Backwards Mapping

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

Unit

Lesson Plans
Activities/Events
Field Trips/Speakers
How will I teach them?

Assessment

Formative
Summative
Authentic
How will they show me they understand?

End Result

Big Ideas
Goals/Outcomes
Essential Questions
What do I want them to understand and be able to do?

Step One

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

Step Two

Determine how you will assess your students and what the major assignments will be based on the goals for the unit.

Step Three

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.
Backwards Mapping – Planning for SEMIS Work

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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

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

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

Step Three

How will I teach them? What logistics do I need to consider for successful PBE?

Step Two

How will they show me they understand? What “artifacts” will I collect?

Step One

What do I want students to understand and be able to do? What is(are) the finished PBE projects?