What is Backward Design?

*To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.*

Steven Covey
The Seven Habits of Highly Effective People

*Design, to have purposes and intentions; to plan and execute.*

Oxford English Dictionary

A UNIT AND LESSON PLAN DEVELOPMENT MODEL that integrates curriculum, assessment, and instruction

*Page 7, Understanding by Design, Grant Wiggins and Jay McTighe, ASCD, 1998*
Planning Units and Lessons for Mastery Learning

Stages of Planning Units and Lessons for Mastery Learning

1. **WHY** are students developing understanding?
   - Consider the **enduring understanding** for the unit. This is the lasting idea or concept that explains how this understanding is important for the discipline and valuable to the individual student. How will I integrate reading and writing indicators into the unit?
   - Use **essential questions** that will guide the unit and focus teaching. Essential questions have no obvious "right" answer and are deliberately framed to provoke and sustain student interest.

2. **WHAT** will students learn in order to develop understanding?
   - Clarify the **knowledge and skills** that students must acquire by the end of the unit in order to demonstrate mastery of the standards and indicators addressed in the enduring understandings. These are the mastery objectives for learning. Be sure to integrate reading and writing indicators.

3. **HOW** will I know that students understand?
   - Determine **assessment evidence** needed to build understanding and demonstrate mastery.
     - Include formative assessments that are prompted, such as quizzes, tests, prompts, checks for understanding, and other work samples. Also include unprompted evidence such as observations of student work practice and discussions. Provide continual opportunity for student self-assessment.
     - Include (a) summative assessment(s). The summative assessment requires students to synthesize the related components acquired in order to build the unit’s enduring understanding that demonstrates mastery of the content and skills.

Based on assessment determine how **instruction** will contribute to this understanding?
- Map out lessons that
  - engage students and motivate them to learn
  - assure that students acquire knowledge and skills
  - require students to extend and refine what they know and are able to do
  - allow students to reflect upon and synthesize what they have learned
  - provide meaningful opportunities for students to use what they have learned
Unit Title:

1. WHY?

Enduring Understanding:

Essential Questions:

2. WHAT? Mastery Objective(s)

Content Standard:

Reading Standard:

Writing Standard:

Indicators (include reading and writing):

Knowledge:

Key Skills:

3. HOW

Assessments:

Pre:

Formative:

Summative:

Integrated instructional experiences:
Guide for Integrated Content/Literacy Instruction

SETTING UP THE LESSON:

- Have I focused on the purpose of the lesson and its role in the instructional sequence to build mastery? Is my purpose to hook students, help them acquire knowledge and skills, extend and refine what they know and are able to do, allow students to reflect on their learning, or provide opportunities to use what they know in a meaningful way?
- Have I determined how this lesson will contribute to building enduring understanding, answer essential questions and achieve the mastery objectives designated in the content and literacy (reading and writing) indicators.
- How will I assess student learning? What ongoing strategies are needed to check for understanding of how well and to what extent students are building mastery understanding of content and literacy?
- How am I taking students’ learning profiles into consideration?
- Have I determined the extent to which my students have the background knowledge and skills to engage in learning? Will I need to frontload their learning to build the skills and background knowledge of content, vocabulary, literacy skills to assure engagement?
- How will I group and/or regroup students throughout the lesson?
- Have I decided what materials/resources I will need? Could technology enhance the lesson?

INSTRUCTIONAL DELIVERY

- How will I engage or hook students so that they are motivated to learn?
- How will I establish the purpose of the lesson with the students and link it to enduring understandings and essential questions?
- What effective instructional experiences shall I provide?
- Will I provide sufficient opportunities to model for my students, provide for their guided and or independent practice and/or extension?
- How do these experiences explore, explain and extend student thinking and understanding of content and literacy skills?
- Have I deliberately included the vocabulary instruction needed to master terminology and assure comprehension?
- How should I pace the lesson and assure that transitions are made smoothly?
- How have I designed opportunities to activate student learning and check for understanding?

CLOSURE

- How can I assure that each student synthesizes, summarizes, and reflects on what he/she has learned?
- Do I provide a variety of ways to provide for closure and closing down the lesson?
DRAFT

LESSON PLAN

Unit/Topic:

1. WHY?

Enduring Understanding:

Essential Questions:

2. WHAT? Mastery Objective(s)

Discipline Content Standard(s):

Reading Content Standard(s) and/or

Writing Content Standard(s)

Indicators (include reading and writing):

Knowledge:

Key Skills:

3. HOW?

Ongoing assessment (evaluate learning/check for understanding):

Setting up the lesson:

Instructional delivery to build mastery knowledge and skills (engage, explore and explain):

Closure:
Glossary of Curriculum Terms

**compacting**: adjusting students’ instructional program through pre-assessments that document what they have and have not mastered. Compacting allows underachieving students to focus on selected concepts and skills that will result in on grade level performance. It also enables gifted and talented students to avoid introductory activities, review and drill on previously mastered material so that learning time can be reinvested in a deepened understanding of significant concepts through enrichment or access to above grade level instruction through acceleration.

**differentiation**: adjusting instruction for students with different needs so that each student can attain mastery of a performance indicator

**enduring understanding**: a lasting idea or concept that is centrally important to a discipline and valuable to the individual

**enrichment**: providing students opportunities to learn material in greater depth and breadth

**essential questions**: questions that examine students knowledge to determine if they have acquired an enduring understanding

**indicator**: a specific statement related to a standard that describes in specific detail what students should know and be able to do at a particular grade level

**international standards**: curriculum standards from other nations or test specifications from an international assessment such as the Third International Mathematics and Science Study

**mastery objective**: what students should know and be able to do in terms of the academic curriculum.

**national standards**: curriculum standards for each discipline developed over a period of years by nationally recognized organizations involving representatives from universities, school systems, and business and industry who are considered experts in the field by their peers

**proficiency levels**: descriptors of student behaviors or products that indicate mastery or proximity to mastery of a specific indicator

**standard**: a broad statement of what students are expected to know and be able to do by the end of Grade 12 used to guide and organize content expectations pre-K-12

**vocabulary acquisition**: The four elements of vocabulary development includes awareness of words, wide reading and extensive writing, strategies for independently inferring word meanings from context, and direct teaching of vocabulary and vocabulary related skills.

**direct vocabulary instruction** is an important component of setting up the lesson, instructional delivery, and closure.