**FRAMEWORK FOR BACKWARDS DESIGN**

**UNIT PLANNING**

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

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| **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? |
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**ESSENTIAL QUESTION(S)**

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

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

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| **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. |
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| **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?***

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

**Unit Plan At-A-Glance**

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| **Lessons** | **Overview** | **Materials** |
| **1 Introductory**  **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:

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| 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]* |
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| 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)* |
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| Step 3—Learning Plan  *What learning experiences do I need to plan and prepare for? (Lesson Plan)* |
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| 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.* |
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Adapted from Tomlinson & McTighe, *Integrating Differentiated Instruction + Understanding by Design*, 2006

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| 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)** | |