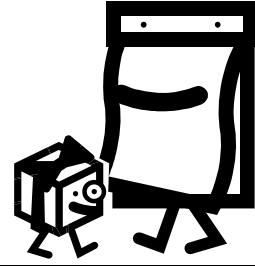


# Sample Agenda/Protocol for Unwrapping a Standard



## Purpose:

To acquaint participants with the CUSD Power Standards through an examination of the skills and concepts, big ideas, and potential essential/guiding questions that they address.

## Facilitator Notes:

This activity may be done in small table groups or in a single large group depending on the needs of the participants. The content focus of the activity may vary according to grade level, course, etc., as participants may choose to a power standard from a particular content area or strand within a content area.

## Materials:

- Copies of the power standards for the selected content area
- Unwrapping template

## Process:

- Engage
  - Share the quick video on the Alignment Process or use the graphic to discuss the district's goal to align curriculum, assessment, instruction and interventions. OR if this has already been introduced to the group, the facilitator can use individual slides to refresh the concept.
- Unwrapping Process
  - ❶ Pick a standard from the CUSD Power Standards.
  - Circle the verbs and underline the nouns contained within the standard.
  - ❷ Divide those that are concepts (i.e. need to know--nouns) from those that are skills (able to do--verbs). Note: The attached template can be used for this process. See example.
  - ❸ Once skills are identified (with objects in parentheses), examine the list of Bloom's taxonomy and discuss the level of thinking associated with each of the skills.
  - ❹ Now, go back and Identify the big idea behind the standard
  - ❺ Then Identify essential questions that will lead to the big ideas and serve as a focus for instruction
- Wrapping it Up:
  - Guiding questions for discussion: How are we addressing this standard in our instruction? How are we assessing it? Based on the released questions, do we feel that we need tweak what we're doing in any way?

Sample of Unwrapped Standard (5<sup>th</sup> Grade History/Social Science)

❶ Power Standard: 5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

❷ Big Idea: The British Colonial period paved the way for what we today know as self-government and free market economy.

Essential Questions:

- How did the colonial period influence the development of political self-government and a free market economy?
- How did the various colonial systems differ?

❸ CONCEPTS	❹ SKILLS	Bloom's Level
<p>Students will know:</p> <p><i>Basis for development of:</i></p> <ul style="list-style-type: none"> <li>• Political self-government</li> <li>• Free market economy</li> </ul> <p><i>Differences between:</i></p> <ul style="list-style-type: none"> <li>• British colonial system</li> <li>• Spanish colonial system</li> <li>• French colonial system</li> </ul>	<p>And will be able to:</p> <ul style="list-style-type: none"> <li>• <u>Understand/Summarize</u> (the influence of colonial period on political self-government)</li> <li>• <u>Understand/Summarize</u> (the influence of colonial period on free market)</li> <li>• <u>Understand/Differentiate</u> (differences between British, Spanish, and French colonial systems)</li> </ul>	<p>Level 2</p> <p>Level 2</p> <p>Level 3</p>

Note: In this example, the word "understand" was associated with a more observable student behavior. The behavior was inserted after the word "understand/\_\_\_\_\_."

## Unwrapping Template (Simple)

<b>❶ Power Standard:</b>		
<b>❷ Big Idea:</b>		
<b>❸ Essential Questions:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
<b>❹ CONCEPTS (Nouns)</b> Students will know:	<b>❺ SKILLS (verbs)</b> And will be able to: (place Bloom's level after each verb phrase: See ❸)	Bloom's Level

**❸**

<b>Higher-order thinking</b>	<b>Level 6: Creating</b> (Putting together ideas or elements to develop an original idea or engage in creative thinking). <b>Common verbs:</b> <i>Generate, hypothesize, plan, design, produce, construct, formulate, invent, transform, originate</i>
	<b>Level 5: Evaluating</b> (Judging the value of ideas, materials and methods by developing and applying standards and criteria). <b>Common verbs:</b> <i>Check, detect, monitor, judge, critique, appraise, defend, justify, assess, prioritize, convince, discriminate,</i>
	<b>Level 4: Analyzing</b> (Breaking information down into its component elements). <b>Common verbs:</b> <i>Differentiate, determine, discriminate, distinguish, organize, integrate, outline, solve, experiment, investigate</i>
	<b>Level 3: Applying</b> (Using strategies, concepts, principles and theories in new situations). <b>Common verbs:</b> <i>apply, execute, implement, construct, model, display, illustrate, carry out,</i>
<b>Lower-order thinking</b>	<b>Level 2: Understanding</b> (Understanding of given information). <b>Common verbs:</b> <i>Summarize, clarify, paraphrase, represent, translate, exemplify, illustrate, categorize, match, distinguish, conclude, reorganize</i>
	<b>Level 1: Remembering</b> (Recall or recognition of specific information). <b>Common verbs:</b> <i>tell, list, define, label, recite, recall, retrieve, record, relate, recognize, identify, describe, examine, locate, match, say, show, tell, write.</i>