



**MODULE 4**  
**Year-long and Unit Planning**

**OVERVIEW**

There are three phases of planning for standards-based learning.

1. Year-long Planning, sometimes referred to as curriculum mapping (based on a curriculum resource, existing curriculum units, or proficiency scales)
2. Unit Planning
3. Daily Lesson Planning

After development of the P-scales, the next step in planning for standards-based learning is the development of the Year-long Plan, which is a general mapping of standards across the school year. This involves identifying when and for approximately how long each proficiency scale is taught. As part of this step, it is useful to group standards into units, by clustering together those that rely on each other for learning. This ensures that you're teaching standards in a coherent way within and across grade levels, creating vertical and horizontal alignment.

Then, develop specific Curricular Units of Study. In general, the units should focus on developing and deepening students' understanding of important ideas and processes to enable them to transfer their learning to new situations. A guaranteed and viable curriculum is the most significant school-level factor impacting student achievement.

Understanding by Design (UbD) is a curriculum planning framework that is often used for unit design. UbD incorporates a backward design process that sets the context for the development of daily lessons that reference specific content. There are three stages to the design process, with all three stages aligned not only to standards but also to one another.

- **Stage 1—Identify Desired Outcomes**
  - Long-term Transfer Goals (Missional Outcomes-7Cs/Disciplinary Practices)
  - Big Ideas we want students to come to understand at a deep level so they can transfer their learning to new situations, and their companion Essential Questions
  - Specific Knowledge and Skills we want students to acquire
- **Stage 2—Determine Acceptable Evidence**
  - Evidence needed for students to demonstrate transfer and understanding, such as Summative Performance Tasks

**READ**

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 1, pp. 12-32

[A Teacher's Guide to Standards-based Learning](#)

**DO**

- [PPT to support this module](#)

**Facilitation Guides:**

- [UbD Design Standards](#)

**Templates:**

- [UbD Planning Template](#)

**Handouts:**

- [Improve Curriculum, Instruction, and Assessment by Using the UbD Framework](#)
- [Missional Outcomes \(7Cs\)](#)
- [Disciplinary Practices](#)
- [Essential Questions/Big Ideas](#)
- [DOK Model](#)
- [McTighe Instructional Chart](#)
- [Module 4 Terminology](#)

**REFER**

**Examples/Additional Reference Items:**

- [Year-long Plan Elementary Sample](#)
- [Year-long Plan Secondary Sample](#)
- [Curriculum Mapping Based on a Curriculum Resource Sample](#)
- [Curriculum Mapping Based on Existing Curriculum Units Sample](#)
- [Curriculum Mapping Based on Proficiency Scales Sample](#)
- [Unit Plan Sample](#)
- [Communication with Parents #3](#)

**Videos:**

- [Curriculum Mapping Definition](#)
- [Year-long Context Definition, Year-long Context Steps, Year-long Context Samples, Building a Literacy YLC](#)
- [YLC Literacy Sample, YLC Math Sample](#)
- [Basic Unit Plan Format Intro](#)
- [5 Types of Alignment, Diamonds of Alignment](#)
- [Alignment to Content and Skills](#)
- [Alphanumeric Alignment, Color Coding Alignment](#)
- [Big Ideas Definition, Big Ideas Samples](#)
- [Essential Questions Definition, Essential Questions in the Classroom, Essential Questions Samples](#)



- Formative Assessments that provide additional evidence of students’ knowledge acquisition and skill proficiency

**Types of Assessments aligned with DOK Levels**

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/false, fill-in-the-blank, label, matching
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Performance Task

(More on each type of assessment in Module 5)

- **Stage 3—Plan Learning Experiences and Instruction**

- Appropriate instructional activities aligned to the desired outcomes (Stage 1) and their assessments (Stage 2), and linked to the P-scale learning target progression

**Types of Lessons aligned with Levels of a Proficiency Scale**

Proficiency Scale Level	Type of Lesson
4	Knowledge Application Lessons
3	Direct Instruction Lessons and Practicing and Deepening Lessons
2	Direct Instruction Lessons
1	
0	

(More on each type of lesson in Module 7)

- [Relationship of Big Ideas and Essential Questions](#)
- [Building a Math Unit](#)
- [Curriculum and Assignments](#)

**REFLECTION QUESTIONS**

1. What important considerations do educators need to make when creating a unit plan?
2. How should an educator sequence standards in a unit, and why is this sequencing beneficial?
3. Should an educator utilize a planning template when building unit plans? Why or why not?



UNIT PLANNING TEMPLATE	
Grade/Course:	Unit:
Desired Outcomes	
Transfer	
<b>Missional Outcomes (7Cs)/Disciplinary Practices:</b> What kinds of long-term, independent accomplishments are desired? <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
Meaning	
<b>Essential Questions:</b> What thought-provoking questions will foster inquiry, meaning making, and transfer? <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<b>Big Ideas:</b> What specifically do you want students to understand? <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Acquisition	
<b>Standards:</b> What facts, concepts, and skills/processes should students know and be able to do? <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Student-friendly Learning Targets (I Can Statements):</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Essential Vocabulary:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Assessments and Evidence	
<b>Assessments:</b> What evidence will you collect to determine whether Stage 1 goals were achieved—transfer, meaning, acquisition? <ul style="list-style-type: none"> <li>• Summative Performance Task—</li> <li>• Formative Assessments—</li> <li>•</li> </ul>	<b>Success Criteria:</b> What criteria will be used to evaluate attainment of the desired results? <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
Learning Plan	
<b>Resources:</b> What resources will be used to achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Instructional Strategies:</b> What teaching and learning experiences will be used to help students achieve Stage 1 goals—transfer, meaning, acquisition? <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>



# MISSION

## Collaborating for learning excellence through **FAITH** and **SERVICE**



### Missional Outcomes

## 7Cs

- 1 Connection to God and Others:** Develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living (i.e., spiritual, physical, intellectual, and social-emotional) and service to others.
- 2 Citizenship:** Participate in civic life through collaborative involvement in community issues, accepting responsibility for local, national, and global environments.
- 3 Collaboration:** Demonstrate ability to work effectively and respectfully with diverse teams to accomplish a common goal.
- 4 Critical Thinking and Problem Solving:** Use experience, knowledge, reason, and belief to form carefully considered judgments and solve problems.
- 5 Creativity and Innovation:** Use knowledge and imagination to create new ways of thinking to find solutions to problems and to create products and services.
- 6 Communication:** Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- 7 Character:** Demonstrate Christian values and dispositions in responding to a changing environment.



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