

LUHSD Essential Elements of Planning: The Beginnings of Backwards Design Template

Big-picture: Identify key understands, knowledge, and skills from the standards for the Unit

What overarching goals do I have for student learning **in the Unit**? (Essential Standards and Essential Question)

*How will I communicate these goals to students so that they understand what they need to learn/understand/demonstrate and why it is important? (Student Friendly Learning Intentions **for the Unit**) "We will learn...We will explore how...We will understand how/why... We will create for the purpose of..."*

Design purposeful, common summative assessment tasks explicitly linked to the key knowledge, skills and understandings:

Summative Assessment

How will I know if the students have reached these goals at the **end of the Unit**?

Success Criteria

*How will I communicate with students what success on this **end-of-unit summative assessment** looks like (rubric, work samples at different levels, WAGOLL, explanations, student designed etc.)?*

Anticipate and identify formative assessment tasks linked to the key understandings, knowledge and skills needed to achieve standard within my lesson or short series of lessons

Learning Targets: We will learn...We will explore how...We will understand how/why... We will create for the purpose of...

How will I **break down** these overarching goals into manageable parts **for my lesson** or series of lessons to make them achievable for students and *how can I communicate this to students*?

Success Criteria: Students can demonstrate that they've successfully learned this by...

How will I track student progress toward the goals during the unit (**formative assessment**)? What will I be looking for as **indicators of success** in that **lesson's formative assessment** and *how will you communicate this to students* ("I can explain..." "I can teach..." "I can show..." "I have learned..." "I can discuss why...")?