# Tool - Unpacking Essential Standards

Working together to unpack essential standards can help teachers on high performing teams to build a shared understanding of the concepts and skills that students are expected to master and to develop a clear language for communicating those standards to the kids in their classrooms. Use this template to begin unpacking an essential standard that you are responsible for teaching:

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## Step 1:  Annotate the Standard

In *Make it Happen* (2018), assessment experts Kim Bailey and Chris Jakicic recommend that teachers use the following symbols when annotating a standard:  **Circle** verbs to indicate the skills students are expected to master when working with the standard, **Underline** significant nouns/noun phrases to highlight the concepts, ideas and facts that students are expected to master when working with the standard, and put **Brackets** around words or phrases that suggest the context of the task that students should encounter when demonstrating mastery of the standard.

Use those symbols to annotate one of your essential standards in the box below.

> **6-LS3-2** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation

## Step 2:  Reflect on the Standard

Answer the questions below about the essential standard that you annotated in step one.

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| Using your annotations above, list the content knowledge that students will need to know in order to master this standard. | ● the difference in asexual & sexual reproduction <br> ● what is genetic information & variation |
| Using your annotations above, list the skills that students will need to demonstrate in order to master this standard. | ● develop a model <br> ● use a model |
| Why is it important for students to master this standard? | ● to see patterns in nature, and structure and function <br> ● other standards in the unit |
| How can you assess the progress that students are making towards mastering this standard? | ● make a model <br> ● observation <br> ● class discussion |

## Step 3:  Write Student Friendly Learning Targets

Finally, create a set of 3-5 statements describing exactly what students should know and be able to do in order to master this standard. Remember to write your learning targets in student friendly language so that you can effectively communicate your expectations to your students.  Also, remember to include a "doing task" that students can complete in order to demonstrate mastery of the learning target.

| Expected Learning: | Expected Learning Written in Student Friendly Language: | "Doing Task" that Can Be Used as a Demonstration of Mastery: |
|---|---|---|
| *Example:  Students will need to know the impact that the Silk Road had on cultural sharing between the East and the West.* | *I can explain the impact that the Silk Road had on the both the cultures of the Eastern and Western World.* | *This means I can name three different ideas that were introduced to the East and to the West by traders who traveled on the Silk Road and rank them in importance from "having the greatest impact on culture" to "having the least impact on culture."* |
| Students will need to develop a model describing the difference between asexual & sexual reproduction. | I can develop a model showing the difference between asexual & sexual reproduction. | Students will receive a list of asexual/sexual reproduction terms & phrases.  Students will then create their own model for showing the differences between the two types of reproduction. |
| Students will need to use a model to describe the difference between asexual & sexual reproduction. | I can use a model showing the difference between asexual & sexual reproduction. | Students will use their organizer from CFA #1 to summarize/describe the difference between asexual & sexual reproduction. |
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