**Example – Unwrapping Standards**

**Purpose** – To get team clarity of power standards through an examination of the skills, concepts, and big ideas that they address.

**Why is this important?** – The highest levels of learning occur when all teachers agree on the prioritized curriculum *and* when students are clear about what they are trying to learn. By unwrapping the standards, we can all make sure we’re focusing on the same learning targets that are contained within the standard. This will help us create aligned instruction and common assessments.

**Unwrapping Process**

1. Circle the verbs and adverbs (skills).
2. Underline the nouns and adjectives (concepts).
3. Double underline the prepositional phrases (context).
4. Transfer to the organizer.

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| **Standard:**  Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | |
| **Verbs:**  *What will students do?* | **Nouns:**  *With what knowledge or concept?* | **Prepositional Phrases:**  *In what context?* |
| Determine | A theme or central idea | Of a text |
| Analyze | Its (the theme’s) development | over the course of the text, including its relationship to the characters |
|  |  | over the course of the text, including its relationship to the setting |
|  |  | over the course of the text, including its relationship to the plot |
| Provide | An objective summary | Of a text |

**Learning Targets (explicit and implied):**

I can determine the theme of a text.

~~I can analyze the development of a theme over the course of a text, including its relationship to the characters.~~

~~I can analyze the development of a theme over the course of a text, including its relationship to the setting.~~

~~I can analyze the development of a theme over the course of a text, including its relationship to the plot.~~

I can analyze the development of a theme over the course of a text, including its relationship to literary elements (character, setting, plot)

I can write an objective summary.

**Vocabulary derived from the standard:** Analyze, literary elements, character, setting, plot, summary

**Template – Unwrapping Standards**

**Purpose** – To get team clarity of power standards through an examination of the skills, concepts, and big ideas that they address.

**Why is this important?** – The highest levels of learning occur when all teachers agree on the prioritized curriculum *and* when students are clear about what they are trying to learn. By unwrapping the standards, we can all make sure we’re focusing on the same learning targets that are contained within the standard. This will help us create aligned instruction and common assessments.

**Unwrapping Process**

1. Circle the verbs and adverbs (skills).
2. Underline the nouns and adjectives (concepts).
3. Double underline the prepositional phrases (context).
4. Transfer to the organizer.

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| **Standard:**  The student will know and apply the rules of the road, and will skillfully and safely drive a car in a variety of situations. | | |
| **Verbs:**  *What will students do?* | **Nouns:**  *With what knowledge or concept?* | **Prepositional Phrases:**  *In what context?* |
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**Learning Targets (explicit and implied):**

**Vocabulary derived from the standard:**

**Elementary Math: Template – Unwrapping Standards**

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| **Domain:** Operations and Algebraic Thinking | | | | |
| **Cluster:** Use the four operations with whole numbers to solve problems. | | | | |
| **Priority Standard:** 4.OA.1:Interpret a multiplication equation as a comparison, e.g., interpret 35=5x7 as a statement that is 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | | | | |
| **Mathematically connected additional standards:** 4.OA.2, 4.OA.3, 4.OA.4 | | | | |
| **KNOW**  (factual, DOK 1) | **UNDERSTAND**  DOK levels 2 or 3  Concepts, Strategic Thinking & Reasoning | | **DO**  (Ways students will demonstrate understanding) | |
| Each standard will not always include both levels of learning. Determine the depth of learning expected for this standard through reading progressions, CCSS items, and Investigations tasks. | | | |  |
| . | Interpret a multiplication equation as a comparison.  One quantity is multiplied by a specified number to get another quantity (e.g., “a is n times as much as b”).  *CCSS table of common multiplication and division situations is very useful.* | | Write and identify equations  and statements for multiplicative comparisons. | |
| **Example:**  5x8=40  Sally is five years old. Her mom is eight times older. How old is Sally’s mom?  *(Progression suggests using easily computed numbers for this new problem type)* | | | | |
| **Student friendly language:** I can identify and verbalize which quantity is being multiplied and which number tells how many times | | | | |
| **Emphasized Standards for Mathematical Practice:**   1. Make sense of problems and persevere in solving them. 2. **Reason abstractly and quantitatively.** 3. Construct viable arguments and critique the reasoning of others. | | 1. Model with mathematics 2. Use appropriate tools strategically. 3. Attend to precision. 4. Look for and make use of structure. 5. **Look for and express regularity in repeated reasoning.** | | |

Disaggregated CCSS Template

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| **Domain:** | Operations and Algebraic Thinking | **Cluster:** | Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |

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| **Correlating Standard in Previous Year** | **(code) & Grade Level Standard** | **Correlating Standard in**  **Following Year** |
|  | K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand the last number name said tells the number of objects counting. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger. |  |

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| **Student Friendly Learning Target:** |
| I can count objects accurately using one to one correspondence.  I can count each object and know that the last number said is how many there are in the group.  I can count by ones and know that the next number I say is one more. |

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| **Supporting Skills**  (Know, Factual) | **Understanding**  (Conceptual)  The students will understand that: | **Do**  (Procedural, Application,  Extended Thinking) |
| * Rote counting * Numbers have names * Number sequence | * Counting shows one to one correspondence * The last number said tells how many * Each successive number refers to a quantity that is one larger | * Touch and count one object at a time while saying the number name * Count objects and tell how the last number said is how many there are |

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| **Key Vocabulary** |
| Greater than Next Count Number Number name  One to one Object Pair Arrangement |

**Essential Questions…**

* Have no simple “right” answer; they are meant to be argued.
* Are designed to provoke and sustain student inquiry, while focusing on learning and final performances.
* Often address the conceptual or philosophical foundations of a discipline.
* Raise other important questions.
* Naturally and appropriately recur.
* Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.

**Essential Questions – Samples**

The sample questions below are examples of overarching questions; they can be adapted to be subject- and topic-specific. For example, an overarching history question might be, “How do governments balance the rights of individuals with the common good?” For a unit on the U.S. Constitution, the question might be adapted to, “In what ways does the Constitution attempt to limit abuse of government powers?”

*History*

* Whose story is it? Is history the story told by the winners?
* What can we learn from the past?
* How do historical civilizations influence the rights and responsibilities of citizens today?

*Geography*

* What makes places unique and different?
* How does *where* we live influence *how* we live?

*Literature*

* What makes a great book?
* Can fiction reveal truth? Should a story teach you something?

*Reading and Language Arts*

* What makes a great story?
* How do you read between the lines?
* Why do we punctuate? What if we didn’t have punctuation marks?

*Writing*

* Why write?
* How do effective writers hook and hold their readers?
* What is a complete thought?

*Math*

* When is the “correct” answer not the best solution?
* What are the limits of mathematical representation and modeling?

*Music*

* How are sounds and silence organized in various musical forms?
* What roles does music play in the world?

*Arts (visual and performing)*

* Where do artists get their ideas?
* How does art reflect, as well as shape, culture?

*Culinary Arts*

* When is it ok to deviate from a recipe?
* What makes a safe kitchen?

*Health*

* What is healthful living?
* How can a diet be healthy for one person and not another?

*Physical Education*

* Who is a winner?
* Is pain necessary for progress in athletics? (“No pain, no gain”)

*Foreign Languages*

* What distinguishes a fluent foreigner from a native speaker?
* What can we learn about our own language and culture from studying another?

*Science*

* To what extent are science and common sense related?
* How are “form” and “function” related in biology?

*Technology*

* In what ways can technology enhance expression and communication? In what ways might technology hinder it?
* What are the pros and cons of technological progress?

**Template – Essential Questions**

**Question Starters Based on the Six Facets of Understanding**

Adapted from *Understanding by Design* by Grant Wiggins and Jay McTighe

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| Explanation | Who\_\_\_\_\_\_\_\_\_\_? What\_\_\_\_\_\_\_\_\_\_? When\_\_\_\_\_\_\_\_\_\_? How\_\_\_\_\_\_\_\_\_\_? Why\_\_\_\_\_\_\_\_\_\_?  What is the key concept/idea in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are the characteristic parts of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Why is this so?  How might we prove/confirm/justify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ connected to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What might happen if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are common misconceptions about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |
| Interpretation | What is the meaning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reveal about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Analogy/metaphor)  How does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relate to me/us? So what? Why does it matter? |
| Application | How and when can we use this (knowledge/process) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ applied in the larger world?  How could we use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to overcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (obstacle, constraint, challenge)? |
| Perspective | What are different points of view about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How might this look from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s perspective?  What are other possible reactions to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are the strengths and weaknesses of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are the limits of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What is the evidence for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Is the evidence reliable? Sufficient? |
| Empathy | What would it be like to walk in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s shoes?  How might \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ feel about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How might we reach an understanding about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trying to make us feel/see? |
| Self-Knowledge | How do I know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are the limits of my knowledge about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  What are my “blind spots” about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How can I best show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How are my views about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shaped by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (experiences, assumptions, habits, prejudices, style)?  What are my strengths and weaknesses in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |