Course Design Template – Backwards Design

# Stage 1: Desired Results

Stage 1 establishes the goals for student learning in a given course, unit, or lesson.

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| **Understandings – What will students know?** | **Skills – What will students be able to do?** |
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| **Consider the knowledge and skills students should have acquired by the end of this lesson, unit, or course. List you learning objectives as student-centric, measurable goals.** |
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# Stage 2: Evidence and Assessment

Stage 2 evaluates student performance and mastery. Consider how you will know that your students have mastered the material. What will be the evidence? How will student progress be assessed?

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| **Performance Tasks – Authentic tasks students will complete to demonstrate competence** | **Other Evidence – Tests, homework, quizzes, self and peer assessment, etc.** |
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# Stage 3: Learning Plan

Stage 3 enumerates the specific activities and strategies that will be employed to guide students in the acquisition of the knowledge and skills that will make them successful in achieving the learning objectives listed in Stage 1. This includes lectures, discussion, projects, problem-solving tasks, etc.

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| **Lesson, Unit, or Course Outline including activities and learning strategies** |
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Source: Wiggins, Grant, and McTighe, Jay. (1998). Backward Design. In *Understanding by Design* (pp. 13-34).