



Mapping & Designing Comprehensive Standards-Based Units, Grades K-5

EDUO 9808, 2 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview:

The goal of this course is to ensure that you can independently and proficiently build or revise a unit map based on a backward design approach. You will demonstrate understanding of each component in the backward design process and apply what you learn to a unit of your choosing that you will ultimately teach.

Course Description:

Learn mapping and curriculum design skills necessary to develop relevant, comprehensive targeted units of instruction that incorporate ELA Common Core Standards and other related teaching standards. Use a unique backward planning process to easily reach course objectives. The course text, companion website, pertinent examples, templates, rubrics, student checklists and handouts available for download will help in developing your mapping and curriculum design. Applying the mapping and curriculum design techniques learned in this course to pilot a comprehensive 4-6 week unit of instruction is an encouraged expectation.

Course Objectives:

Participants will learn how to create their own standards-based unit map and use it to design a comprehensive unit of study complete with accompanying lessons. They will:

- Group pertinent standards
- Identify what students should know
- Develop essential (enduring) understandings
- Discern between essential unit and lesson guiding questions and create these guiding questions to frame instruction
- Identify or create a culminating assessment for students to demonstrate learning
- Preview prepared checklists and rubrics and design these assessments
- Create ways to differentiate activities, assessments, and resources
- Determine skills to be taught
- Use unit map to write differentiated lessons adhering to a specific template that highlights key components necessary for effective and meaningful instruction

Course Relation to CC Common Core Anchor Standards:

Because this course is about designing standards-based units of instruction, teachers select the CCSS and other pertinent content area standards based on the grade level and subject they teach. Therefore, they will each select the appropriate standards geared to the unit they are each targeting.

Assignments:

You will be oriented to all components in a backward design approach. Apply what you learn to begin fashioning your own unit map. When reading each chapter and working on activities, feel free to access the downloadable resources and adapt any, as needed, to suit the needs of the unit you are building.

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Foreword, Introduction, and Chapter 1 “Standards and Knowledge” (pages xiii-40)

- Read, Reflect and Write

Chapter 2 “Essential Understandings and Guiding Questions” (pages 41-73)

- Read, Reflect and Write

Chapter 3 “Unit Template With Examples” (pages 75-96)

- Read, Reflect and Write

Chapter 4 “Assessments” (pages 97-132)

- Read, Reflect and Write

Chapters 5 and 6 (pages 133-181)

- Read, Reflect and Write

Chapter 7 “Lesson Design” (pages 183-214)

- Read, Reflect and Write

Grading Rubric for “Mapping & Designing Comprehensive Standards-Based Units”

Participant is required to do all required coursework in each section.

UNIT DESIGN COMPONENTS	CRITERIA	SCORE
Standards	<ul style="list-style-type: none">• Grouped and targeted CCSS and/or content area standards represent the scope of the unit.	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Knowledge	<ul style="list-style-type: none">• List contains factual knowledge (e.g., facts, dates, people, examples, etc.) specific to the unit content.• Knowledge displayed in an organized and comprehensive fashion (e.g., web, outline, table, etc.) with subheadings to chunk items on the list.	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit

Essential Understandings (EU)	<ul style="list-style-type: none"> • EUs connect to standards. • Each EU is distinct and clear with no overlap. • Represents the essence of the unit and why this content is important. • Written to facilitate transference and connections. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Unit Guiding Questions	<ul style="list-style-type: none"> • See Figure 2.22 in the K-5 book. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Lesson Guiding Questions	<ul style="list-style-type: none"> • See Figure 2.22 in the K-5 book. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Summative (Culminating) Assessment	<ul style="list-style-type: none"> • Summative assessment allows students to demonstrate mastery of standards. • Response to unit guiding questions included in summative assessment. • Standards-aligned rubric is created and used to score student work. • Rubric-aligned checklist created and guides students while working on project to delineate criteria; mirrors rubric (older students might use rubric only). 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Pre-Assessment	<ul style="list-style-type: none"> • Unit pre-assessment is created using summative assessment as a guide. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Skills	<ul style="list-style-type: none"> • Appropriate grade level skills emanate from standards and are succinctly identified. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Activities/Assessments	<ul style="list-style-type: none"> • Activities explain how students will master targeted skills. • Varied teaching methods and instructional strategies are outlined in unit map to facilitate lesson design. • Evidence of formative assessments and even self-assessments are included. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Resources	<ul style="list-style-type: none"> • Various types of quality, differentiated resources align with unit goals. • Appropriate complex text aligns to unit goals. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Differentiation	<ul style="list-style-type: none"> • Appropriate differentiation opportunities for resources, activities and assessments are included. 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit
Lesson Design	<ul style="list-style-type: none"> • Components present in lesson as shown in the “Lesson Design Template” Figure 7.1 in K-5 book. • 	<input type="checkbox"/> Exemplary (A) <input type="checkbox"/> Strong (B) <input type="checkbox"/> Resubmit

Addendum:

Course Text

- *Mapping Comprehensive Units to the ELA Common Core Standards K-5*, by Kathy T. Glass
Access this link and scroll down to select and order your book for this course:
<http://www.corwin.com/authors/529812>