

## The Common Core Standards and the Understanding by Design® Framework: English Language Arts

With 46 states adopting the Common Core State Standards, teachers and school leaders are searching for resources and support for implementation. In this course, Jay McTighe and Grant Wiggins explain the relationship between this standards movement and the Understanding by Design® (UbD™) template for planning units of instruction.

The nature of the Common Core standards and their focus on understanding and practical application of knowledge and skills coincides with the way the UbD™ framework was designed. Through in-depth video presentations, McTighe and Wiggins will demonstrate why it is essential to closely read the standards document and show you alternative ways to unpack and group standards to optimize your instructional strategies. They introduce the new Template 2.0 as a practical and proven tool for unit planning with the standards.

McTighe then covers each of the three stages of unit planning and walk through the thinking processes required to carefully and thoughtfully plan units in English language arts. The exemplar unit plan calls for acquisition, meaning-making, and transfer of knowledge and skills identified in the Common Core standards.

## Course Objectives

By the end of this course, you will be able to

### Module 1

- distinguish among content, process, and performance standards.
- read closely and interpret standards documents.
- use the UbD™ template to plan Stage 1 for a given standard.

### Module 2

- understand that the Common Core State Standards require unpacking to teach and assess them effectively.
- unpack standards to complete Stage 1 of the UbD™ template.

### Module 3

- understand the connection between Stage 1 and Stage 2 in the UbD™ framework.
- craft valid assessment that measures students' learning, meaning-making, and transfer.

### Module 4

- distinguish among the different types of learning goals.
- draft a unit plan containing all elements of Stage 1: transfer, understandings, essential questions, knowledge, and skills.

### Module 5

- identify the most appropriate evaluative criteria for assessment, mindful of the desired results from Stage 1.
- use facets of understanding to develop or select appropriate assessments.

### Module 6

- understand principles of learning that guide instruction: T-M-A.
- develop Stage 3 lesson plans for an English language arts unit.

## Course Syllabus

<b>Module 1</b>	<b>The Common Core Standards and the Understanding by Design® Framework</b>  Module Welcome <ul style="list-style-type: none"><li><input type="checkbox"/> Reading: What the Standards Look Like</li><li><input type="checkbox"/> Video: A Close Reading of the Standards Documents</li></ul> Check for Understanding <ul style="list-style-type: none"><li><input type="checkbox"/> Video: UbD™ Template 2.0</li><li><input type="checkbox"/> Application: Complete Stage 1 for a Common Core Standard</li></ul> Journal/Self-Assessment
<b>Module 2</b>	<b>Unpacking the Common Core State Standards</b>  Module Welcome <ul style="list-style-type: none"><li><input type="checkbox"/> Reading: Unpacking the Standards</li><li><input type="checkbox"/> Video: Inside-Out Method of Unpacking Standards</li></ul> Check for Understanding <ul style="list-style-type: none"><li><input type="checkbox"/> Video: Sideways Method of Unpacking Standards</li><li><input type="checkbox"/> Application: Unpacking Standards: Inside-Out or Sideways?</li><li><input type="checkbox"/> Video: Matrix and Top-Down Methods of Unpacking Standards</li><li><input type="checkbox"/> Application: Unpacking Standards: Matrix Method or Top-Down?</li></ul> Journal/Self-Assessment
<b>Module 3</b>	<b>Assessment as Evidence</b>  Module Welcome <ul style="list-style-type: none"><li><input type="checkbox"/> Video: Good Curriculum</li><li><input type="checkbox"/> Reading—<i>Educational Leadership</i>: Building on the Common Core</li></ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Video: Thinking Like an Assessor</li> </ul> <p>Check for Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: Identifying Evaluative Criteria for Assessments</li> <li><input type="checkbox"/> Video: Transfer Is Power</li> <li><input type="checkbox"/> Application: Assessment as Evidence</li> </ul> <p>Journal/Self-Assessment</p>
<b>Module 4</b>	<p><b>Beginning to Design Units: Stage 1</b></p> <p>Module Welcome</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading—<i>Educational Leadership</i>: The Challenge of Challenging Text</li> <li><input type="checkbox"/> Video: Developing Stage 1 for English Language Arts Unit</li> <li><input type="checkbox"/> Reading: Different Types of Learning Goals</li> </ul> <p>Check for Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video: Transfer Is Power</li> <li><input type="checkbox"/> Application: English Language Arts Unit Planning: Stage 1</li> </ul> <p>Journal/Self-Assessment</p>
<b>Module 5</b>	<p><b>Designing Assessments for Units: Stage 2</b></p> <p>Module Welcome</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Video: Evidence of Understanding</li> <li><input type="checkbox"/> Reading: Assessment of Transfer</li> <li><input type="checkbox"/> Video: Planning Stage 2 for an English Language Arts Unit</li> </ul> <p>Check for Understanding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application: English Language Arts Unit Planning: Stage 2</li> </ul> <p>Journal/Self-Assessment</p>
<b>Module 6</b>	<p><b>Designing Instruction for Units: Stage 3</b></p> <p>Module Welcome</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading: Designing Lesson Plans</li> <li><input type="checkbox"/> Video: Planning English Language Arts Lessons: Stage 3</li> </ul>

- Reading: *Educational Leadership*—Preparing Students to Learn Without Us
- Check for Understanding
- Application: English Language Arts Unit Planning: Stage 3
- Journal/Self-Assessment

## Resources

### Texts

Bloom, B. (Ed.). (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain*. Chicago: University of Chicago Press.

Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects (2011). Retrieved April 2012, from <http://www.corestandards.org>.

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FCAT Mathematics Test Item Specifications (2005). Retrieved from [http://fcat.fldoe.org/pdf/G9-10\\_Math\\_Specs\\_1-39.pdf](http://fcat.fldoe.org/pdf/G9-10_Math_Specs_1-39.pdf)

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Hart Research Associates & Public Opinion Strategies. (2005). *Rising to the challenge: Are high school graduates prepared for college and work?* Washington, DC: Achieve, Inc.

Kendall, J. (2011). *Understanding the common core state standards*. Alexandria, VA: ASCD.

Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children to learn mathematics*. Washington, DC: National Academy Press.

McTighe J. & Wiggins, G. (2012). *The understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: ASCD.

Mississippi Department of Education. (2007). Mathematics framework.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

National Council of Teachers of Mathematics. (2006). *Curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence*. Reston, VA: Author.

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National Governors Association Center for Best Practices and Council of Chief State School Officers. (2011). Common Core State Standards, Standards for Mathematical Practice. Retrieved from [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

National Governors Association Center for Best Practices and Council of Chief State School Officers. (2011). Goals from high school algebra standards Retrieved from [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

National Governors Association Center for Best Practices and Council of Chief State School Officers. (2010). Mathematical practices and grade 3 overview standards. Retrieved from [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf)

Richardson, W. (2012). Preparing students to learn without us. *Educational Leadership*, 69(5), pp. 22–26.

Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), pp. 58–62.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD.

Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., & Tobin, R. (2004). *The condition of education 2004 (NCES 2004-077)*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

### **Video**

Wiggins, G., & McTighe, J. (Speakers). (2012). UbD experts Grant Wiggins and Jay McTighe discuss how the correlation between UbD and the Common Core Standards.