EDUCATIONAL DEVELOPMENT AND SERVICES
in partnership with

DOMINICAN UNIVERSITY of CALIFORNIA

Curriculum Development Series
Course 2
"Creating a Unit Plan"

EDUO 9984 2 Graduate-level Credits/Units

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Course Syllabus

Course Overview:

Select a unit plan to revise or create. Using backward design concepts from assigned readings, refine, or develop learning goals, essential questions, assessment evidence, and a learning plan which address and strengthen student understanding for meaning, transfer of learning, knowledge, and skills.

Note:

- *There is **not** a pre-requisite for this course. Course 1 does provide participants a foundation to continue their unit planning. You may start with this course if you are familiar with backward design and the Understanding by Design process.*
- *Course 1 participants will refine and add detail to your unit sketch*

Required Text: The *Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe.

Other courses in this Series:

Course 1: A Beginner's Guide to Backward Design
Course 3: Unit Design in Action – Aligning Lesson Plans

Course Learning Objectives:

1. Distinguish and include learning goals in your unit plan that address transfer, understanding for meaning, knowledge and skill.
2. Develop essential questions related to your understanding-related unit goals.
3. Design valid assessment evidence that reveals student understanding for meaning and transfer.
4. Create or refine a learning plan where content knowledge and skills promote understanding for meaning and transfer.

The following objectives apply only to participants who did not complete Course 1:

5. Deepen your understanding of backward design concepts and select a unit of instruction you wish to revise or create. Identify existing content standards and your district/school mission and program goals relevant to this unit.

6. Develop an Initial Unit Sketch using the three stages of backward design: Desired Results, Evidence of Achieving Goals, and Instructional Learning Plan.

Course Relation to CCS or other Professional Standards:

This course and series align to the National Board for Professional Teaching Standards in the following propositions:

Proposition 1: Teachers Are Committed to Students and Their Learning
- Teachers Understand How Students Develop and Learn

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
- Teachers Call on Multiple Methods to Meet Their Instructional Goals
- Teachers Engage Students in the Learning Process

Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience
- Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

Assignment Dropboxes:

Submit all assignments as instructed in the section entitled “How to Submit Assignments.”

Course Modules:

Module #1: Backward Design Concepts and Initial Unit Sketch	
Objectives	Deepen your understanding of backward design concepts and select a unit of instruction you wish to revise or create. Identify existing content standards and your district/school mission and program goals relevant to this unit. Develop an Initial Unit Sketch using the 3 stages of backward design: Desired Results, Evidence of Achieving Goals, Instructional Learning Plan. *(**Course 1 participants** will review their unit sketch to prepare for the added detail required in this course.)*
Activities and Needed Material	Read the following selections from*: The Understanding by Design Guide to Creating HighQuality Units* by Grant Wiggins and Jay McTighe (pages 1-56 – Modules A through D). View the video describing backward design. Link: Understanding By Design Select a unit that you wish to revise or create. Identify applicable content standards and school requirements. **SUBMIT** an initial unit sketch using the 3 stages of backwards design described in *The Understanding by Design Guide to Creating High-Quality Units.* Needed Materials: *The Understanding by Design Guide to Creating High-Quality Units* and relevant content standards and district guidelines. *(**Course 1 participants**: Review readings and video; continue using the unit sketch you developed.)*
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module #2: LearningGoals	
Objective	Distinguish and include learning goals in your unit plan that address transfer, understanding for meaning, knowledge and skill.
Activities and Needed Material	Read the following selection from: The Understanding by Design Guide to Creating High Quality Units – pages 57-69. Module E. Examine the learning plan of your unit sketch to identify how your learning goals address transfer, meaning, knowledge and skill. Refine and **SUBMIT** your unit sketch: Include and label learning goals addressing transfer, understandings, knowledge, and skill. Needed Materials: *The Understanding by Design Guide to Creating High-Quality Units.*
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module #3: Essential Questions and Understandings	
Objective	Develop essential questions related to your understanding-related unit goals.
Activities and Needed Material	Read the following selections from*: The Understanding by Design Guide to Creating HighQuality Units* by Grant Wiggins and Jay McTighe (pages 70-88 – Module F). **SUBMIT** the desired understandings for your unit as full-sentence generalizations. **SUBMIT** essential questions developed to support your unit topic and understanding goals.
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module #4: Assessment Evidence	
Objective	Create assessment(s) needed for evidence of your understanding-related unit goals.
Activities and Needed Material	Activities: Further detail your unit plan for assessment evidence by selecting relevant facets of understanding: explanation, interpretation, application, perspective, empathy, and selfknowledge. Analyze your assessment plan with a two-question test of validity. **SUBMIT** relevant refinements to your assessment evidence. Materials Needed: *The Understanding by Design Guide in Creating High Quality Units* and relevant content standards and district guidelines.
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module #5: Learning Plan	
Objective	Refine or create a learning plan where content knowledge and skills promote understanding for meaning and transfer.
Activities and Needed Material	Read the following selections from*: The Understanding by Design Guide to Creating HighQuality Units* by Grant Wiggins and Jay McTighe (pages 102-119). Analyze your learning plan to identify how it will support students to acquire knowledge and skills as well as make meaning of big ideas and effectively transfer learning. **SUBMIT** relevant refinements to your learning plan that address the 3 types of learning goals: acquisition, meaning and transfer.
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects indepth understanding of course objectives.	Most work submitted reflects indepth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of understanding backward design concepts as demonstrated by including the critical attributes in unit design and supporting narratives.	Most assignment responses show evidence of understanding backward design concepts as demonstrated by including the critical attributes in unit design and supporting narratives.	Responses show little to no evidence of understanding backward design concepts as demonstrated by including the critical attributes in unit design and supporting narratives.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- *The Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe (available in most school/district or public libraries) and for purchase from online vendors.

- Access to online links of required viewing