Backward Design Curriculum Planning

Greeley Center Department Chair Conference June 2017
Outcomes

- Understand how utilizing Backward Design can strengthen your school’s academic program and the teacher experience

- Identify the components of Backward Design and how to implement this framework for curriculum development in your school
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

www.catholicschoolstandards.org
This Session’s Agenda

1. scenarios
2. Benefits of Backward Design
3. What is backward design?
4. Regina Dominican High School’s application of Backward Design
1) Read your assigned scenario and discuss questions as a group.
2) With remaining time, read and discuss additional scenarios
Are decisions about curriculum made in silos or collectively?

Do we share common beliefs and practices related to curriculum design?
Benefits of Backward Design

For the Teacher:
- Collaborative decision-making about most important outcomes of course
- Common pacing and assessment expectations
- Smooth transitions when assuming a new course
Benefits of Backward Design

For the Student:

- Consistent flow to courses (common syllabi, unit structure)
- Ensures most important content/concepts are being taught despite teacher assignment
- Fair, meaningful assessments
- On-going, aligned learning from freshman to senior year
Benefits of Backward Design

For the School:

● Ensures alignment with standards
  ○ Horizontal - among teachers teaching the same course
  ○ Vertical - among courses within a course sequence
● Documents the authentic curriculum of the school
Benefits of Backward Design

For the Parents:
- Clarity of learning outcomes for courses
- Delivery of services as promised
What is backward design?

"BEGIN WITH THE END IN MIND."

~STEVEN COVEY
A goal Without a PLAN is just a Wish...
What is backward design?
Products of Backward Design

1. School curriculum map/course sequences
2. Department curriculum map - which courses teach which standards and outcomes
3. Syllabus
4. Unit plan
5. Daily lesson plans
WHAT LEARNING IS ESSENTIAL?

WHAT DO I WANT STUDENTS TO...
KNOW
UNDERSTAND
DO
What do I want students to...

**Know**
- books in the Pentateuch
- doctrine quagmire allegory osmosis
- function of proteins and enzymes
- a² + b² = c²

**Understand**
- conflicts over territories can result in war
- how the Bible came to be
- factors that can change biomolecules
- the similarities in daily life in different countries

**Do**
- demonstrate how changing shapes of proteins changes their function
- compare Bibles: Catholic, Protestant, Greek, Hebrew
- identify a speaker's tone, attitude, and purpose

“What are the course outcomes?”
What is the goal of a final assessment?

- Determine mastery of course goals
- Did the students learn what I intended?
Understanding by Design
by Grant Wiggins and Jay McTighe

“Twin Sins” of Curriculum:
*activity-focused teaching: ”hands-on” but not “minds-on”
*coverage-focused teaching

Video - Jay McTighe explaining Backward Design
Two Big Ideas of Backward Design

1. Teach and assess for understanding
2. Three stages of backward design
Stop and Reflect.

How is this the same or different from your current method of planning?
Then use Wiggins & McTighe’s filters...

2) Does the concept have enduring value beyond the classroom?

3) Does the concept reside at the heart of the discipline?

4) Does the concept require analysis?

5) Does it have potential to engage students?

   (Do students need it?)
What really matters 5, 10, 20 years down the road?

How will the courses in this discipline change the way our students think about __________? How will these courses impact the future actions and decisions of our students?

What skills from these course will our students need to carry forward for success in college and beyond?
<table>
<thead>
<tr>
<th>Month</th>
<th>Weeks</th>
<th>Topics</th>
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<tbody>
<tr>
<td>August</td>
<td>2</td>
<td>- Summer Reading Literature Circles</td>
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<td>- Grammar &amp; Writing Pre-Assessments</td>
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<td>o Sentence Structure</td>
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<td>September</td>
<td>4</td>
<td>- EQ: How does religion shape society?</td>
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<td>- Anchor Text: <em>The Scarlet Letter</em> (Hawthorne)</td>
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<td>- Supplemented Texts: “Sinners in the Hands of an Angry God” (Edwards)</td>
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<td>October</td>
<td>4</td>
<td>- Continue SL Unit</td>
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<td>- Writing: Modern Adaptation of a chapter</td>
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<td>- Grammar: Vivid Showing Language</td>
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<td>- Speaking: Socratic Seminar Discussion</td>
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<tr>
<td>November</td>
<td>3</td>
<td>- [Thanksgiving]</td>
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<tr>
<td></td>
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<td>- EQ: How do money and status shape society?</td>
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<td>- Text: <em>The Great Gatsby</em> (Fitzgerald)</td>
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<td>- Language: Characterization, 1st/3rd person Narrators, Context Clues</td>
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<td>December</td>
<td>2</td>
<td>- [Christmas Break]</td>
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<td>- Continue GG Unit</td>
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<td>- Film Analysis</td>
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<td></td>
<td>o Compare/Contrast</td>
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<td>- Writing: Character development</td>
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**Standards:**

- CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.9-10.1B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- CCSS.ELA-LITERACY.L.9-10.3D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-LITERACY.L.9-10.1A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.L.9-10.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the...
# 11th Grade Physics Year-Long Plan

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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</table>
| **Unit 1:** 1-D Motion  
3 weeks (Late August to late September)  
“To be a better athlete, is it best to improve your velocity or your acceleration?”  
HS-PS2-1 | **Unit 2:** 2-D Motion  
5 weeks (Late September to late October)  
“What is the best way to shoot a free throw?”  
HS-PS2-1 | **Unit 3:** How Forces Explain Motion  
6 weeks (late October – late November (spanning Thanksgiving))  
“Why do things move? Why do some move fast and some move slow?”  
HS-PS2-1 | **Unit 4:** Momentum  
3 weeks (late November – late December)  
“How do you determine whether or not cars are “safe”?”  
HS-PS2-2 |
| **Unit 5:** Work and Energy  
6 weeks (Early January – mid February)  
“How do roller coasters work?”  
HS-PS3-1,2,3,4,5 | **Unit 6:** Waves – Sound and Light 5 weeks (mid February – mid March)  
“How do rainbows work?”  
“How can people harmonize when singing?”  
“How do eyeglasses work?”  
HS-PS4-1,3,4 | **Unit 7:** Electric Fields, Electric Currents and Magnetic Fields  
6 weeks (mid March – late April (spanning Spring Break))  
“How do computers work?”  
“How do power plants produce power?”  
HS-PS2-5 | **Unit 8:** Physics of the Universe – The Big Bang, Atomic Physics, and Orbiting Objects 4 weeks (late April – late May)  
“How do we know how old the universe is?”  
HS-ESS1-2 HS-ESS1-3 HS-ESS1-4 |
<table>
<thead>
<tr>
<th>August/September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>Ancient Greece</td>
<td>Early explorers</td>
<td>Civil War Restoration</td>
<td>Industrial Revolution</td>
<td>WWII</td>
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<tr>
<td>Ancient Rome</td>
<td>Plymouth</td>
<td>Thanksgiving</td>
<td>Immigration (Ellis Island and Angel Islands)</td>
<td>Cold War</td>
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<tr>
<td></td>
<td>Colonies</td>
<td></td>
<td>WWI</td>
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<td>American</td>
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<td>Christmas Break – 2 weeks</td>
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<td>Revolution</td>
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**February**

- Korean War
- Vietnam War

**March**

- 1960s
- Civil Rights
- Nixon
- Carter
- Iran Hostages

**April**

- Desert Storm
- Technology

**May**

- September 11, 2001
- War in Iraq
- Afghanistan Recession

**Spring Break**
# American Literature Year-Long Plan

<table>
<thead>
<tr>
<th>August/September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>Read <em>Winter of Our Discontent</em> by John Steinbeck</td>
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<td><strong>FINAL EXAM</strong></td>
<td>Read <em>Catcher in the Rye</em> by J. D. Salinger.</td>
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<tr>
<td>Write a reflection paper about <em>Winter of Our Discontent</em>.</td>
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<td></td>
<td></td>
<td>Write a reflection paper about <em>Catcher in the Rye</em>.</td>
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<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>Read <em>Catcher in the Rye</em> by J. D. Salinger.</td>
<td><strong>ACT</strong></td>
<td>Read <em>Catcher in the Rye</em> by J. D. Salinger.</td>
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<tr>
<td>Write a reflection paper about <em>Catcher in the Rye</em></td>
<td><strong>SAT</strong></td>
<td>Write a reflection paper about <em>Catcher in the Rye</em>.</td>
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<tr>
<td><strong>Spring Break</strong></td>
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</table>
Stop and Reflect.

How is this the same or different from your current method of planning?
What does this look like in Regina Dominican High School

Practicalities and logistics