**Backwards Design Template for Unit Planning**

**(Adapted from *The Understanding by Design Handbook* by Grant Wiggins, et al. (ASCD publications))**

**Step One: What are the desired learning results of this unit?**

Students will acquire a working understanding of…

**Step Two: What essential question(s) will anchor students to learning?**

*Must be relevant, guides all instruction, and drives students to achieve desired learning results*

**Step Three: What skills are needed to achieve desired results (nuts and bolts teaching)?**

*List all declarative and procedural knowledge students must have FIRST in order to successfully complete this unit*

* *Insert text*
* *Insert text*
* *Insert text*
* *Insert text*

**Step Four: What is acceptable evidence to show desired results?**

*List performance tasks, assessments (formative and summative), journal prompts, etc. that demonstrate that your students are moving towards/achieving desired learning results*

* *Insert text*
* *Insert text*
* *Insert text*
* *Insert text*

**Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**

*Get your calendar and plan the sequence of teaching/learning beginning with the nuts and bolts teaching and ending with the final or culminating evidentiary piece that demonstrates proficient learning of the desired results.*

**Day 1**

**Date:**

**Focus of the day:**

**How will you know that students are getting it?**

**How does the essential question connect students to this day’s focus?**

*Continue sequence while planning entire unit…*