

Agenda for Unwrapping Standards

Facilitator Notes

Refresh members of the team about today's goal and the purpose and importance of unwrapping the standards.

Purpose: To get team clarity of the power standards through an examination of the skills and concepts, big ideas, and potential essential/guiding questions 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're 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.

Materials and Equipment Needed

- Copies of the essential standards for the selected content area
- Unwrapping template/graphic organizer
- Reference materials (standards frameworks, taxonomies)
- Equipment and materials for the group process

Unwrapping Process

1. Ask team members to circle the key verbs (skills) and nouns (concepts) contained within the Standard.
2. Using the graphic organizer/template, collectively reorganize the concepts (the "need to know" nouns) and the skills (the "able to do" verbs). It's not absolutely necessary that each member of the team uses the same graphic organizer. (Facilitator note: You can do this using a Smartboard, if easier). Identify the implied learning targets. Identify the academic language that must be reinforced or established.
3. Examine the list of identified skills, and discuss the level of thinking associated with each using Bloom's [revised] Taxonomy:
 - Remember (recall, list, describe, name, find)
 - Understand (interpret, summarize, classify, explain)
 - Apply (execute, implement, carry out)
 - Analyze (differentiate, organize, attribute, compare)
 - Evaluate (judge, critique)
 - Create (generate, plan, produce)
4. Identify the big idea(s) behind the standard.
5. Identify essential and guiding question(s) that will lead to the big ideas and serve as a focus for instruction.

Reproducible from:

Bailey, K., & Jakicic, C. (2011). *Common formative assessment: A toolkit for professional learning communities at work*. Bloomington, IN, USA: Solution Tree Press.