

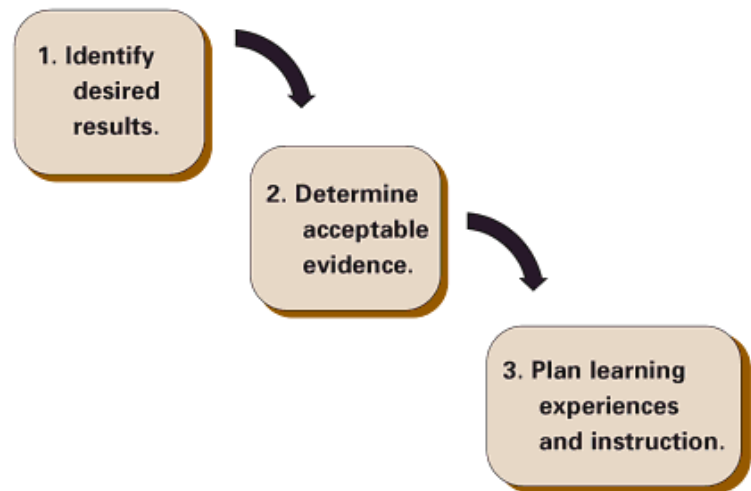
# Backward Design

Start with the end in mind.

Focus on a small number of transferable Big Ideas.

Be explicit. Prioritize.

(Wiggins & McTighe)



## Start with Clear Learning Intentions

### Build from Achievement Indicators in the IRP

The Ministry IRP's include a "Student Achievement" section. For each topic in the curriculum there is a summary page with the "Key Elements of the topic and a table listing the PLOS and "Suggested Achievement Indicators.

These can be used to varying degrees.

Level 1: Photocopy & handout

Level 2a: Re-write in "student-friendly" language

Level 2b: Re-vise/re-order/emphasize/de-emphasize

Level 3: Separate into KNOW's & DO's

Level 4: Articulate the "Big Ideas"

## The Big Ideas: "I Understand That..."

Big Ideas go by many different names including:

- Key Ideas
- Key Concepts
- Essential Understandings

Students **demonstrate** their **understanding** by showing what they **can do** with what they **know**.

Big Ideas should be accessible.

Big Ideas should be important.

What varies is how DEEPLY a student understands them.