

逆向課程設計

Backward design

台北美國學校

高詩涵

Integration of curriculum, instruction and assessment within a unit of study

Curriculum

What's
Understanding by
Design (Backward
design)?

Instruction

assessment



A way of thinking purposefully about curricular planning

What's
Understanding by
Design (Backward
design)?

3 Stages

- 1 Desired results
- 2 Evidence
- 3 Learning plan

curriculum

assessment

instruction

What's
Understanding by
Design (Backward
design)?

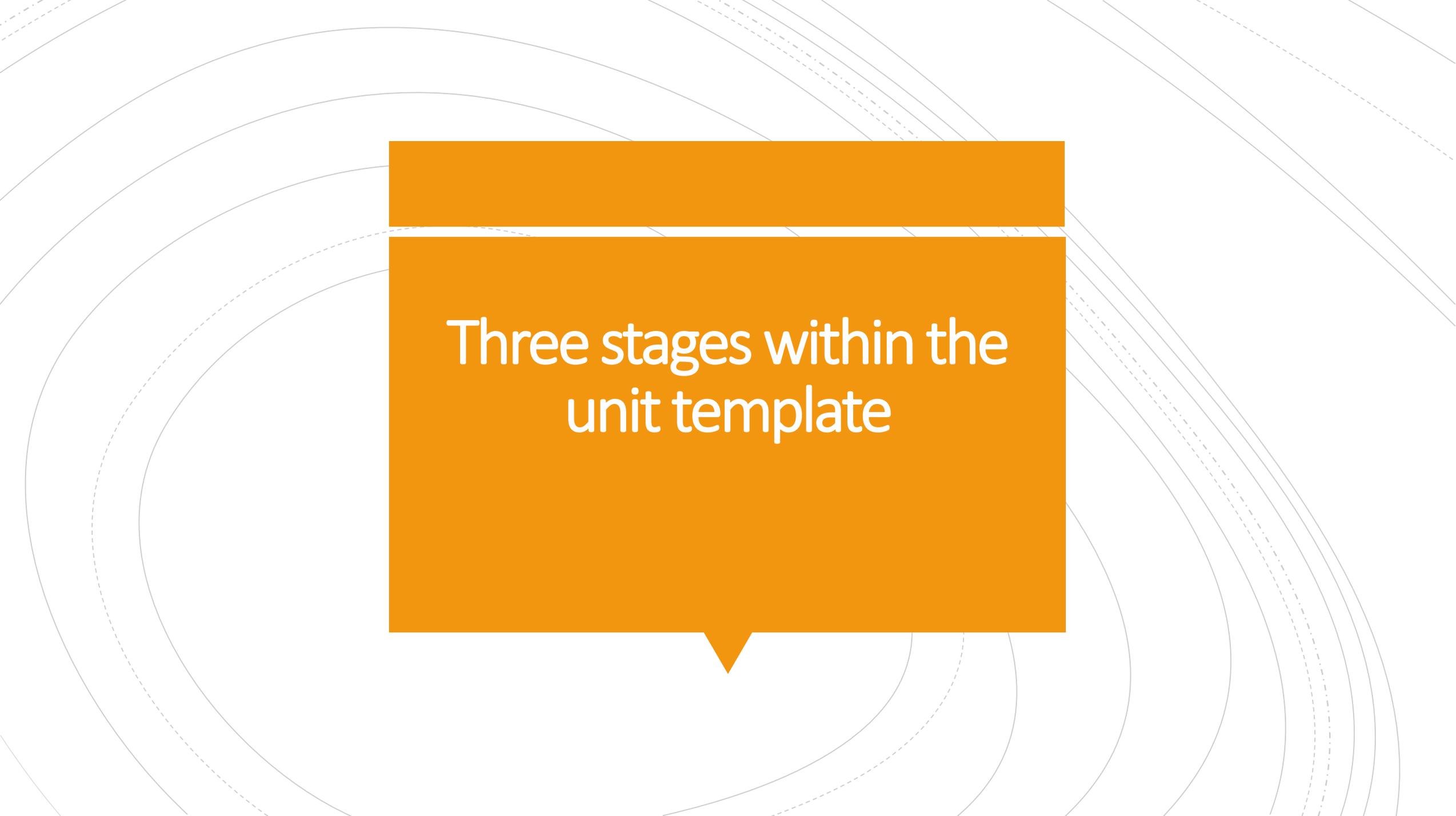
The desired result:

- **Use discrete skills and knowledge in context**

What's
Understanding by
Design (Backward
design)?

Evidence of learning:

- **transfer knowledge and skills effectively, using one or more “facets” (explain, interpret, apply, shift perspective, empathize, and self-assess).**

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. In the center, there is a large orange callout box with a downward-pointing arrow at its base. The text is centered within this box.

Three stages within the
unit template

Stage 1-Desired Results

Established Goals:

G

Enduring understandings:
Students will understand that...

U

Essential Questions:

Q

Students will know...

K

Students will be able to...

S

Stage 2-Assessment Evidence

Performance Tasks:

T

Other Evidence:

OE

Stage 3-Learning Plan

Learning Activities:

L



Stage 1: Desired result

*What do I want my students to
know and be able to do?*



Stage 1-Desired Results

Established Goals: **G**

- Content Standards (ACTFL)
- Course or Program Objectives
- Learning Outcomes

Enduring understandings:
Students will understand that... **U**

- Core ideas of the discipline
- Lasting and universal values
- Transferable to other subjects



Essential Questions: **Q**
Create 2-3 questions based on Enduring understanding

Students will know... **K**
List knowledge (ex: voc, grammar, culture)

Students will be able to... **S**
List skills

Stage 2-Assessment Evidence

Performance Tasks: **T**

Other Evidence: **OE**

Stage 3-Learning Plan

Learning Activities: **L**

第七課 先刷牙再洗臉



學習目標：

1. 能學會與生活健康有關的詞。
2. 能以「累、想睡覺」來表達自身狀況。
3. 能使用「先…再…」來表達動作順序。
4. 能以「還有」來提醒別人其他的事物。

妈 妈
媽 媽 : 大 文 , 该 起 床 了 !
mā ma dà wén gāi qǐ chuáng le

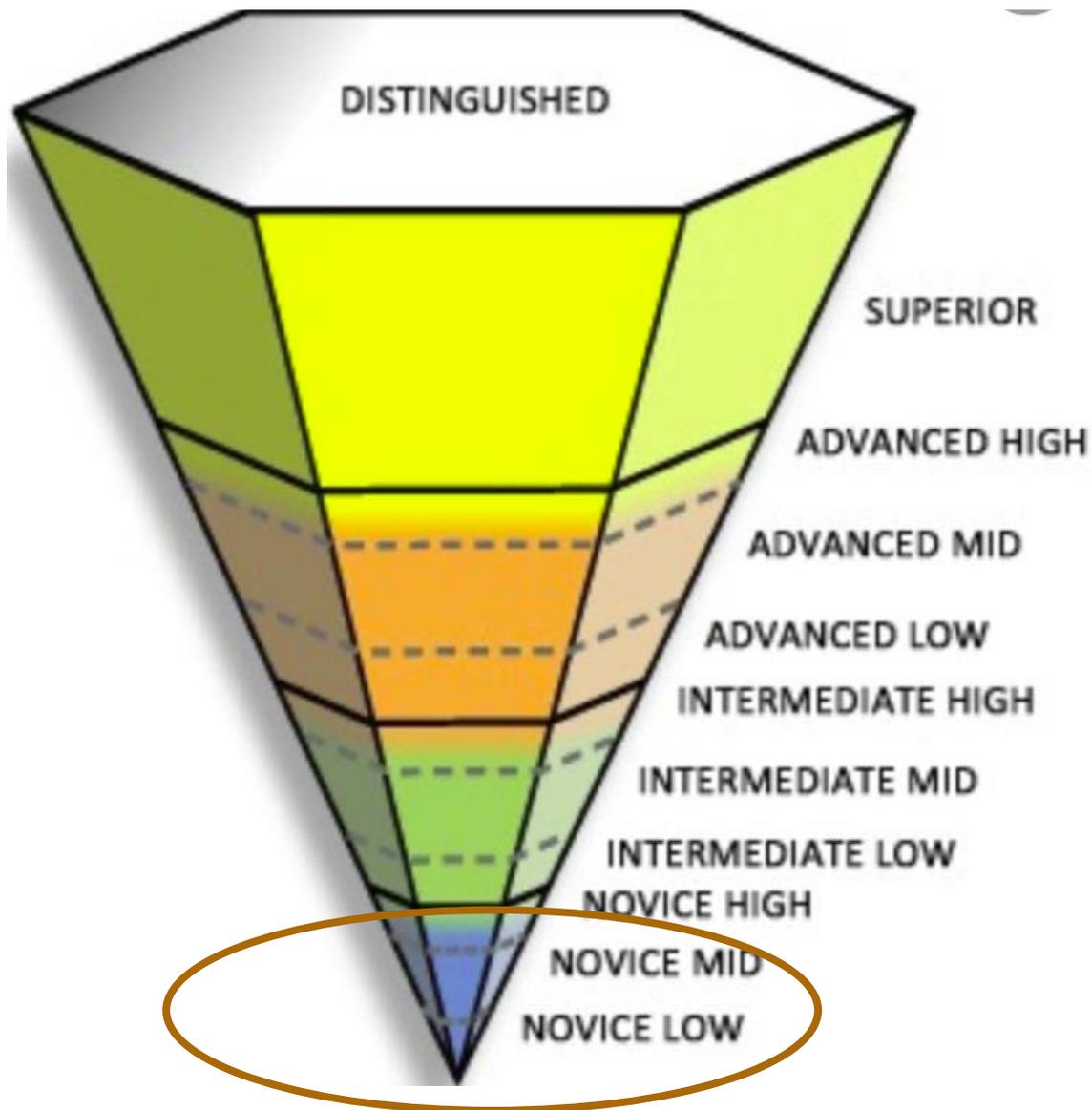
大 文 : 我 很 累 , 还 想 睡 觉 。
dà wén wǒ hěn lèi hái xiǎng shuì jiào

妈 妈
媽 媽 : 来 不 及 了 , 赶 快 先 去 刷 牙 ,
再 洗 澡 。
mā ma lái bù jí le gǎn kuài xiān qù shuā yá ,
zài xǐ zǎo

大 文 : 我 昨 天 晚 上 洗 过 澡 了 。
dà wén wǒ zuó tiān wǎn shàng xǐ guò zǎo le

妈 妈
媽 媽 : 还 有 , 别 忘 了 用 肥 皂 洗 脸 。
mā ma hái yǒu bié wàng le yòng féi zào xǐ liǎn

大 文 : 我 知 道 了 , 要 洗 干 净 净 。
dà wén wǒ zhī dào le yào xǐ gān jìng



Established
goals

Mandated standards

1. ACTFL

2. CLB

3. CEFR



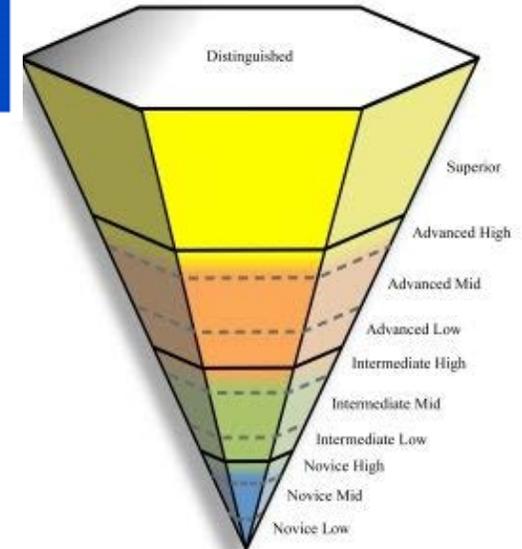
Airports & Locations

CLB

means

Canadian Language Benchmark

by [acronymsandslang.com](https://www.acronymsandslang.com)



Established goals

<http://www.chineseinfofocus.com/actfl-standards>

Mandated standards

Communication: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Mandated standards

Established
goals

<http://www.chineseinfofocus.com/actfl-standards>

Established goals

Mandated standards

這個單元讓學生明白健康的重要性 (Standard 3.1)，學會向別人表達自己的身體情況 (Standard 1.1)，並能和其他人討論如何培養良好的生活習慣 (Standard 1.3, 5.1, 5.2)。

Interaction

Numbers

Communication

Friendship

Foods

Culture

Big ideas

Non big ideas

Big ideas

Wellness

Diversity

Body parts

Environment



Enduring
understanding
(EU)

Big ideas **Enduring understanding**

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Enduring
understanding
(EU)

Big ideas

- 認識身體
- 身體健康
- 生活習慣

Enduring understanding





**Enduring
understanding**

Essential Questions

Essential
Questions (EQ)

A large, empty rectangular box with a teal border, intended for listing essential questions.

Essential Questions (EQ)

Enduring understanding

我們透過認識自己的身體，明白身體健康的重要性，而健康的身體能讓一個人很快樂。為了健康，我們要培養良好的生活習慣。

Essential Questions

1. 為什麼要認識自己的身體？
2. 身體健不健康對一個人有什麼影響？
3. 如何培養良好的生活習慣？

Checklist

- Core ideas of the discipline
- Lasting and universal values
- Transferable to other subjects

- 認識身體
- 身體健康
- 生活習慣

Big ideas

Enduring understanding

- 我們透過**認識自己的身體**，明白**身體健康**的重要性，而健康的身體能讓一個人很快樂。為了健康，我們要培養良好的**生活習慣**。

- 為什麼要認識自己的身體？
- 身體健不健康對一個人有什麼影響？
- 如何培養良好的生活習慣？

Essential questions



Students will know...

Students will be able to...

Knowledge	Skills
<ol style="list-style-type: none">1. Vocabulary2. Grammar points3. Definition4. Factual information5. Important people6. Events7. Sequence8. Timeline <p data-bbox="1082 1185 1567 1320">Have correct answers!</p>	<ol style="list-style-type: none">1. Communication skills (Listening, speaking, reading, writing)2. Work habit3. Thinking skills (remember, understand, analyze, apply, evaluate, create) <p data-bbox="1872 1156 2356 1320">Could be used for self-assessment checklist</p>

Knowledge

Skills

Students will know...

Students will be able to...

Students will know...

Students will be able to...

Knowledge

1. 身體部位名稱
2. 生活健康詞彙
3. 句型：先...再、還有
4. 良好的生活習慣
5. 短劇寫法

Skills

1. 能正確地使用身體部位的生詞
2. 能表達自己的身體狀況
3. 能正確地使用句型來表達動作順序和提醒別人
4. 能培養良好的生活習慣
5. 能以對話形式寫短劇
6. 能有自信地表演短劇

Stage 2: Evidence

*How will I know that they know
what I want them to know?*



Stage 1-Desired Results

Established Goals:

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Enduring understandings:
Students will understand that...

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Essential Questions:

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Students will know...

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Students will be able to...

S

Stage 2-Assessment Evidence

Performance Tasks:

T

Based on GRASPS (Goal, Role, Audience,
Situation, Performance, Standards)
Use six facets (explain, interpret, apply, shift
perspective, empathize, and self-assess)

Other Evidence:

OE

Informal checks for understanding,
observations, quizzes, tests, Think-tac-toe

Stage 3-Learning Plan

Learning Activities:

L

Six facets of understanding

Performance tasks

I know that when you add fractions, you add the numerators and keep the denominator.
 $\frac{1}{2} + \frac{1}{2} = \frac{(1+1)}{2} = \frac{2}{2} = 1$



Explanation

I understand that when you add fractions, you get closer to one (get larger).



Interpretation

If I am cooking a recipe, which makes three servings and I am having six people come over, I can use the skill of adding fractions to make the correct amount!



Double the recipe!

Application

Being able to add fractions is an important skill used by cooks and chefs. There are many other ways to utilize fractions, which we will learn about later on in the unit.



Perspective

For some people, adding fractions is easy, but for others, multiplying fractions (especially in recipes) might be easier. Students might find it hard to figure out why fractions are important in every day life. Some students might also find the various rules for adding, subtracting, multiplying, and dividing fractions to be overwhelming and hard to remember.



Empathy

I know I do math quickly in my head, but when it comes to fractions, I need to take my time and show my work.



Self-Knowledge

Performance
tasks

GRASPS

Examples

G-Goal
R-Role
A-Audience
S-Situation
P-Performance
S-Standards
(Rubrics)

寫出良好的生活習慣



Performance
tasks

GRASPS

G-Goal
R-Role
A-Audience
S-Situation
P-Performance
S-Standards
(Rubrics)

Examples

~~寫出良好的生活習慣~~



學校舉辦「向健康生活說 YES」的活動。你和同學是保健室的阿姨，要在全校朝會時，上台演一齣短劇，和全校學生分享如何規劃健康的一天，讓他們了解健康的重要性。



Example

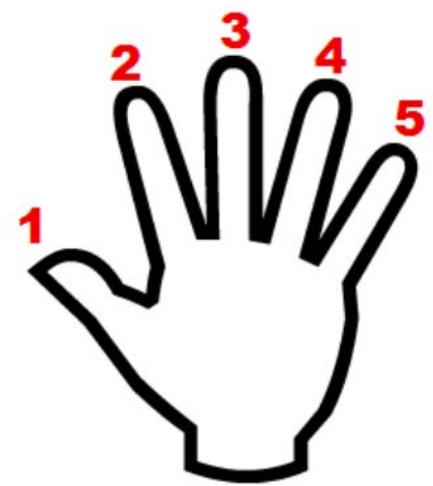
Other Evidence



Other Evidence

Example

1. Informal checks for understanding
2. Observations
3. quizzes
4. Tests
5. Think-tac-toe



3	Things I learned
<hr/> <hr/> <hr/>	
2	Things I liked
<hr/> <hr/> <hr/>	
1	Question I have
<hr/> <hr/>	

Stage 3: Learning plan

*What do I need to do in the classroom
to prepare them for the assessment?*

Stage 1-Desired Results

Established Goals:

G

Enduring understandings:
Students will understand that...

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Essential Questions:

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Stage 2-Assessment Evidence

Performance Tasks:

T

Other Evidence:

OE

Stage 3-Learning Plan

Learning Activities:

L

Consider three modes: interpretative, interpersonal, presentational (請參考華語教學遊戲或活動)

References

- <https://www.slideshare.net/jdumaresq/understanding-by-design-the-basics>
- <https://www.youtube.com/watch?v=8DRnaSR1kZU>
- <https://www.youtube.com/watch?v=axJM-e24foE>
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- Jay McTighe & Grant Wiggins (2008)，譯者：賴麗珍。重理解的課程設計-專業發展實用手冊。心理出版社。
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