**Lesson/Unit Planning Template[[1]](#footnote-1)**

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| **Design Step** | **Design Element** | **Description** |  |
| 1. Identify desired results.
 | Learning Objectives | What knowledge, skills, and/or values will students acquire? |  |
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| 1. Determine acceptable evidence.
 | Assessments | How will you and your students know learning is happening? | Formative: What low-stakes opportunities will students have for practice? |
| Summative: What meaningful opportunity will students have to demonstrate their overall learning? |

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| **Design Step** | **Design Element** | **Description** |  |
| 1. Plan learning experiences and instruction. Repeat this step for as many class sessions as necessary.
 | First Exposure | What pre-class activities will help introduce and prepare students for in-class activities? |  |
| Activities | What in-class activities will support the learning objective(s) and assessment(s)? | What is the hook or beautiful question that provides an engaging entry into the lesson or unit? |
| What activities will support the learning objective(s) and assessment(s)? Indicate whether each is active or passive. |
| How will students complete the activity: alone, small groups, teams? |
| What teaching aids will support the activity: slides, technology, demos? |

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| 1. Reflect on the experience.
 | Based on your perceptions and actual student learning and engagement, what worked well and what would you do differently next time? Consider your objectives, assessments, student preparation, classroom activities and student work, media and materials, organization, and time management. |

1. Adapted from Heather L. Reynolds, & Kearns, K. D. (2017). A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom, *College Teaching, 65(1)*, 17-27. DOI: 10.1080/87567555.2016.1222575 [↑](#footnote-ref-1)