**FRAMEWORK FOR BACKWARDS DESIGN**

**UNIT PLANNING**

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_

|  |
| --- |
| **STAGE #1: IDENTIFY DESIRED LEARNING RESULTS (Begin with the End in Mind)** ***What will students know, understand and be able to do?***1. **OUTCOMES**
* Become familiar with required goals & outcomes for grade/subject, including Treaty Outcomes
* Choose specific outcomes AFTER you identify main concept, draw concept map and design an essential question to drive unit of study
 |
| 1. **CONCEPT (BIG IDEA)**
* Identify the main concept or topic
* Draw a concept map to brainstorm ideas, to make connections, create a visual to guide unit
* Brainstorm on concept map, working from concept to major ideas to supporting details

http://sbarlow.de/Inspiration/images/generic.gif |
| 1. **QUESTION(S) FOR DEEPER UNDERSTANDING (ESSENTIAL QUESTIONS)**
* Design 1 or 2 Essential Question(s) [EQ’s are timeless, open-ended, thought-provoking, calling for higher order thinking skills, sparking inquiry, raising additional questions, requiring deep thought, support & justification and not just an answer] Examples: Why do people move? What IS culture? How do you feed a growing world? What IS a good citizen?
 |
|  |

**ESSENTIAL QUESTION(S)**

**STAGE #2: DETERMINE EVIDENCE OF LEARNING (Assessment & Evaluation)**

***How will students & teachers know if the learning outcome has been achieved?***

|  |  |
| --- | --- |
| **Outcomes (Students need to know)**What a student is expected to know, understand and be able to do. | **Indicators (Students are able to do)** Ways that students demonstrate their learning of an outcome; think ‘verb’; tells the story of outcome.  |
|  |  |
| **Teacher Resources** (reference materials to build background knowledge) | **Student Resources** (books, websites, magazines, artifacts) |
| **Community Resources**(Elder visits, guest speakers, field trip guides, etc) |

 **STAGE 3: PLAN LEARNING EXPERIENCES & INSTRUCTION**

***What are the learning experiences for all students to achieve outcomes?
 What will the learning environment look like? What will the students do?***

|  |  |
| --- | --- |
| **Learning Tasks & Experiences**(list of ideas for learning experiences & lesson plans to develop) | **Instructional Strategies & Adaptations** (Adaptive Dimension, Differentiated Learning) |
|  |  |
| **Other:**Learning Centres, Displays, Bulletin Boards |

**Unit Plan At-A-Glance**

|  |  |  |
| --- | --- | --- |
| **Lessons** | **Overview** | **Materials** |
| **1Introductory** **Lesson**[To be fully developed] | Essential Question:  |  |
| **2**[To be fully developed] |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **Closing/Culminating** **Lesson**[To be fully developed] |  |  |

**Backward Design Lesson Plan** (template #1)

Topic of Lesson:

|  |
| --- |
| Step 1—Desired Results (Outcomes)*What should students know, understand and be able to do as a result of the lesson?**[Use student-friendly language: I can show; I can explain, etc]* |
|  |
| Step 2—Assessment Evidence (Indicators) *What will students do to show what they have learned? Assessment FOR learning (before & during) and Assessment OF learning (after)* |
|  |
| Step 3—Learning Plan *What learning experiences do I need to plan and prepare for? (Lesson Plan)* |
|  |
| Step 4—Reflection *What happened during my lesson? What did my students learn? How do I know?**What did I learn? How will I improve my lesson next time?* *Set professional goals/targets. Complete Professional Development Plan (PDP) for next lesson.Include PDP plans in unit.* |
|  |

 Adapted from Tomlinson & McTighe, *Integrating Differentiated Instruction + Understanding by Design*, 2006

|  |
| --- |
| Backwards Design Lesson Plan (Template #2)**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Essential Question** (guiding overall unit of study):**Guiding Question(s)** (specific to this lesson): |
| **Outcomes**: (What should students know, understand and be able to do as a result of this lesson?) | **Indicators** (Assessment Evidence): (What will students do to show what they have learned?)  |
| **Assessment Strategies**: (formative-*before & during* & summative - *end*) |
| **Instructional Strategies:** (specific strategies) |
| **Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?) |
| **Materials Needed:** |
| **Learning Experiences:Set ( \_\_\_\_min)****Development ( \_\_\_min)****Closure ( \_\_\_ min)** |