



**Curriculum Development Series  
Course 3  
“Unit Design in Action – Aligning Lesson Plans”**

**EDUO 9985 2 Semester Credit/Units**

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**Course Syllabus**

**Course Overview:**

Identify applications of the advanced design concepts described in your textbook readings. Refine your unit plan with further detail using concept elements addressing evaluative criteria, learning plan targets, essential questions, and authentic assessment. Your final activity will be to create a lesson that aligns with your refined unit.

Required Texts: *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units* by Grant Wiggins and Jay McTighe.

**Course Learning Objectives:**

1. Refine your unit plan with further detail using advanced design concepts and elements.
2. Using backward design, create a lesson plan aligned with your refined unit.
3. Assess your lesson for engagement, understanding, and alignment to long-term goals.

**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 section entitled “How to Submit Assignments.”

**Course Modules:**

<b>Module #1</b> <b>Desired Results: Standards and Essential Questions</b>		
<b>Objective</b>	Refine your desired results by: Unpacking applicable standards and using relevant district guidelines. Sharpen essential questions and understandings.	
<b>Activities and Needed Material</b>	Read pages 3-18 and 53-69 in the text: <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i> . <ul style="list-style-type: none"><li>• Examine your unit plan and determine how it supports relevant standards and/or district guidelines. <b>SUBMIT</b> a 1-2-page narrative describing how your unit addresses external standards/guidelines while aligning with your desired results.</li><li>• Revisit and strengthen your essential questions to best prompt the kind of inquiry and range of student responses that support your desired results. <b>SUBMIT</b> any additional and/or revised essential questions accompanied by a narrative description of how they support important understandings (big ideas) in your unit.</li></ul>	
<b>Assessment</b>	Instructor review of Module 1 submission: Are relevant standards/guidelines for your unit identified, applied, and supported? Are essential questions designed to support your desired results?	

<b>Module #2</b> <b>Assessment: Criteria and Authentic Performance</b>	
<b>Objective</b>	Refine the assessment evidence and authentic performance task of your unit plan.
<b>Activities and Needed Material</b>	<p>Read pages 19-36 and 70-87 in the text: <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>.</p> <p>Examine your unit plan to:</p> <ul style="list-style-type: none"> <li>• Apply the evaluative criteria from your readings to determine if your assessment evidence reflects your desired results.</li> <li>• Fine tune or develop an authentic performance task to assess your desired results with particular attention to transfer ability and meaning. <b>SUBMIT</b> a 1-2-page document describing how your authentic performance task assesses your desired results for transfer and meaning.</li> </ul>
<b>Assessment</b>	<p>Instructor review of Module 2 submission:</p> <p>Does your authentic performance task provide the evidence needed to determine if student performance demonstrates your desired results?</p>

<b>Module #3</b> <b>Unit Learning Plan</b>	
<b>Objective</b>	Assess and modify your learning plan to maximize student engagement and learning.
<b>Activities and Needed Material</b>	<p>Read pages 37-52 and 88-103 in the text: <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>.</p> <p>Add further detail to your learning plan by considering the WHERETO elements described in your readings. Considering your assessments and needs of your students, choose which WHERETO elements you wish to refine and tailor for differentiation. <b>SUBMIT</b> your modified plan and describe the elements you used to modify and refine your plan for differentiation.</p>
<b>Assessment</b>	<p>Instructor review for Module 3 submission:</p> <p>How does your learning plan include WHERETO elements and address the differentiated needs of your students?</p>

<b>Module #4 Lesson Plan</b>	
<b>Objective</b>	Using backward design, create a lesson plan aligned with your refined unit.
<b>Activities and Needed Material</b>	<p>Read pages 104-116 in the text: <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i>. Apply concepts to assignment below.</p> <p>Choose a lesson to develop and select an appropriate plan format based on the unit goals and the needs of your students. Design the sequence of lesson events to promote optimal engagement and understanding. <b>SUBMIT</b> your lesson plan along with a narrative describing its alignment to your unit plan and needs of your students.</p> <p>Needed Materials: <i>The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</i> and relevant content standards and district guidelines.</p>
<b>Assessment</b>	<p>Instructor review for Module 4 submission:</p> <p>How does your lesson plan tightly align to your unit plan? How are student engagement and learning maximized?</p>

## Course Assessment Rubric:

<p style="text-align: center;"><b>EXCELLENT</b></p> <p>Meets or Exceeds Course Objectives: <b>A to A-</b></p>	<p style="text-align: center;"><b>ACCEPTABLE</b></p> <p>Majority of Work Meets Course Objectives; <b>B+ to B-</b></p>	<p style="text-align: center;"><b>NOT ACCEPTABLE</b></p> <p>Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b></p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show consistent evidence of understanding advanced concepts of unit design as demonstrated by adding detail to the Course 2 Unit Plan and developing/assessing a lesson based on unit goals.	Most assignment responses show evidence of understanding advanced concepts of unit design as demonstrated by adding detail to the Course 2 Unit Plan and developing/assessing a lesson based on unit goals.	Responses show little to no evidence of understanding advanced concepts of unit design as demonstrated by adding detail to the Course 2 Unit Plan and developing/assessing a lesson based on unit goals.
<p>Work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
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 Advanced Concepts in Creating and Reviewing Units* by Grant Wiggins and Jay McTighe.