

Keys to Understanding our Units of Study

Priority and Supporting

Current Priority Standards	Current Cross-Cutting Standards
Priority Standards are a carefully selected subset of the total list of the grade-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.	
Supporting Standards	Supporting Cross-Cutting Standards
Supporting standards are those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards.	

Unwrapping for Deep Understanding of Standards

Standard	Key Concepts	Key Skills	Key Vocabulary
	Determine the specific teachable concepts and skills		
	What students need to know and be able to do		

Supporting our English Learners

How do we use our UPO language for the most limited to non-literate students?
 Can language experts determine if this content should be used in a language learner?

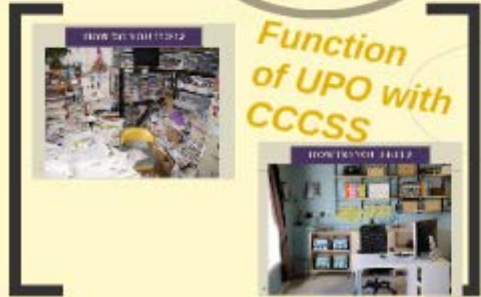
Vocabulary

Content-specific words found in text
 Establish words used in all subject areas

Refining the UPO

We must still select best practices for our learning goals.
SHARE IT!

Function of UPO with CCCSS



HOW DO YOU FEEL?



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HOW DO YOU FEEL?



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Priority and Supporting

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>Priority Standards are a carefully selected subset of the total list of the grade-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.</p>	
Supporting Standards	Current History Standards	Common Core Literacy Standards
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Supporting our English Learners

Target ELD Standards

- Specifies how our English Language Learners will:
- Collaborative
 - interact in meaningful ways
 - Interpretive
 - use language to gain information and ideas
 - Productive
 - convey ideas in oral and written forms

Unwrapping for Deep Understanding of Standards

Unwrapped Priority Standards

"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Bloom's Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
<i>Determine the specific teachable concepts and skills</i>			
<i>What students need to know and be able to do</i>			

Learning Progressions

Progressions provide the before and after concepts and skills allowing for windows into potential scaffolding and acceleration

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English Language Arts

Learning Progressions

Learning Progressions					
Standard 1: RI 2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.					
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
ask	questions about key details in a text	ask	such questions as who, what, where, when, why and how	ask	questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
answer	questions about key details in a text	answer	such questions as who, what, where, when, why and how	answer	questions
		*demonstrate	understanding of key details in a text	*demonstrate	understanding of a text
				refer	explicitly to the text as the basis for the answers.
Standard 2: RI 2.2- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.					
Previous Grade		Current Grade		Next Grade	
Skills	Concepts	Skills	Concepts	Skills	Concepts
identify	the main topic of a text	identify	main topic of a multi-paragraph text	determine	the main idea of a text
retell	key details of a text	identify	the focus of specific paragraphs within the text	recount	the key details
				Explain	how the key details support the main idea.
Standard 3: RI 2.3- Describe the connection between series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.					

will:

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Essential Questions and Big Ideas
To inspire inquiry, we open with Essential Questions and allow students to develop Big Ideas

Essential Questions

Essential questions spark initial student interest in standards-based content and encourage ongoing engagement.

Corresponding Big Ideas

Big ideas are what students discover and state in their own words by the end of the unit.

Vocabulary

Unit Vocabulary Words

Academic Cross-Curricular Vocabulary (Tier 2)

Content/Domain Specific Vocabulary (Tier 3)

Academic words used in all subject areas

Content-specific words found in unit

Resources for Vocabulary Development (Strategies, Routines and Activities)

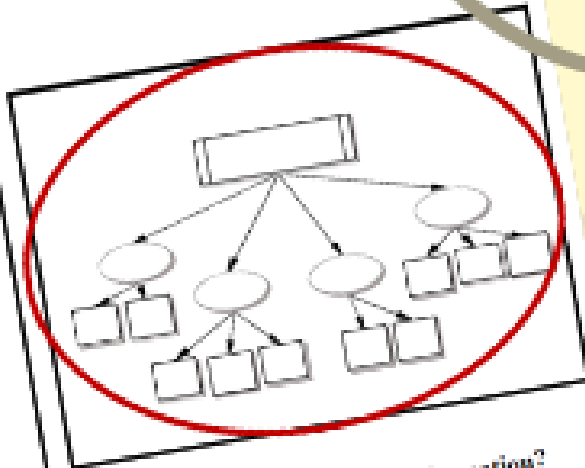
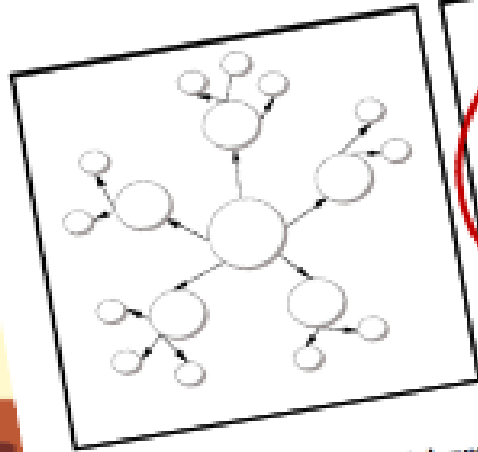
Common Formative Assessments

Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description: Begin focus on priority standards Gauge content knowledge and real-world skills Students as managers of their own learning EADMS Test Id:	Test Description: Keep focus on priority standards Apply content knowledge and skills to real-world Provide evidence that standards have been met EADMS Test Id:
Scoring Guides and Answer Keys	
Based on Smarter Balanced Assessment Consortium and found on EADMS	
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP <i>Accommodations</i></p> <p>“If all you want to know is what students memorized, quiz them!”</p> <p><i>Modifications</i></p> <p>“If you want to find out what students know and can apply, complex performances are required.”</p> <p>Alan November</p>

Engaging Scenario

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description:	Motivating scenario that hooks student interest by presenting a current, real or imaginary, situation for students to solve collaboratively	Days: Minutes/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1:	Smaller, specific student tasks for learning skills or knowledge required by the engaging scenario	Days: Minutes/Day:
Task 2:	Smaller, specific student tasks building towards accomplishing the larger engaging scenario	Days: Minutes/Day:

Brainstorm Web vs. Top-Down Topic Web



Which web do you think presents a clearer representation of information?

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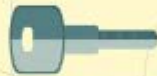
*Refining
the UPO*

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Unwrapping for Deep Understanding of Standards



Unwrapping for Deep Understanding of Standards

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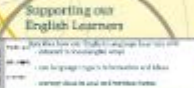
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What students need to know and be able to do

Supporting our English Learners



Supporting our English Learners




Vocabulary

