Course Design Template

Step 1 - Goals	
Established Goals:	
Enduring Understanding:	**Essential Questions:**
Learning Goals: **Students will know:**	**Students will be able to:**

Step 2 - Evidence of Learning	
Performance Tasks:	Other Evidence (formative & summative):

Step 3 - Instructional Design
Engaging and Effective Learning Activities:

Considerations for Backward Design Process

Design Questions	Design Considerations	Design Criteria	Design Goals
Stage 1. What is worthy and requiring of understanding?	National, state, professional, institutional, or department standards or goals	Enduring ideas. Opportunities for authentic, discipline-based work. Uncoverage. Engaging.	Unit framed around enduring understandings and essential questions.
Stage 2. What is evidence of understanding?	Six facets of understanding. Continuum of assessment types.	Valid. Reliable and Sufficient. Authentic and Feasible. Student friendly.	Unit anchored in credible and educationally vital evidence of the desired understandings.
Stage 3. What learning experiences and teaching promote understanding, interest, and excellence?	Research-based repertoire of learning and teaching strategies. Essential and enabling knowledge and skill.	WHERE Where is it going? Hook the students. Explore and Equip. Rethink and revise. Exhibit and evaluate.	Coherent learning experiences and teaching that will evoke and develop the desired understandings, promote interest, and foster excellent performance.

Essential Questions

- Have no right answer
- Are designed to provoke and sustain studentt inquiry
- Often address the conceptual or philosophical foundations of a discipline
- Raise other important questions
- Naturally and appropriately recur
- Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons

Unit Design Considerations

W   How will you help students know *where* they are headed and *why*?

H   How will you *hook* the student through engaging and thought-provoking experiences (issues, oddities, problems, and challenges) that point toward essential and unit questions, core ideas, and performance tasks?

E   What learning experiences will *engage* students in exploring the big ideas and essential and unit questions? What instruction is needed to *equip* students for the final performance?

R   How will you cause students to *reflect* and rethink to dig deeper into the core ideas? How will you guide students in *revising* and *refining* their work based on feedback and self-assessment?

E   How will students *exhibit* their understanding through final performances and products? How will you guide them in *self-evaluation* to identify the strengths and weaknesses in the work and set future goals?