

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. 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]

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, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay]

Stage 3 – Learning Plan

Learning Activities:

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

[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