



Backward Design

Part 4



- Discussion: What do we know about Backward Design?
- Shout Out.

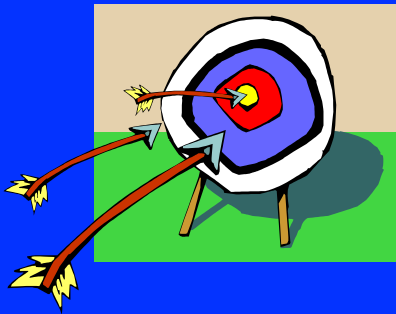
Backward Design

- **From *The Keys*...**

- Begin with the end in mind.
- Identify the target.
- Focus on communication, not grammatical accuracy.
- How much grammatical structure is needed?
- How much vocabulary is needed?
- What's the level of accuracy?



Backward Design



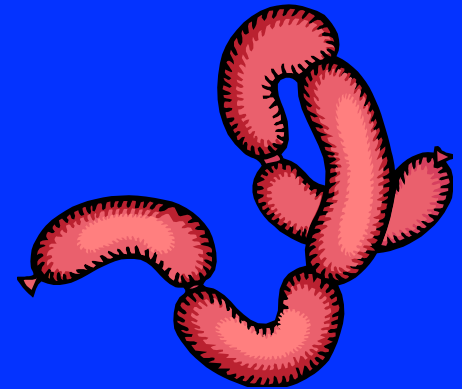
- **No Mystery:** Share the performance assessment tasks at the beginning of the unit.
- **Know the target:** Students and teacher will collaboratively and jointly focus on meeting it.
- **Help students:** What are they supposed to learn and why? Continued→

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- **Identify the performance:**
What do students have to demonstrate for their final assessment performance?

- **Link the assessment:**
The performance must be linked to an authentic application in the real world.



Sound Familiar?



Unit planning started by teaching vocabulary, testing it with a vocab quiz, teaching a grammatical structure, testing it with a worksheet, going back and practicing or drilling more because students were not successful on the tests, realizing that the unit was coming to an end and some culture should be included, and then figuring out what the final test for the unit would be. When the unit test was given, students and teachers were all happy to move onto a new unit.