

## Backward Design Unit/Lesson Template

**Fast Fire** Resources:Background:~[UbD Form Link1](#) ~[UbD Form Link 2](#) ~ [Diving into UbD](#) ~[What is UbD? Video](#)

Unit/Lesson Title: [DRIVER'S ED COMPLETED UBD TEMPLATE](#)

### STAGE 1: DESIRED RESULTS

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- **Unit Planning Questions:**

- What is your focus in this unit, and why does it matter? **Fast Fire:**~ [Big Idea](#) ~[What is the Big Idea?](#)
- Ultimately, what do you want students to know in the world beyond school?(40-year learning)**Fast Fire:** ~[Transfer Goals](#)

**ESSENTIAL QUESTION:** (Considering the questions above in relation to your standards, create your question.)

- **Essential Questions:** What question(s) will you ask students in order to...

- Focus and prioritize both teaching and learning (1-2 questions per unit)?
- Get to the heart of the subject?
- Engage them in inquiry, meaning making, and/or transfer?
- Encourage them to explore multiple possible answers?
- Give them a reason to care about learning targets (standards, knowledge, skills, and practices)?

**Fast Fires:** ~[UBD Essential Questions Video](#) ~ [All About Writing Essential Questions](#) ~ [General Sites for Essential Questions](#)

- **Learning Targets:** What prioritized standards will you explicitly teach and assess? (Common Core and/or Content-Area Standards) \*Less is more, it is not about the number of standards. Select standards that directly relate to the the learning outcome.

**Fast Fire:** ~[Activity: Review your content area standards](#)

- **Acquisition/Building Blocks:**

*What students need to know...? (Vocabulary, facts, formula)*

*What do students need to be skilled at...?(Research skills, apply formula, reading charts, infer, interpret)*

### STAGE 2: SUMMATIVE ASSESSMENT EVIDENCE

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(Note: Pre-assessments and Formative Assessments are in PART 3: Learning Experiences)

- **Meaning making:** *What do we want students to be able to do with the knowledge or skills?*

(Explain, interpret, apply, have perspective, empathize, or have self-knowledge)

- Apply their learning to new problems, issues, or scenarios?
- Explain, interpret, or justify their new understanding?
- Make sense of key concepts, processes, or practices?
- Perform or “do” your subject?

**Fast Fire:** ~[Stage 2 Background](#) ~[UbD Stage 2](#) ~[UbD Stage 2 A Teacher’s Perspective](#) ~ [GRASPS](#) ~ [Six Facets of Understanding](#) ~[Enduring Understandings](#)

**SUMMATIVE ASSESSMENT:**

## STAGE 3: LEARNING EXPERIENCES AND INSTRUCTION

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- **LEARNING PLAN: (Lesson Plans)**

Instructional Strategies/Best Practices: model, monitor progress, discussion, comprehension strategies, writing, cooperative learning, gradual release, etc.)

- **Pre-Assessment (Surveys, pre-tests, concept maps, etc.)**

- **Formative Assessments**

**Fast Fire:**~ [Stage 3 WHERE TO](#) ~ [WHERE TO](#)

\*Note after you have an overview of the learning experiences, you need to consider ways to differentiate.

**Fast Fire:**~ [Differentiation is Not](#) ~ [The Differentiator](#) ~ [Differentiation Central](#)

**Students should be able to answer these questions if someone were to ask them.**

**What are you doing?  
Why are you doing it?**