

UNIT PLANNING FOR STANDARDS-BASED LEARNING



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

A Year-long Plan is a general mapping of standards across the school year. If basing the plan on proficiency scales, this involves identifying when and for approximately how long each proficiency scale is taught. As part of this phase, 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.

Unit Planning is the second phase. 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
- Formative Assessments that provide additional evidence of students’ knowledge acquisition and skill proficiency

Types of Assessment Aligned with DOK Levels

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Perfor-

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
2	Direct Instruction Lessons
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Here is a link to the [Southwestern Union Unit Planning Template](#).

Daily Lesson Planning constitutes the third phase of planning.