Backwards Design Template - Grant Wiggins

Stage 1 - Desired Results

Established Goals:
What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings:
Students will understand that…
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Questions:
- What provocative questions will foster inquiry, understanding and transfer learning?

Students will know:
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skills?

Students will be able to:

Stage 2 - Assessment Evidence

Performance Tasks:
- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performance be judged?

Other Evidence:
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

Stage 3 - Learning Plan

Learning Activities:
What learning experiences and instruction will enable students to achieve the desired results?
How will the design:

W = Help the students know **W**here the unit is going and **W**hat is expected?
Help the teacher know **W**here the students are coming from (prior knowledge, interests)?
H = **H**ook all students and **H**old their interest?
E = **E**quip students, help them **E**xperience the key ideas and **E**xplore the issues?
R = Provide opportunities to **R**ethink and Revise their understandings and work?
E = Allow students to **E**valuate their work and implications?
T = Be **T**ailored (personalized) to the different needs, interests and abilities of learners?
O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?