



Begin With The End

PL-1, PL-3, I-1, I-2, I-7

Begin With the End is a strategy in which the teacher identifies standards for a unit, breaks them down into smaller objectives, develops an assessment plan, and then creates lessons with aligned activities. It generates higher quality lessons because teachers are focused on the intended outcome throughout the planning process. With so much content to cover in a single class or subject area, it is easy to unintentionally craft lessons that are not in line with the ultimate goal. By working backwards, or beginning with the end, teachers can plan each step (the unit goals, the assessments, the lessons, and the activities) so they stay focused on the finish line.

- ☐ Identify the standards students need to master for the upcoming unit, referencing the HISD Scope and Sequence and curriculum planning guides.
- ☐ Determine how you will assess students' mastery of those standards. As you plan your assessment, ask yourself, "How will I know if my students have achieved the intended learning? What will be acceptable as evidence of mastery?"
- ☐ Plan meaningful lessons and learning experiences that together build toward mastery of understanding, knowledge, and skills.
- ☐ Break down the unit standards into smaller objectives and sequence them logically. Plan lessons and learning experiences that align with each objective. Consider the following at this stage:
 - What knowledge and skills will students need if they are to master each objective?
 - What learning experiences will help students develop requisite knowledge and skills?
 - What materials and resources are needed?



ALERTS

Begin with the End takes time on the front end but will save time in the long run. A strong plan allows time to focus on the many instructional decisions that occur daily. Be prepared to change your plan for the next lesson based upon the outcome of the previous lesson. If you know students have failed to achieve mastery of an objective, go back and reteach content to ensure full mastery before moving on.



QUICK TIPS

In your planning, be sure to build in time for students to continue practicing skills they have mastered to keep those skills alive and extend students' ability to use them. You can collect assessment evidence from a variety of formal and informal assessments, including tests, quizzes, performance tasks, observations, and/or projects.