PM for CTE
Project Management for Career and Technical Education

Understanding by Design: Backward Design Template
Adapted/formatted from Understanding by Design by Grant Wiggins and Jay McTighe

Identify Desired Results for
Intro to Project Management Using the Concise Pocket Guide

What overarching understandings are desired?	What are the overarching "essential" questions?
How to manage a project.	If it is important to "Plan the work, then work the plan", what degree of detail is appropriate to most effectively manage different projects?

What will students understand as a result of this unit?	What "essential" and "unit" questions will focus this unit?
• The 5 phases of a project. • Definitions and interrelationships between Scope, Quality, Cost and Time. • Importance and impact of stakeholders. • How to define a problem or thoroughly describe a project. • How to create a plan with a work breakdown structure, including a schedule, budget, teaming and communications. • Once there's a plan, how to work the plan: resources, deliverables and quality to expectations of stakeholders. • Measure and communicate performance on the project. • Reviewing at project close for learnings and continuous improvement.	• • How important is it to thoroughly describe a project? • What is the importance of understanding stakeholders (customers) and their expectations? • What are some tools or techniques that can be used to make a plan for a project? • Can you reduce stress and help ensure success with appropriate project management? • How valuable is continuous improvement as a life skill or a job skill?

Determine Acceptable Evidence

What evidence will show that students understand…Performance Tasks, Projects
They can follow (and describe) the 5 stages in project management through the life of a project identified by them.

Quizzes, Tasks, Academic Prompts
Quizes on definitions, drawing and describing the triple constraint diagram and the 5 phases diagram, development of a checklist for each of several different projects of varying complexity using the 12 steps in the concise project management guide. Examples: cleaning your room, planning a dance, saving Earth from an approaching comet.

Other Evidence (e.g. observations, work samples, dialogues)	Student Self-Assessment
Presentations to peers about learnings at different stages.	Identification of applications in life, school or job.

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Plan Learning Experience and Instruction

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?	
Students will need to know…	**Students will need to be able to...**
Definitions in project management vocabulary, the triple constraint and 5 phases diagrams, the 12 primary steps in the concise checklist.	Apply their knowledge to several different examples of projects that they can relate to in life, school or work. Examples: cleaning their room, planning a dance, saving Earth from an approaching comet
What teachings and learning experiences will equip students to demonstrate the targeted understandings?	
Verbal, written and presentation skills. Experiences in projects in life, school or work with varying degrees of success.	

Delivery of this unit, at once or in parts, can follow the steps detailed in the PowerPoint notes for the *Intro to the Concise Pocket Guide to PMforCTE* shown below.