performance Task(s):

- Through what authentic performance task(s) will students demonstrate the desired understandings? [Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]

Other Evidence:

- Through what other evidence will students demonstrate achievement of the desired results? [Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up,

Understanding By Design – Backwards Design Process
(Developed by Grant Wiggins and Jay McTighe, 2002)

Designed at least at the application level or higher on Bloom's Taxonomy.] • By what criteria will “performances of understanding” be judged? [Rubrics can be used to guide students in self-assessment of their performance]	thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay]
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Stage 3 – Learning Plan

Learning Activities:

[This is the core of your lesson plan and includes a listing describing briefly (easy to follow)]

- W= Where the unit is going?
- H= Hook and hold interest
- E= Equip all students
- R= Rethink and Revise their understanding
- E= Evaluate their work
- T= Tailored learning (personalization to needs)
- O= Organized to maximize engagement