

## Stage 1 – Desired Results

|                                                                                                                       |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ESTABLISHED GOALS</b><br><br><b>The enduring understandings and learning goals of the lesson, unit, or course.</b> | <b>Transfer</b><br><i>Students will be able to independently use their learning to...</i><br><br><b>Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.</b> |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                       | <b>Meaning</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                       | <b>UNDERSTANDINGS</b><br><i>Students will understand that...</i><br><br><b>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</b>                                                 | <b>ESSENTIAL QUESTIONS</b><br><br><b>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</b> |
|                                                                                                                       | <b>Acquisition</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                       | <i>Students will know...</i><br><br><b>Refers to the key knowledge students will acquire from the lesson, unit, or course.</b>                                                                                                                        | <i>Students will be skilled at...</i><br><br><b>Refers to the key skills students will acquire from the lesson, unit, or course.</b>                                                                                                                                                                                               |

## Stage 2 – Evidence and Assessment

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluative Criteria</b>                                                         | <b>Assessment Evidence</b>                                                                                                                                                                                                                                                                                                                         |
| <b>Refers to the various types of criteria that students will be evaluated on.</b> | <b>PERFORMANCE TASK(S):</b><br><br><b>Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</b> |
|                                                                                    | <b>OTHER EVIDENCE:</b><br><br><b>Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</b>                                                 |

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

**This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.**

# Backward Design Template

**Amy J. Heineke, Jay McTighe**



## **Backward Design Template:**

Understanding by Design Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

**Integrating Differentiated Instruction & Understanding by Design** Carol A. Tomlinson, Jay McTighe, 2006 Discover how the integration of two of education's most powerful frameworks will help teachers impart essential knowledge and skills to the full spectrum of learners

**Schooling by Design** Grant P. Wiggins, Jay McTighe, 2007 The authors of Understanding by Design share a compelling strategy for creating schools that truly fulfill the central mission of education to help students become thoughtful productive and accomplished at worthy tasks

The Understanding by Design Guide to Creating High-Quality Units Grant Wiggins, Jay McTighe, 2011-03-11 The Understanding by Design Guide to Creating High Quality Units offers instructional modules on the basic concepts and elements of Understanding by Design UbD the backward design approach used by thousands of educators to create curriculum units and assessments that focus on developing students understanding of important ideas The eight modules are organized around the UbD Template Version 2.0 and feature components similar to what is typically provided in a UbD design workshop including Discussion and explanation of key ideas in the module Guiding exercises worksheets and design tips Examples of unit designs Review criteria with prompts for self assessment and A list of resources for further information This guide is intended for K 16 educators either individuals or groups who may have received some training in UbD and want to continue their work independently those who've read Understanding by Design and want to design curriculum units but have no access to formal training graduate and

undergraduate students in university curriculum courses and school and district administrators curriculum directors and others who facilitate UbD work with staff Users can go through the modules in sequence or skip around depending on their previous experience with UbD and their preferred curriculum design style or approach Unit creation planning and adaptation are easier than ever with the accompanying downloadable resources including the UbD template set up as a fillable PDF form additional worksheets examples and FAQs about the module topics that speak to UbD novices and veterans alike

**Using Understanding by Design in the Culturally and Linguistically Diverse Classroom** Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction **The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units** Grant P. Wiggins, Jay McTighe, 2012 This volume features a set of hands on modules containing worksheets models and self assessments that are essential for building more polished and powerful units **Schooling by Design** Allison Zmuda, Grant P. Wiggins, 2007 Based on Schooling by design Grant Wiggins and Jay McTighe **Lesson Design for Differentiated Instruction, Grades 4-9** Kathy Tuchman Glass, 2009-01-14 The book provides helpful background information as well as a wide variety of examples of differentiated lessons resource guides reproducible templates and a selection of grading tools ranging from rubrics to graphic organizers Allan Varni Instructor and Regional Coordinator Division of Continuing Education University of San Diego Glass examines the constructs of masterful teaching and makes them accessible to all Her intensely practical and forthright approach allows readers to immediately translate the concepts of differentiation into their classrooms Modell Marlow Andersen Director of Educational Services Hillsborough City School District CA Develop effective differentiated lessons that meet students individual learning needs Differentiation allows teachers to target student needs and engage all

students according to their learning preferences Designed for teachers who are new to differentiating instruction this book provides step by step guidance for creating meaningful lessons in language arts math science and social studies at the upper elementary and middle school levels Kathy Tuchman Glass helps teachers develop confidence and expertise in differentiating lessons units and assessments and provides a detailed planning template numerous examples and reproducibles This user friendly resource Provides an overview of differentiation based on the backward design model Discusses strategies for differentiating content process and product Helps teachers organize lessons around guiding or essential questions for students to explore Shows how to take students learning characteristics readiness interests learning styles into consideration when planning lessons Lesson Design for Differentiated Instruction Grades 4 9 helps teachers plan differentiated lessons that will promote learning for every student

**Upgrade Your Teaching** Jay McTighe, Judy Willis, 2019-04-16 How can educators leverage neuroscience research about how the human brain learns How can we use this information to improve curriculum instruction and assessment so our students achieve deep learning and understanding in all subject areas Upgrade Your Teaching Understanding by Design Meets Neuroscience answers these questions by merging insights from neuroscience with Understanding by Design UbD the framework used by thousands of educators to craft units of instruction and authentic assessments that emphasize understanding rather than recall Readers will learn How the brain processes incoming information and determines what is or is not retained as long term memory How brain science reveals factors that influence student motivation and willingness to put forth effort How to fully engage all students through relevance and achievable challenge How key components of UbD including backward design essential questions and transfer tasks are supported by research in neuroscience Why specific kinds of teaching and assessment strategies are effective in helping students gain the knowledge skills and deep understanding they need to succeed in school and beyond and How to create a brain friendly classroom climate that supports lasting learning Authors Jay McTighe and Judy Willis translate research findings into practical information for everyday use in schools at all grade levels and in all subject areas With their guidance educators at all levels can learn how to design and implement units that empower teachers and students alike to capitalize on the brain's tremendous capacity for learning

**Leading Modern Learning** Jay McTighe, Greg Curtis, 2019-07-08 Redesign education to meet the needs of 21st century students In the second edition of Leading Modern Learning authors Jay McTighe and Greg Curtis outline a reworked version of their blueprint for major education reform More than a simple refresh the latest edition incorporates new insights experiences and tools that will help you implement modern learning practices in your department school or district Use this book to guide education and curriculum reform and empower modern learners Understand the necessity and value of education reform and updating school curriculum for the 21st century classroom Learn how to use a blueprint for your vision of learning mission and curriculum development to establish mission clarity and effective instruction and assessment practices Explore systems thinking and frameworks for backward design that can be utilized by school

leadership to develop action plans and guide school curriculum reform for modern learning Read an all new chapter on change management and strategic planning for district and school leadership as well as new Notes From the Field which highlight how to avoid potential missteps and misunderstandings that inhibit progress Utilize the appendices and free reproducibles to further your understanding of education reform curriculum development and school leadership for modern learning A joint publication of ASCD and Solution Tree Contents Foreword Introduction Chapter 1 Creating a Futures Oriented Vision and Mission Chapter 2 From Mission to Action Chapter 3 Curriculum for Modern Learning Chapter 4 An Assessment System for Modern Learning Chapter 5 Instruction for Modern Learning Chapter 6 A Reporting System for Modern Learning Chapter 7 Leadership for Modern Learning Appendix A Sources for Futures Oriented Thinking Tools and Processes Appendix B Sample Sources and Performance Indicators for 21st Century Skills Appendix C Sample Map of Cornerstone Performance Tasks and Transfer Goals References and Resources Index

## Unveiling the Energy of Verbal Beauty: An Psychological Sojourn through **Backward Design Template**

In a world inundated with displays and the cacophony of quick interaction, the profound energy and psychological resonance of verbal art frequently fade in to obscurity, eclipsed by the continuous onslaught of noise and distractions. However, situated within the musical pages of **Backward Design Template**, a charming perform of fictional brilliance that pulses with raw feelings, lies an remarkable journey waiting to be embarked upon. Penned by a virtuoso wordsmith, that mesmerizing opus courses readers on an emotional odyssey, gently revealing the latent possible and profound affect stuck within the elaborate web of language. Within the heart-wrenching expanse of the evocative evaluation, we shall embark upon an introspective exploration of the book is main styles, dissect its interesting publishing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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### **Table of Contents Backward Design Template**

1. Understanding the eBook Backward Design Template
  - The Rise of Digital Reading Backward Design Template
  - Advantages of eBooks Over Traditional Books
2. Identifying Backward Design Template
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Backward Design Template
  - User-Friendly Interface
4. Exploring eBook Recommendations from Backward Design Template
  - Personalized Recommendations

- Backward Design Template User Reviews and Ratings
- Backward Design Template and Bestseller Lists
- 5. Accessing Backward Design Template Free and Paid eBooks
  - Backward Design Template Public Domain eBooks
  - Backward Design Template eBook Subscription Services
  - Backward Design Template Budget-Friendly Options
- 6. Navigating Backward Design Template eBook Formats
  - ePub, PDF, MOBI, and More
  - Backward Design Template Compatibility with Devices
  - Backward Design Template Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Backward Design Template
  - Highlighting and Note-Taking Backward Design Template
  - Interactive Elements Backward Design Template
- 8. Staying Engaged with Backward Design Template
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Backward Design Template
- 9. Balancing eBooks and Physical Books Backward Design Template
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Backward Design Template
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Backward Design Template
  - Setting Reading Goals Backward Design Template
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Backward Design Template
  - Fact-Checking eBook Content of Backward Design Template

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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