**Course Design Alignment Blueprint**

**Backward Design Model:** The idea of Backward Design comes from Wiggins & McTighe and suggests that learning experiences should be planned with the final assessment in mind. One starts with the end - the desired results (goals or standards) - and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform' (Wiggins and McTighe, 2000, page 8). By beginning with the end in mind, teachers are able to avoid the common problem of planning forward from unit to another, only to find that in the end some students are prepared for the final assessment and others are not.

Culatta, R. (2013). Backward Design. Retrieved September 09, 2017, from <http://www.instructionaldesign.org/models/backward_design.html>

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| **Course Learning Outcomes** *(Using Bloom’s taxonomy create course learning outcomes that will define what learners are expected to learn)* | **Module Title/ Week** *(Identify the week or name of module)* | **Module Learning Outcomes**  *(Using Bloom’s taxonomy, create task based objectives that will correlate with each individual Course Outcome)* | **Assessments**  *(Identify the graded assessments in the course that can be measured by the achievement of learning in each module (i.e. quizzes, discussion posts, essays, projects, portfolios, etc.)* | **Practice Activities**  *(Identify the practice activities for each module, which are designed to support the successful completion of the assessment (i.e. role-play, group discussion, group activity, practice tests, etc.)* | **Content**  *(Identify the content designed to support the successful completion of the practice activities and assessments (i.e. chapter readings, websites, videos, online lectures, etc.)* | **Accessibility**  *(Identify any material in your course that needs to be accessible; this includes videos, audio transcripts, accessible instructional materials, images, tables, color contrast, document structure headings, etc.)* |
| ***Example:*** *Perform calculations involving additions* | *Week 2: Additions* | *-Solve addition problems involving addition of up to three 1-digit numbers such as (3+2+4)*  *-Solve problems involving sum-equals-ten addition facts such as 6 + 4 = 10.* | *-Graded Homework*  *-Quiz* | *-Solve all odd number problems in the textbook (Chapter 2 Addition)*  *-Practice activities on Addition*  *-Guided Practice* | *Chapter 2: Additions*  *-Lecture videos on Addition*  *-Supplemental videos: Khan Academy(Optional )* | *Accessible readable Chapter on Addition*  *Captions needed for the Lecture videos* |
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