

## Curriculum Design: Unpacking the Common Core State Standards

The CCSS are robust, requiring students to demonstrate understanding of concepts and processes. A single standard represents many layers of understanding and application. We use the process of unpacking to help you:

- 1) Identify the Learning Targets
- 2) Consider Implementation Strategies
- 3) Assist in Curriculum Mapping

	<b>Process</b>	<b>Product</b>
<b>Standard</b>	<i>Identify a CCSS that will be taught in your class.</i>	
<b>Enduring Understandings Essential Questions</b>	<p><i>Determine why this is taught.</i></p> <p><i>What questions lead to defining the importance of the concept or skill and probe for a deeper understanding of the content?</i></p> <p><i>What are the big ideas? What understandings should students take with them that will serve them throughout their lives?</i></p>	

<b>Key Cognitive Strategies</b>	<p><i>Evaluate which of the following cognitive strategies (defined by the Center for Educational Policy Research @ University of Oregon) will be applied in order to achieve mastery of this standard:</i></p> <ul style="list-style-type: none"> <li>- <i>Problem Formation</i></li> <li>- <i>Research</i></li> <li>- <i>Interpretation</i></li> <li>- <i>Communication</i></li> <li>- <i>Precision and Accuracy</i></li> </ul>	
<b>Connections</b>	<p><i>Identify possible connections to other subject areas that will reinforce the learning.</i></p>	
<b>Learning Targets</b>	<p><i>Describe what mastery of these concepts or skills "looks like".</i></p> <p><i>What will the student be able to do as a result of mastering the concept or skill? Use language that puts the student at the center of the performance. Learning targets are directly connected to assessment.</i></p>	

**Implementation Considerations:** *How will I achieve these learning targets in my classroom?*

<p><b>Progression Analysis</b></p>	<p><i>What are the necessary prerequisite skill(s) needed?</i></p> <p><i>What is the next step for advanced learners?</i></p>	
<p><b>Differentiation</b></p>	<p><i>What strategies will you use for differentiating instruction?</i></p> <p><i>What are the various modalities that can be used to teach this standard?</i></p>	
<p><b>21<sup>st</sup> Century Skills</b></p>	<p><i>Which of the 21<sup>st</sup> century skills could be addressed in studying this standard?:</i></p> <ol style="list-style-type: none"> <li><i>1. Learning and Innovation</i> <ol style="list-style-type: none"> <li><i>a. Creativity and Innovation</i></li> <li><i>b. Critical Thinking and Problem Solving</i></li> <li><i>c. Communication and Collaboration</i></li> </ol> </li> <li><i>2. Information, Media and Technology</i></li> <li><i>3. Life and Career Skills</i></li> </ol>	
<p><b>Formative Assessments</b></p>	<p><i>How will you assess progress throughout the lesson/unit for the purpose of adjusting instruction?</i></p> <p><i>(Develop an exit card question, a set of observable behaviors, and/or a quiz question)</i></p>	

**Unit Level Planning:** *One would not typically develop an entire unit around a single standard. Identify a real-world situation to which this standard, as well as others, applies. Crafting **authentic learning units** provides the venue necessary for mastering skills, learning concepts, and applying cognitive strategies. Work from this standard, and then consider which others standards will be addressed as well.*

<b>Problem-Based Task</b>	<p><i>Draft a possible problem-based tasks (including cross-disciplinary) in which this standard would be met.</i></p> <p><i>The problem-based tasks are used for instruction; thus teachers assist students in achieving at the highest level possible.</i></p>	
<b>21<sup>st</sup> Century Themes</b>	<p><i>Apply the 21<sup>st</sup> century themes to this problem-based learning unit/standard.</i></p> <ul style="list-style-type: none"> <li>- <i>Global Awareness</i></li> <li>- <i>Financial, Economic, and Entrepreneurial Literacy</i></li> <li>- <i>Civic Literacy</i></li> <li>- <i>Health Literacy</i></li> <li>- <i>Environmental Literacy</i></li> </ul>	
<b>Analytic Rubric</b>	<p><i>Develop a 4-column rubric (Novice, Apprentice, Practitioner, and Expert) that clearly and completely defines curricular standards in the Practitioner column.</i></p>	<p><i>attach separately</i></p>
<b>Transfer Task</b>	<p><i>Identify a potential one-period, performance-based assessment in which mastery of this standard would be needed in order to successfully complete it.</i></p> <p><i>This task is completed by students individually without assistance from the teacher.</i></p>	