

Backward Design Unit Plan

Stage 1: Desired Results

Plan in three stages, as Wiggins and McTighe describe: the results you want, then the evidence that will show them, then the learning plan.

UNIT TITLE	SUBJECT	GRADE	LENGTH
ESTABLISHED GOALS: STANDARDS			
TRANSFER: STUDENTS WILL USE THEIR LEARNING ON THEIR OWN TO			
UNDERSTANDINGS: STUDENTS WILL UNDERSTAND THAT	ESSENTIAL QUESTIONS		
KNOWLEDGE: STUDENTS WILL KNOW	SKILLS: STUDENTS WILL BE ABLE TO		

Stage 2: Assessment Evidence

Decide how students will show the Stage 1 results before you plan a single lesson.

PERFORMANCE TASK: STUDENTS WILL SHOW THEIR UNDERSTANDING BY	
PLAN THE TASK	DETAILS
Goal	
Role	
Audience	
Situation	
Product or Performance	
Standards for Success	
EVALUATIVE CRITERIA: HOW THE WORK WILL BE JUDGED	
OTHER EVIDENCE: QUIZZES, TESTS, OBSERVATIONS	STUDENT SELF-ASSESSMENT AND REFLECTION

Stage 3: Learning Plan

Code each learning event by the Stage 1 goal it serves: T transfer, M meaning (understandings and questions), A acquisition (knowledge and skills).

PRE-ASSESSMENT			
DAY	LEARNING EVENT	GOAL	PROGRESS MONITORING
DIFFERENTIATION		RESOURCES	