southeast michigan
stewardship coalition
growing visionary educational communities

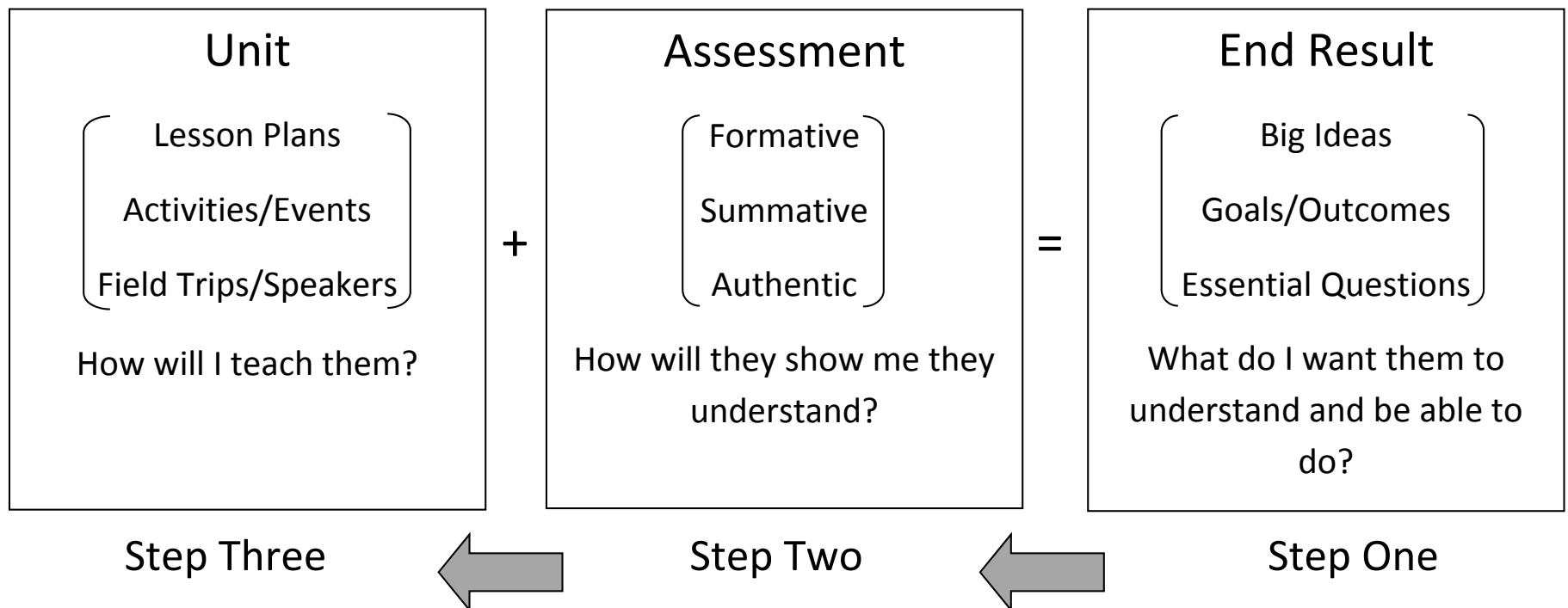# Backwards Mapping

(AKA Understanding by Design, Backwards design, backwards planning)
Adapted by R. Nielsen from Wiggins and McTighe, 1998

Unit		End Result
Lesson Plans		Big Ideas
Activities/Events		Goals/Outcomes
Field Trips/Speakers		Essential Questions
How will I teach them?		What do I want them to understand and be able to do?

Assessment

Formative

Summative

Authentic

How will they show me they understand?

+ **=**

Step Three   Step Two   Step One

Create lesson plans that support your goals. Each lesson plan, activity, and event should have objectives that help students achieve the goals for the unit.
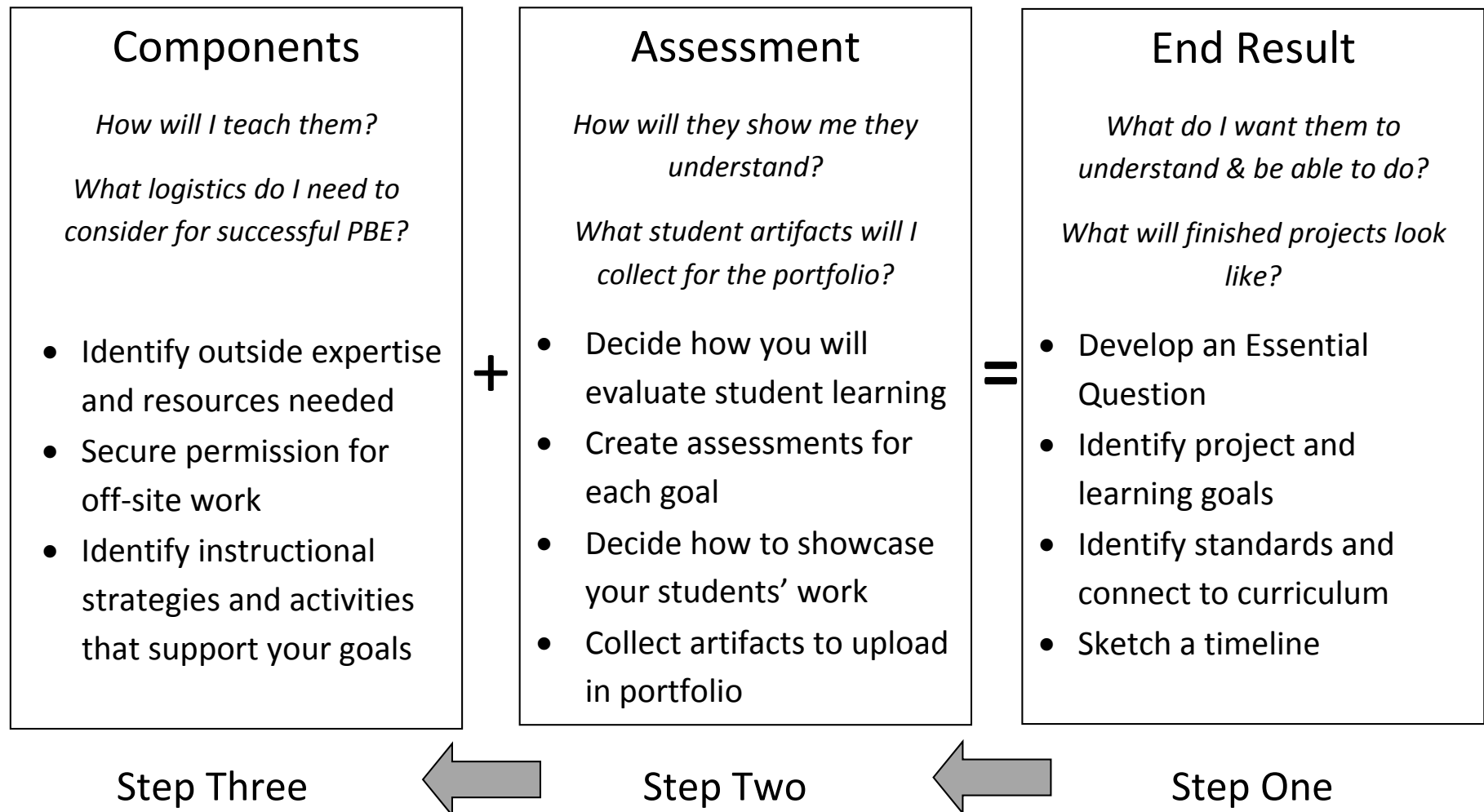
Determine how you will assess your students and what the major assignments will be based on the goals for the unit.

Begin by brainstorming big ideas, essential questions, and goals. Connect to standards and use concept maps to flesh out ideas.

Backwards Mapping – Planning for SEMIS Work

(AKA Understanding by Design, Backwards design, backwards planning)

Adapted by R. Nielsen from Wiggins and McTighe, 1998

Components

How will I teach them?

What logistics do I need to consider for successful PBE?

- Identify outside expertise and resources needed
- Secure permission for off-site work
- Identify instructional strategies and activities that support your goals

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Assessment

How will they show me they understand?

What student artifacts will I collect for the portfolio?

- Decide how you will evaluate student learning
- Create assessments for each goal
- Decide how to showcase your students' work
- Collect artifacts to upload in portfolio

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End Result

What do I want them to understand & be able to do?

What will finished projects look like?

- Develop an Essential Question
- Identify project and learning goals
- Identify standards and connect to curriculum
- Sketch a timeline

Step Three ← Step Two ← Step One

Backwards Mapping – Planning for SEMIS work

How will I teach them? What logistics do I need to consider for successful PBE?		How will they show me they understand? What "artifacts" will I collect?		What do I want students to understand and be able to do? What is(are) the finished PBE projects?
	+		**=**	

Step Three ⬅ Step Two ⬅ Step One