

HOW TO DEVELOP A STANDARDS-BASED UNIT OF STUDY



The Kentucky Department of Education presents Phase I of the revised materials on “Developing a Standards-Based Unit of Study.” The material that follows provides a minimum explanation of the unit development process. Phase II will follow the distribution of this material, which will provide a tutorial and more in depth information about the components involved in developing standards-based units of study.

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While this manual is provided in a PDF format, we have included a word document of the unit and lesson plan templates. This will allow teachers to download and type directly into the document, electronically saving their work for future reference and ease of revision.



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Publishing Information

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Creating an Alignment to State/National Standards-Based Unit of Study

A standards-based unit of study is a coherent body of subject matter aligned with standards that focuses on a main topic or process that can last from a few days to several weeks.

Introduction

The planning process for units of study described in this planning guide can be used to develop any unit of study regardless of grade level, content area, or level of integration. Using this planning process leads to a focused unit that ties together curriculum, instruction and assessments and keeps the identified standards as the focus of instruction, student learning and assessment. Appendix A illustrates how units of study fit into the big picture of curriculum instruction and assessment. It represents a method of planning and delivery of instruction that ensures all students understand what they are asked to learn and why it is important to learn.

What is the rationale for a standards-based unit of study?

- Ensures instructional alignment with standards
- Makes sense to learners
- Links learning to living—provides relevance to students' lives
- Promotes learners' awareness of the "why" for learning
- Reflects efforts to design instruction best suited to individual learners
- Encourages unit designers to think carefully and independently about their work
- Makes the textbook a tool rather than the major force behind instruction

What are the components of a standards-based unit of study?

- | | |
|--|---|
| <input type="checkbox"/> Unit organizer | <input type="checkbox"/> Strategies for addressing individual student needs |
| <input type="checkbox"/> Standards addressed | <input type="checkbox"/> Scoring criteria |
| <input type="checkbox"/> Essential/Guiding questions | <input type="checkbox"/> Resources |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Reflection |
| <input type="checkbox"/> Learning experiences | |

Planning Process

Alignment to *The Program of Studies for Kentucky Schools Primary-12 (2006)* is an essential component of any unit of study since it outlines the minimum content standards required for all students before graduation (704 KAR 3:304). The Scope and Purpose to the *Program of Studies* states:

The instructional programs for Kentucky’s public schools emphasize the development of students’ abilities to acquire, apply and integrate knowledge, skills, and understandings in real-life contexts and to problem-solve, make decisions, and think critically and creatively. They assist students in connecting learning to the world beyond the classroom by exploring and investigating real issues and problems of communities, states, the nation, and the world.

It also ensures that the individual needs of students are met as a part of the learning plan. As the “Scope and Purpose” in the *Program of Studies* states:

Well-designed curriculum and instruction recognizes the diversity of students and how children learn, construct knowledge and acquire skills and concepts of the disciplines. The curriculum and instruction incorporate an understanding of students’ families, cultures and communities and draw on these understandings to create a rich context and environment for learning. Curriculum and instruction are culturally responsive and provide for the diversity of students to assure that all students in Kentucky public schools have the opportunity to learn (time, support, access, equity, resources, and quality educational design and practices) at high levels. Schools provide appropriate supports and accommodations to facilitate student learning and preparation for the 21st century.

When designing units of study aligned to the *Program of Studies*, the key to this process is identifying standards to determine what students should know and be able to do at the end of the unit. The next major step is to plan for the demonstration of student learning, and finally for the delivery of instruction.

Units of study are vehicles for providing multi-faceted learning opportunities for students. Using standards from the *Program of Studies* as the basis for a unit focuses the planning on meaningful and relevant concepts. The unit plan, in turn, enhances the delivery of instruction and assessment.

As you plan your unit, consider the following questions:

How will the unit...

- connect to the students’ prior knowledge?
- address targeted standards?
- encourage critical thinking skills?
- meet the needs of diverse learners?
- align assessments to targeted standards?

The planning process for units of study outlined in this manual is designed to move instructional units from the left column to the right column of this chart.

<i>From...</i>	<i>To...</i>
Planning begins with identification of instructional activities	Planning begins with identification of what students are to know and do as a result of the unit
Planning for instruction is the same for all students and meets the needs of some students	Intentional planning meets each individual learner's needs
Teacher-directed instruction	Student-centered instruction (e.g., investigation and inquiry)
Textbook is used as a main source of information	Variety of instructional resources are used
Interdisciplinary connections are often forced	Interdisciplinary connections as appropriate
Assessment is infrequent and at the end of the unit (summative)	Assessment is ongoing, informs instruction and allows for extending understanding through application of knowledge (formative and summative)
Students work toward standards which are often unclear	Students work to meet clearly defined and known standards

How to Use the Standards-based Units of Study Planning Guide

The standards-based units of study planning guide is organized in four parts, followed by appendices of additional information/resources. The first part is the unit plan template, which is designed to provide guidance as you think through the design of your unit. As you work through the various components, you will find questions to help guide your thinking. Remember, your unit plan is just that—a plan. It is a living document to which you will often refer and revise.

The second part is the lesson plan template. After developing your unit and tentatively sequencing your learning experiences, individual lessons can be developed. By seeing the big picture of where you are and where you wish to go, you will be able to focus your individual lessons more clearly. The format is similar to that of the unit plan in that there are guiding questions to aid in the development of your lessons. Remember, a lesson may cover more than one day of instruction.

The third part is the unit/lesson reflections and questions. Reflection is an important aspect of teaching—a mental process— that teachers undergo constantly. Part III provides a place to record your thoughts after each lesson. This written record is a way to capture your thoughts on the unit and lessons. This written record not only allows you to reflect on your instruction, but also helps inform professional conversations about instruction throughout the school.

The appendices provide further discussion, examples and resources to help as you plan your unit of study.

Part I: Unit Plan Template

Part I: Unit Plan Template

The following template provides guidance as you think through the design of your unit. As you work through the various components you will find questions to help guide your thinking. While a template is provided for your use, you may wish to design your own format - one that best suits your needs. It should, though, contain the following:

<input type="checkbox"/> Unit organizer	<input type="checkbox"/> Strategies for addressing individual student needs
<input type="checkbox"/> Standards addressed	<input type="checkbox"/> Scoring criteria
<input type="checkbox"/> Essential/Guiding questions	<input type="checkbox"/> Resources
<input type="checkbox"/> Assessments	<input type="checkbox"/> Reflection
<input type="checkbox"/> Learning experiences	

As this manual has been designed for use by a variety of teachers, the Standards Addressed component has a listing of various standards. In this way, teachers will be able to focus on those that are most applicable to their situation. You may, however, wish to address or connect some standards as “supporting standards.” These are standards that will be addressed but not assessed and may come from other content areas.

Note: You will likely find yourself moving between the various components in a non-sequential order. For example, as you begin developing your end of unit assessment, you may go back to your targeted standards, adding or removing some. As you begin sequencing your unit, you may make changes to your determined learning experiences and/or assessments.

Reflection is an important aspect of teaching: a mental process that teachers undergo constantly. After teaching your unit you may choose to use the “Reflection” component to jot down information about the unit. Included are sets of questions to help in this reflection process.

Remember, your unit plan is just that—a plan. It is a living document to which you will often refer and revise.

Standards-Based Unit of Study Template

Part I: Unit Plan Template

Unit Title _____
 Teacher _____
 Grade Level _____ Approximate Length of Unit _____

Unit Organizer – a statement or question that communicates the content standards in a way that engages students by connecting learning to prior knowledge, skills, experiences, beliefs, and/or customs. See *Appendix B*

Organizer Checklist

Does your organizer meet these criteria?

- ___ provides relevance; the “why” for learning
- ___ standards-based
- ___ inquiry-based
- ___ connects to prior knowledge

Standards Addressed

Academic Expectations and Program of Studies

(The minimum content required for all students by law)

Standards- *Program of Studies*, Core Content for Assessment (*Combined Curriculum Document*), *Kentucky World Languages Framework*, *English Language Proficiency*, *Technology Student Standards*, *Kentucky Occupational Skill Standards*, ACT College Readiness Standards, College Board Advance Placement (AP), International Baccalaureate (IB) See *Appendix C*

Targeted Standards - content and skills/processes to be taught and assessed

Supporting Standards - content that is relevant to the unit but may not be assessed; may include connections to other content areas

Note: Academic Expectations and *Program of Studies* contain the minimum content required by law for all students.

What do students have to know and be able to do in order to meet the targeted standards?
 The targeted standard(s) should be deconstructed to determine what students should know and be able to do (learning target).
 Once the targets are determined, formative and summative assessments are developed and aligned with learning targets. See Appendix C

<p>Students will know:</p>	<p>Students will be able to do:</p>
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Essential/Guiding Questions – are used to gain student interest in learning and are limited in number. They promote critical or abstract thinking and have the potential of having more than one right answer. See Appendix D

Do the essential questions:
 connect to targeted standards?
 narrow the focus of the organizer?
 encourage critical thinking skills?

Summative/End of Unit Assessment – the final assessment piece of the unit which should evaluate student progress in achieving each of the targeted standards
 See *Appendix E*

Does the assessment:

- assess all targeted standards?
- align to Depth of Knowledge level?
- demonstrate critical thinking skills?
- demonstrate learning in different ways?
- allow for diverse needs of students?

Scoring Criteria

Develop a scoring criteria tool that will evaluate your summative/end of unit assessment.

Questions for Consideration

- How well do we want them to know it and be able to do it?
- What do we want students to know and be able to do?
- How will we know when they know it or do it well?

Entry-level Assessment – Once learning targets are determined and your summative assessment has been designed, students are pre-assessed to determine their strengths, weaknesses, understandings and misconceptions in order to inform instruction. See *Appendix E*

How do I...

- find out what my students already know and are able to do?
- find out what additional support students need to meet a given learning target?
- form flexible groups for instruction based on what students know and are able to do?

Type of Assessments – In addition to your summative/end of unit assessment, what other assessments will you use throughout the unit (e.g., formative, summative assessments, diagnostic assessments, pre-assessment aligned with learning targets, classroom assessments, learning checks)? <i>See Appendix E</i>				
Assessment	Learning target aligned to assessment	Write F for Formative and S for Summative (may be both)		How Often?
Anecdotal records	_____	_____	_____	_____
Class discussions	_____	_____	_____	_____
Conferences and interviews	_____	_____	_____	_____
End of unit tests (including MC and OR)	_____	_____	_____	_____
Journals, learning logs	_____	_____	_____	_____
Performance events	_____	_____	_____	_____
Performance tasks	_____	_____	_____	_____
Projects	_____	_____	_____	_____
Running records	_____	_____	_____	_____
Selected and/or constructed responses	_____	_____	_____	_____
Self-assessment/reflection	_____	_____	_____	_____
Student revision of assessment answers	_____	_____	_____	_____
Student work folder	_____	_____	_____	_____
Writing tasks (e.g., journals, memoirs)	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____

Learning Experiences - When designing learning experiences, consider varied and rigorous instructional strategies to teach content. As you design instruction, plan learning experiences that reinforce and enrich the unit while connecting with the standards and assessments. Specific details can be recorded in lesson plans. *See Appendix F*

Indicate your unit learning experiences here.

How do the learning experiences...

- address individual student needs?
- consider the perspective of the learner?
- include varied and rigorous experiences?
- incorporate appropriate literacy strategies/skills?
- incorporate appropriate content literacy strategies/skills?
- integrate inquiry?
- connect to other content areas as appropriate?
- integrate technology as appropriate?

Unit Sequencing - Order/sequence your lessons after determining your assessments and learning experiences. This sequencing should build upon students' previous knowledge, allowing them to make connections to their learning. *See Appendix F*

Consider the following questions when sequencing the unit.

- What sequence of instruction will work best for my students to understand this content?
- How will the learning experiences be organized to maximize engaging and active learning?
- How do the lessons move students from foundational to critical thinking skills?

Resources/Tools

List resources/materials that are needed to support student learning.

Do the resources:

- relate to the identified targeted standards?
- enhance student learning?
- allow for the diverse needs of students?
- move beyond the textbook?
- help make learning relevant to students?
- integrate technology in a meaningful way?

Reflection

After teaching the unit, reflect on the strengths and weaknesses of the lessons, activities and assessments. How can I make the unit more effective?

Questions for Reflection

- What worked well and how do I know this?
- What lessons/activities do I need to revise? Why? How?
- How did my assessments (formative/summative) guide/alter my instruction?
- Should/Could I involve other teachers in this unit (cross-content connections)?
- Are there any additional resources I need to include?
- What might I do differently next time?

Click [HERE](#) to Download the Unit Plan Template

Part II:

Lesson Plan Template

Introduction:

Part II: Lesson Plan Template

After developing your unit and tentatively sequencing your learning experiences, individual lessons can be developed. By seeing the big picture of where you are and where you wish to go, you will be able to focus your individual lessons more clearly. The format of this template is similar to that of the unit plan in that there are guiding questions to aid in the development of your lessons. Remember, a lesson may cover more than one day of instruction.

The template is provided as a guide for planning instruction. You may wish to design your own format - one that best suits your needs. It should, though, contain the following components

<input type="checkbox"/> Standards <ul style="list-style-type: none"> • Target/Assessed • Supporting 	<input type="checkbox"/> Essential Questions
<input type="checkbox"/> Assessment Plan	<input type="checkbox"/> Lesson Detail <ul style="list-style-type: none"> • Activating prior knowledge/ connection to previous instruction • Instructional delivery
<input type="checkbox"/> Learning Targets	<input type="checkbox"/> Resources, Media, Technology
<input type="checkbox"/> Strategies to address individual student needs	<input type="checkbox"/> Reflection

Part II: Lesson Plan Template

Lesson Topic/Focus:

Lesson Essential/Guiding Question(s):

Estimated duration of lesson:

<p>Template Key:</p> <div style="background-color: #cccccc; padding: 5px; margin-bottom: 5px;">Constant/ Should not be differentiated</div> <div style="border: 1px solid black; padding: 5px;">May be/Should be differentiated.</div>

Standards:

- *Program of Studies*
- Kentucky World Languages Framework
- Kentucky Technology Student Standards
- Kentucky Occupational Skill Standards
- English Language Proficiency

Targeted Lesson Standards: Which unit standards are the focus of this lesson?

Academic Expectations:	
Enduring Knowledge & Understandings:	Skills and Concepts:
Supporting Standards:	

Assessment Plan for lesson

Core Content for Assessment:

Examples of formative/summative assessments: (check all that apply)

	Pre-Assessment aligned with learning targets		Running Record
	Anecdotal Records		Class discussions
	Students monitor progress to reaching learning targets		Conferences and interviews
	Students using feedback to set goals		Rubrics and/or Scoring guides
	Journals/Learning log		Self-Assessment/Reflection
	Portfolios		Performance tasks
	Projects		Selected and/or constructed responses
	Students revise assessment answers		Open Response
	On-Demand		Oral examination
	Writing Portfolio Tasks		Multiple Choice/Selected Response
	Performance Tasks/Events		Essay
Other			

Click here for [Kentucky General Scoring Guide](#), [Kentucky Writing Scoring Rubric \(Portfolio, On-Demand\)](#) and [Rubric Template \(Open Response\)](#)

Alignment to Summative/End of Unit Assessment <i>(See Appendix E)</i>
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Learning Targets <i>(See Appendix C)</i>	
Students Will Know.....	Students Will Be Able To Do.....
Student-friendly Learning Target(s):	

Lesson Summary: Brief overview of the lesson

Day _____ of _____ day lesson.

Lesson Detail: Detailed description of lesson includes:

1. Assessment/Assessment task (See Appendix E)
 - *How do you determine if lesson learning targets have been met?*
2. Activating prior knowledge/connections to previous instruction
 - *How will I activate prior knowledge students may have about new learning or make a connection to previously taught concepts, skills, knowledge?*
 - *What have students learned in the past that relate to the lesson's learning target(s)?*
3. Instructional delivery (See Appendix F)
 - *What learning experiences will you use to involve students and ensure they reach the lesson learning targets?*
 - *What procedures/steps will you use? How will you trigger prior knowledge?*
 - *How will you adapt activities/procedures to meet individual student needs?*
4. Resources
 - *What resources and materials will I need to teach this lesson?*
5. Wrap-up/Student Reflection (See Appendix H)
 - *How do you bring closure to your lesson, relating it to today's learning target(s)?*
 - *How do you help students synthesize today's lesson as related to the lesson learning target(s)?*
 - *How will students determine where they are in meeting the lesson learning target(s)?*
 - *How will you help students understand and reflect on their learning of this lesson so that they may continue to grow academically?*

6. Additional lesson notes

Resources/Technology: Think about practical issues and materials needed for lesson implementation.

(check all that apply)

	Assistive tools: text readers, auto summary, etc.		Communication tools: blogs, wikis, pod casts, e-mail, web page, etc.
	Interactive technology: Smart boards, Quick Response Systems, etc.		Research online: encyclopedias, KY Virtual Library, etc.
	Productivity tools: web sites, Power point, spreadsheets, word process, graphic organizers, concept mapping, etc.		Digital Imagery: digital camera, clip art, movie clips, etc
	Content Resources: web sites (Marco Polo , KET EncyloMedia , Web Quests, virtual museums), content software resources, supplemental resources on CD, blogs, etc.		Equipment: TV, tape recorder, CD/DVD player, videos, MP3 Players, video cameras, educational software, etc.
	Other:		

Explanation of use of technology (if needed):

Part III

Unit/Lesson

Reflections and

Questions

Reflection is an important aspect of teaching -- a mental process that teachers undergo constantly. Part III provides a place to record your thoughts after each lesson. This written record is a way to capture your thoughts on the unit and lessons. This written record not only allows you to reflect on your instruction, but also helps inform professional conversations about instruction throughout the school.

Part III Unit/Lesson Reflections and Questions

Reflection:

(Questions and reflections that you identify as you explore the unit/lesson)

After delivering your unit/lesson, reflect on its success.

- *What evidence/data demonstrates that students met goals and objectives?*
- *In what areas did students exceed goals and objectives?*
- *What might you do differently next time?*

Additional Notes/Attachments

Template Key:

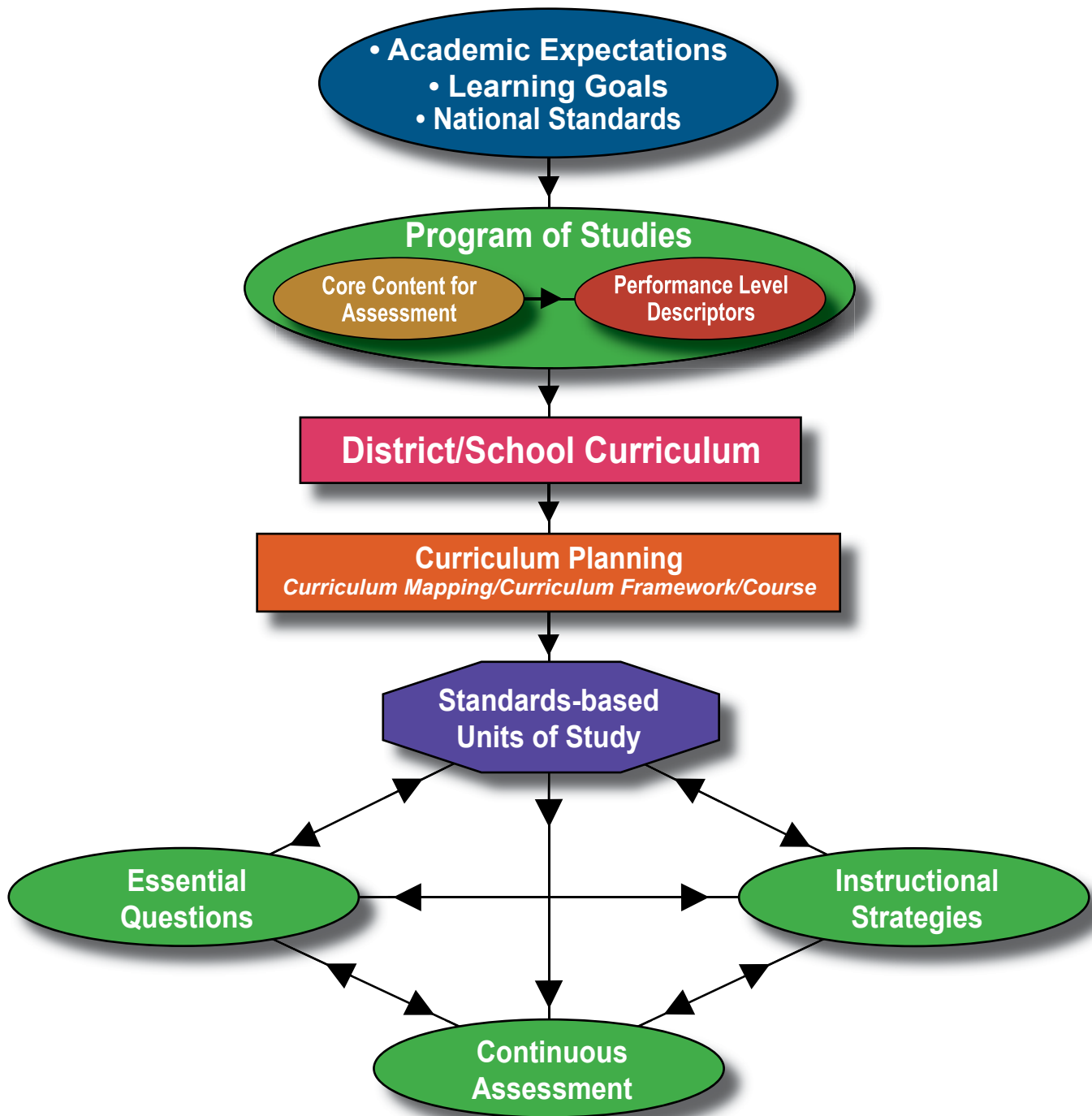
Constant/ Should not be differentiated

May be/Should be differentiated.

Click [HERE](#) to Download the Lesson Plan\Reflection Templates

Appendix A

The Big Picture: Curriculum, Instruction, Assessment



The Big Picture

Kentucky's Learning Goals and Academic Expectations are statutory and regulatory requirements (KRS 158.6451 and 703 KAR 4:060). They define what all Kentucky students should know and be able to do as they exit high school.

The Program of Studies for Kentucky Schools (POS) is regulatory (704 KAR 3:303). It outlines the minimum content that must be taught for high school graduation requirements. The POS outlines the minimum content to be taught in classrooms.

The Core Content for Assessment 4.1 is a subset of the POS. The CCA 4.1 contains the content that will be assessed on the state assessment. The content areas assessed in Kentucky are reading, writing, mathematics, science, social studies, arts and humanities, practical living, and vocational studies. Schools should not stop with the CCA when planning their curriculum because even though it does represent what is "fair game" for the assessment, it does not reflect all that students need to know and be able to do. For example, oral communication skills are very important. Academic Expectation 1.11 outlines the expectation that students will develop these skills as a result of their school experience. However, since our assessment does not allow us to assess those skills, if the CCA 4.1 is the driving force for curriculum alone, those skills may not be addressed to a sufficient degree.

The performance level descriptors are important because they define what we mean when we say a student has performed at the "novice," "apprentice," "proficient" or "distinguished" level. They clarify for teachers, students and parents how we evaluate student work, and they explain for students what we expect of them.

The Combined Curriculum Document (CCD) is a resource created by the Kentucky Department of Education to show the connection between the *Academic Expectations* (what students should know and be able to do as a result of their school experience), the *Program of Studies* (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment Version 4.1 (the content that is appropriate to be included on the state assessment).

All of these resources along with specific district standards drive curriculum planning (maps, frameworks, courses). Units of study are developed from the curriculum planning and contain essential questions, continuous assessments and instructional strategies.

Appendix B

Unit Organizer

A unit organizer is a statement or open-ended question that communicates the content standards in a way that engages students by connecting learning to prior knowledge, skills, experiences, beliefs and/or customs. It should focus on a life issue, problem or question that provides a meaningful purpose for student learning. Using personal, social, cultural and global concerns of students will help engage the students in the learning. The unit organizer needs to be broad, demanding students to engage in inquiry.

A unit organizer is general and relates to some big idea, thereby allowing for transferability of knowledge. This makes a unit organizer important in formulating a course of study.

Characteristics of a unit organizer

- ⇒ Provides relevance; the why for learning
- ⇒ Standards-based
- ⇒ Inquiry-based
- ⇒ Connects to prior knowledge
- ⇒ Motivates and engages

STRONG	WEAK
You are what you eat	Nutrition
How can I use measurement to learn more about my world?	Measurement
Kentucky's Government - What's in it for me?	Kentucky Government
Old "stuff" to new "stuff": How can a better understanding of matter help us make the world a better place?	Matter
A License to Create – Picasso the Innovative Artist	Picasso
How does my English compare with King's English?	The History of the English Language
How will "teen credit" affect me?	Credit
Kentucky - More than fried chicken; Dijon - more than mustard	Cultural Products

Appendix C

Lesson Standards

Targeted standards are statements of intended learning. They identify the content, skills/processes to be taught and formally assessed in the unit. Refer to Combined Curriculum Document or standards for your subject area.

** Supporting standards contain content, skills and processes that are relevant to the unit but may include connections to other content areas.*

Example

Academic Expectations:

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Program of Studies:

Understanding:

SS-5-GC-U-3

Students will understand that the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights).

Skills/Concepts:

SS-5-GC-S-3

Students will analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today.

Core Content:

SS-05-1.3.1

Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, and freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.

DOK 3

*Once teachers have identified their targeted standards, they should break these standards apart or **deconstruct** them to determine learning targets. Learning targets are statements of what teachers want students to know and be able to do.*

Students Will Know: What knowledge/content will students need to demonstrate the mastery of the standard or intended learning? What facts and concepts do we want students to know? These are often stated using words such as: *know, list, name, identify, describe*.

Example:

Know the description of a democracy.

Describe principles of democracy; justice, liberty, equality, responsibility, individual human dignity.

Know why the Declaration of Independence is a significant historical document.

Know why the U.S. Constitution is a significant historical document.

Know that the Bill of Rights is part of the U.S. Constitution.

Describe why the Bill of Rights is a significant document.

Students Will Be Able To Do: What are the major questions students should answer through their work in this unit? What are the patterns of reasoning or thinking students will need to master? What are the skills students need to demonstrate in order to show their learning?

Example:

Explain why the Declaration of Independence is a significant historical document.

Explain why the U.S. Constitution is a significant historical document.

Explain why the Bill of Rights is a significant historical document.

Analyze significant historical documents and provide examples that illustrate the principles of democracy.

Explain the principles of democracy and analyze why they are important today.

Student-Friendly Targets: Student-friendly targets communicate the intended learning targets to students in an age-appropriate manner. Explaining the intended learning in student-friendly terms at the beginning of the lesson is the crucial first step in helping students know where they are going. Students cannot assess their own learning or set goals to work toward without a clear vision of the intended learning. When students try to assess or communicate their own achievement without understanding the learning targets they have been working toward, their conclusions can be vague and unhelpful; “I think this is pretty good.”

(Stiggins, 2006)

Examples:

<p>Students will know</p>	<p>I can describe a democracy.</p> <p>I can describe principles of democracy: justice, liberty, equality, responsibility, individual human dignity.</p> <p>I know why the Declaration of Independence is a significant historical document.</p> <p>I know why the U.S. Constitution is a significant historical document.</p> <p>I know that the Bill of Rights is part of the U.S. Constitution.</p> <p>I can describe why the Bill of Rights is a significant document.</p>
<p>Students will be able to do</p>	<p>I can explain, which means I can give reasons, why the Declaration of Independence is a significant historical document.</p> <p>I can explain why the U.S. Constitution is a significant historical document.</p> <p>I can explain why the Bill of Rights is a significant historical document.</p> <p>I can analyze, or examine, significant historical documents and provide examples which illustrate the principles of democracy.</p> <p>I can explain the principles of democracy and analyze why they are important today.</p>

Program of Studies:**Understanding:****SC-7-STM-U-2**

Students will understand that there are only 92 naturally occurring elements and all matter is made of some combination of them (compounds).

Skills/Concepts:**SC-7-STM-S-2**

Students will distinguish between elements and compounds and classify them according to their properties.

Core Content:**SC-07-1.1.1****Students will:**

- classify substances according to their chemical/reactive properties:
- infer real life applications for substances based on chemical/reactive properties.

In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways. The patterns which allow classification can be used to infer or understand real life applications for those substances.

DOK 3

Students will know	Student-friendly targets
List the properties of elements Recognize names of common elements Identify the Periodic Table as a resource containing information about certain properties of all known elements	I can list the properties of elements. I can recognize, or know from previous uses, names of common elements. I can identify, or recognize, that the Periodic Table contains information about the known elements.
Students will be able to do	Student-friendly targets
Distinguish physical properties from chemical properties Classify substances according to their chemical/reactive properties Draw conclusions about a substance based on data	I can distinguish, or tell the difference between, physical properties and chemical properties. I can use chemical properties to classify substances. I can use data about a substance to draw conclusions about the substance being investigated.

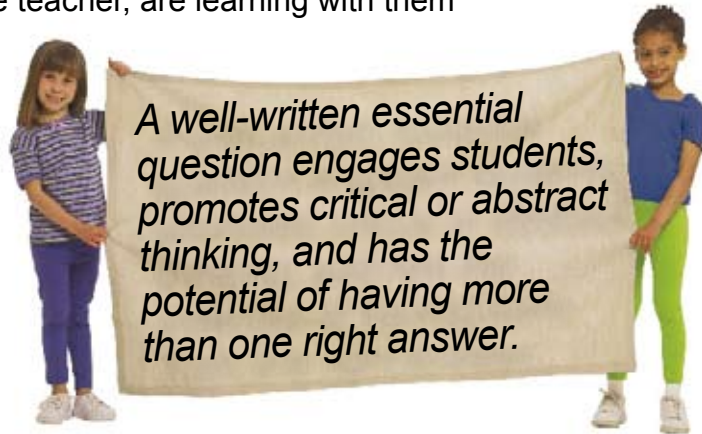
Appendix D

Essential Questions

An essential question is one that is used to capture the attention of your students and maintain their interest in learning. It drives the teaching by creating a deep conceptual understanding. By using essential questions in your design, you help students

- discover patterns and build personal meanings
- discover meaning through inductive teaching
- think at complex levels
- see that you, the teacher, are learning with them

(Erikson, 2002)



Essential questions are more specific than unit organizers. They frame a unit of study by providing focus. They provide the teacher with a course theme or focus and show students connections with big ideas. A good resource for developing essential questions is the *Program of Studies*. Using the Enduring Knowledge/Understandings for each big idea of a content area in the *Program of Studies* can lead to essential questions that can help students make connections with big ideas.

SAMPLE UNIT ORGANIZERS Unit organizers are broad and promote student inquiry.	SAMPLE ESSENTIAL QUESTIONS Essential questions frame the unit of study by providing focus.
Kentucky's Government-What's in it for me?	Why do we need government in Kentucky? How can I be involved in Kentucky government?
You Are What You Eat	How do my choices about what I eat influence my health? How can I learn to make better nutritional choices?
A License to Create – Picasso the Innovative Artist	How did Picasso use the art elements and principles of design during his "blue period"? How did Picasso apply visual art elements and principles of design to change his art over his lifetime?
How does my English compare with the King's English?	How did other languages affect the development of the English language? Why are there regional differences in dialects? How did the dialect in my region of the country develop?
Old "stuff" to new "stuff": How can a better understanding of matter help us make the world a better place?	How can I distinguish "matter" from NOT matter? How do we make new "stuff" to solve new problems?
How can I use measurement to learn more about my world?	Why do we have standard units of measurement? How can we use estimation and measurement appropriately to solve problems?

Continued on next page.

SAMPLE UNIT ORGANIZERS Unit organizers are broad and promote student inquiry.	SAMPLE ESSENTIAL QUESTIONS Essential questions frame the unit of study by providing focus.
How will “teen credit” affect me?	What are the types of credit? How does a credit history affect you? How does bankruptcy affect your credit?
Kentucky -- More than Fried Chicken; Dijon -- More than Mustard: How can my study of cultural products in Dijon help me to better understand the economic effects of cultural products in my own community?	How do the cultural products of Bourgogne and Kentucky affect life and economy of the region? How can we promote understanding of each area in the appreciation and enjoyment of our products?

The unit organizers and essential questions should develop from the *Program of Studies* Enduring Knowledge/Understandings and apply to Skills and Concepts. For example, consider the sample unit organizer from English/Language Arts:

How does my English compare with the King’s English? This organizer fits under E/LA grades 11-12, the Big Idea for Forming a Foundation for Reading.

The Enduring Knowledge/Understandings for that Big Idea include:

- developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader’s vocabulary, the easier it is to make sense of text.
- many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.

The sample essential questions that relate to the Enduring Knowledge/Understandings for the selected Big Idea are: *How did other languages affect the development of the English language? Why are there regional differences in dialects?*

The related *Program of Studies* Skills and Concepts that relate to the Big Idea and essential questions are:

- describe the influence of historical events on the development of the English language
- interpret the meaning of jargon, dialect, or specialized vocabulary in context
- apply knowledge of synonyms, antonyms, word parts (e.g., roots, affixes, cognates) and nuances of meaning to assist comprehension
- investigate the meanings of words and their possible effect(s) on the perceptions and behavior of people
- interpret and explain literal and non-literal meanings of words or phrases, analogies, idioms, and literary and classical allusions based on context

A teacher developing a unit of study using the organizer and essential questions would plan instruction that helps students see the connections to the organizer as well as their own lives. For example, once students understand that the Roman Empire’s occupation of Britain in the first century introduced Christianity to the region and led to an influx of borrowing words from Latin, they can see why English has so many words of Latin origin. This, in turn, can lead to a study of various word origins and meanings that aid in vocabulary and comprehension as they read, discuss, and encounter unfamiliar words.

A study of settlement patterns in Britain and the United States over the centuries would help them understand that Kentucky was originally settled in large part by Scots-Irish ancestors, which in turn, created a distinct regional dialect. Or that speakers of African-American English speak a dialect passed down from a pidgin or Creole dialect that combined various African languages with other languages such as French or English. Making these kinds of connections to history and geography allows students to have a global perspective while making personal connections to their own histories and region. It also allows them to have a better understanding of vocabulary and grammar, reading comprehension and writing skills.

Unit Organizer – Arts and Humanities:

How do the arts tell us about the ideas, beliefs, and feelings of the people who create them?

Enduring Knowledge and Understandings:

- The arts are powerful tools for understanding human experiences both past and present.
- The arts help us understand others' (often very different) ways of thinking, working, and expressing themselves.
- The arts play a major role in the creation and defining of cultures and building civilizations.

Skills and Concepts:

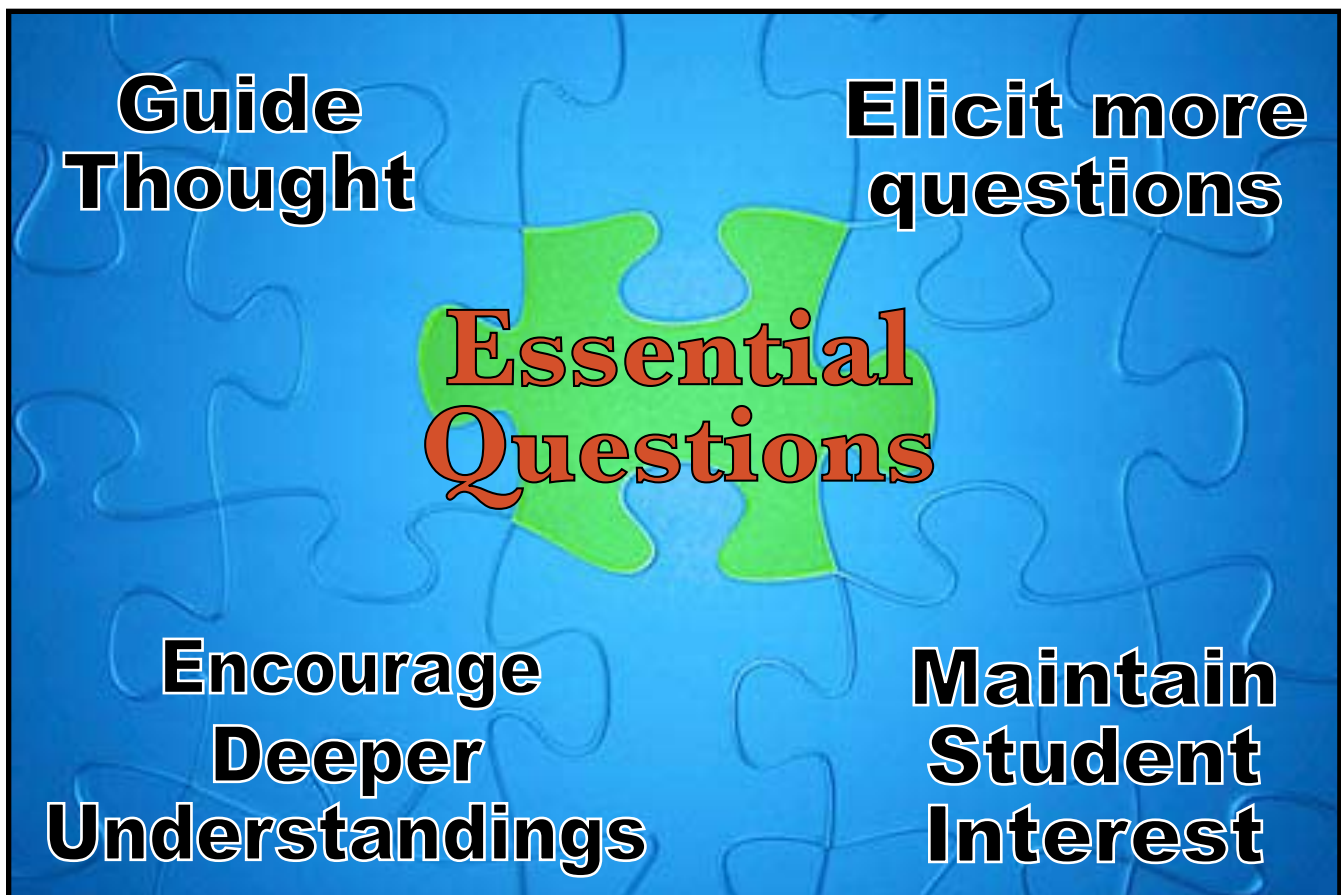
- Describe, analyze and evaluate distinguishing characteristics of music representing a variety of world cultures and historical/style periods
- Listen to, perform, and classify music representing a variety of world cultures and historical/style periods
- Examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture
- Examine music from various time periods and explain how the influence of time and place are reflected in music

For example, when using this organizer, you could choose a particular culture and/or time in history such as the decade of the 1960s in America. That decade brought with it challenges to the social norms that existed in the post WWII and Korean War when there was still a strong national unity and order brought to American society through military traditions and pre-war social traditions.

As the 60s progressed, different ethnic and age groups challenged the justness of many of those traditions and protests became commonplace on the streets of America. Music, being a powerful form of communication that heightens the emotions of the performer and listener, became a rallying tool for protest groups. Much of the popular music of the 60s reflects those challenges to society and that can be seen in the music of the civil rights movement and those in opposition to the Vietnam War. This music helped to change the thinking of a whole generation and change the social landscape of America.

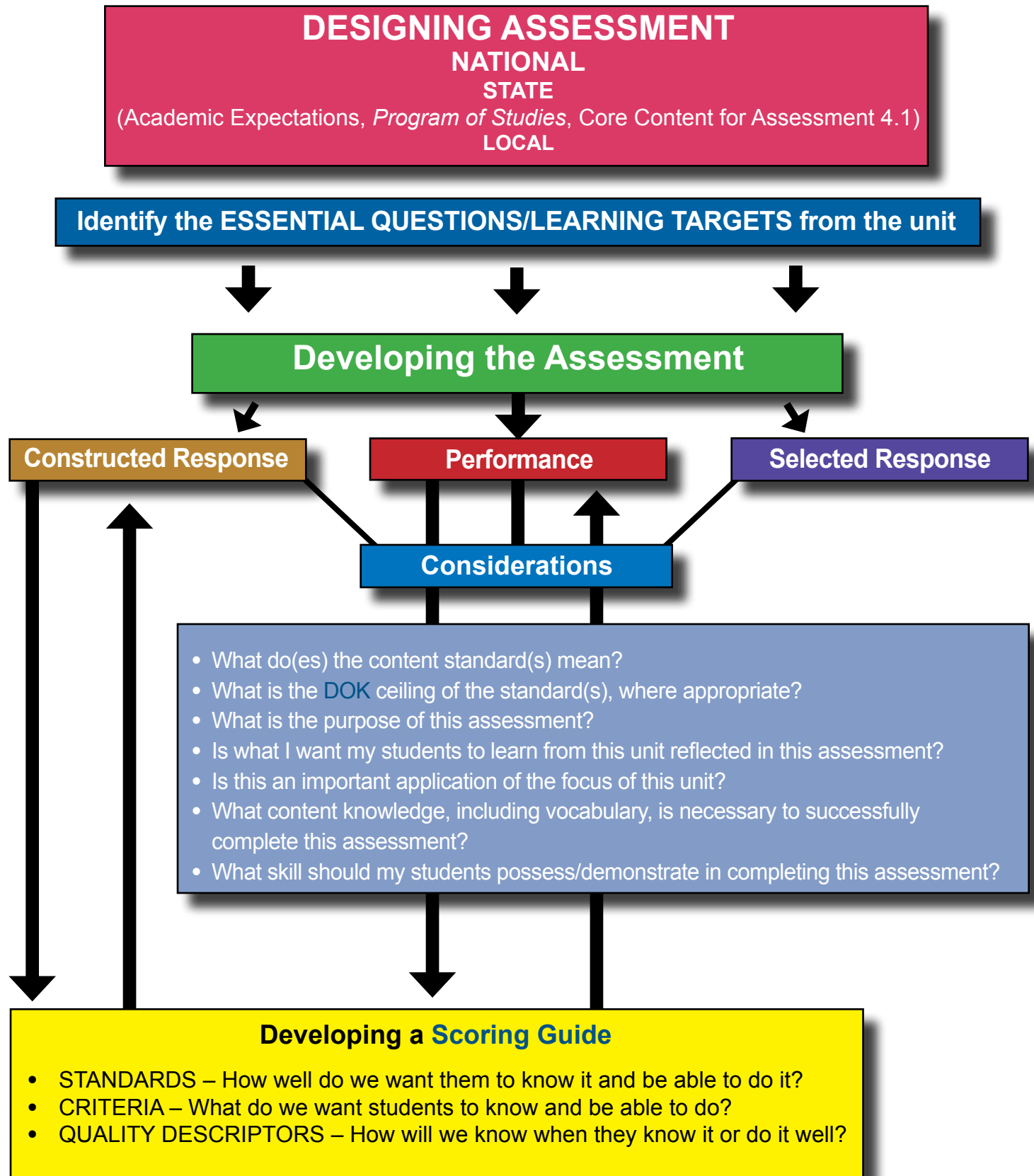
Essential Questions and the Skill Area

Essential questions are designed so that they help students think in-depth about a topic or issue, and therefore, they do not call for specific answers. This is also true in areas of curriculum focused on skill development. It is important to remember that "skills are means not ends, the aim is fluent, flexible, and effective performance." (Wiggins and McTighe, 2005). Wiggins and McTighe suggest that essential questions framed in skill areas can be within one of these categories: (1) key concepts, (2) purpose and value, (3) strategy and tactics, (4) and context of use. Thus teachers may design a series of questions that require specific answers (e.g., How should I hold the bat? How does my stance affect my swing?) to scaffold to an essential question and build a larger conceptual understanding (e.g., How can I be most effective at baseball?). It is the application and mastery of these skills that allow students to reach the conceptual understanding.



Appendix E

1. The Assessment Plan



2. Comparing Formative and Summative Assessment

Assessment information may be used in many ways. The purpose of an assessment determines if it is formative or summative.

Assessment *for* Learning/Formative Assessment

“Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended audiences” (CCSSO, 2007). It is a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Groups, 2002). Formative assessments provide descriptive feedback to students and student self-assessment (Stiggins, 2006). Examples of formative assessment include: observations, student conferences, writing tasks, performance tasks, prior knowledge assessments, rubrics, feedback, and student self-assessment (quoted in NSDC, 2006).

Assessment *of* Learning/Summative Assessment

Summative assessments happen after learning is supposed to have occurred to determine if it did (Stiggins, 2006). They occur most often at a point in time when students are ready to demonstrate achievement of curriculum objectives (end of unit tests, performance events, projects). Often assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used formatively to make instructional decisions. It informs and provides direction about student progress and determines where further instruction is recommended for individuals or groups.

3. Understanding the differences between formative and summative assessment

	Assessment <i>for</i> Learning (FORMATIVE)	Assessment <i>Of</i> Learning (SUMMATIVE)
Purposes of Assessment	Promote increases in achievement to help students meet more standards; support ongoing student growth; improvement	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; accountability
Place in Time	A process during learning	An event after learning
Typical Uses	Provide students with insight to improve achievement; help teachers diagnose and respond to student needs; help parents see progress over time; help parents support learning	Certify student competence; know students' achievement levels and adjust instruction accordingly; promotion and graduation decisions; grading
Teacher's Role	Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; offer descriptive feedback to students; involve students in assessment	Administer the test carefully to ensure accuracy and comparability of results; use results to help students meet standards; interpret results for parents; build assessments for report card grading
Student's Role	Self-assess and keep track of progress; contribute to setting goals; act on classroom assessment results to be able to do better next time	Study to meet standards; take the test; strive for the highest possible score; avoid failure
Examples	Using rubrics with students; student self-assessment; descriptive feedback to students; observations; student conferences; portfolios; performance tasks; prior knowledge assessments	Achievement tests; final exams; placement tests; short cycle assessments

(Adapted from Stiggins, Arter, Chappius and Chappius, 2006)

4. Questions to consider as you plan for assessments

<p>1. Clear Purposes</p> <p>Often assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used formatively to make instructional decisions. It informs and provides direction about student progress and determines where further instruction is recommended for individuals or groups.</p>	<p>a. What is the purpose of the assessment (s)?</p> <ul style="list-style-type: none"> <input type="radio"/> Who is going to use the assessment(s)? <input type="radio"/> How will the classroom assessment information be used? <p>b. How does the assessment/assessment experience address student motivation?</p> <p>c. I plan to use the following formative assessments (used during instruction to provide feedback to adjust ongoing teaching and learning):</p> <ul style="list-style-type: none"> <input type="radio"/> pre-assessment aligned with learning targets on-going <input type="radio"/> anecdotal records <input type="radio"/> conferences and interviews <input type="radio"/> journals, learning logs <input type="radio"/> running records <input type="radio"/> class discussions <input type="radio"/> student conferences <input type="radio"/> portfolios <input type="radio"/> performance tasks <input type="radio"/> selected responses and constructed responses <input type="radio"/> rubrics and/or scoring guides <input type="radio"/> feedback <input type="radio"/> students monitor progress to reach learning targets <input type="radio"/> students use feedback to set goals <input type="radio"/> students revise assessment answers <input type="radio"/> self-assessment/reflection <input type="radio"/> other: _____ <p>d. I plan to use the following summative assessments (used after learning is supposed to occur to determine if it did):</p> <ul style="list-style-type: none"> <input type="radio"/> end of unit tests (including MC and OR) <input type="radio"/> performance events <input type="radio"/> projects <input type="radio"/> examples from the formative list above <input type="radio"/> other: _____
<p>2. Target</p>	<p>a. What content standards does this unit address?</p> <p>b. Are my content standards broken down into parts which address:</p> <ul style="list-style-type: none"> <input type="radio"/> knowledge students need to demonstrate? <input type="radio"/> thinking/reasoning students need to demonstrate to show knowledge? <input type="radio"/> skills students need to demonstrate? <input type="radio"/> products/product development students need to acquire if any? <p>c. Are my learning targets focused on the most important things students need to know and be able to do?</p> <p>d. What are my plans for assessing the learning targets of this unit? Do I use a variety of assessments (see examples above, 1 c & d)?</p>

3. Communication	<p>a. How do the assessment results measure the current level of student learning?</p> <p>b. Have I used a variety of reporting options to communicate assessment results effectively to students?</p> <ul style="list-style-type: none"> <input type="radio"/> descriptive feedback/narratives <input type="radio"/> conferences/verbal feedback <input type="radio"/> observations <input type="radio"/> rubrics and/or scoring guides <input type="radio"/> grades <p>c. How can the assessment results be communicated to stakeholders such as administrators, parents, and colleagues?</p>
4. Student Involvement	<p>a. Have I made the learning targets clear to students, using student-friendly language?</p> <p>b. Have I involved students in assessing, tracking and setting goals for their own learning?</p> <p>c. How can I involve students in communicating about their own learning (e.g., ILPs, reflective letters, student-led conferences)</p>

(Adapted from JSD National Staff Development Council, 2006)

5. Entry-level Assessment

Entry-level assessments are used to gather initial information about the level of understanding, skill and/or knowledge students have prior to instruction.

How do I

- find out what my students already know and are able to do?
- find out what additional support students need to meet a given learning target?
- form flexible groups for instruction based on what students know and are able to do?

This type of assessment answer the following questions:

- What knowledge and skills do students already have?
- Are students ready for a lesson on a given concept (e.g., do they have the necessary prerequisites)?
- Are students ready to go beyond a given concept? (Before moving to the next lesson, make sure content is not required as a prerequisite for another unit/lesson/content area.)
- Will students need additional support to meet a given standard? (e.g., adjusting grouping arrangements, altering the level of content materials.)

Benefits of Entry-level Assessment

- Knowing what needs to be reviewed or retaught
- Knowing what foundation the students have for new learning
- Helping to meet the needs of all learners
- Forming groups for instruction
- Good pre-assessment results in more intentional instruction and more efficient use of students' time

Types of Entry-level Assessment

The entry-level assessment may take a variety of forms (e.g., constructed response, graphic organizer, illustrations, interviews, graphs, etc.) but it must yield two types of information:

- ◆ information about each student's entry level (entry into the unit of instruction) knowledge/skills;
- ◆ information from which you will be able to measure student gains in knowledge/skills as a result of instruction; i.e., knowledge/skills gained between pre- and post-assessments.

[KTIP 2007](#)

Adapted from

Ohio Department of Education, Assessment Philosophy.

Appendix F

1. Addressing Individual Student Needs

Teachers should consider how learning experiences within a unit meet the needs of all students. To accomplish this, teachers may consider the answers to such questions as these.

How will the unit

- address various learning styles?
- address multiple intelligences?
- meet the needs of diverse learners (e.g., special education, gifted, ELL, cultural diversity)?
- support active learning?
- promote critical thinking skills?
- address student readiness through background and prior experience?
- address student interest and motivation?

2. Sequencing for Learning

When planning for learning, teachers should consider the best sequence for learning experiences. What skills need to be mastered before students move to another lesson? How do I build lessons to accomplish the end result? A series of lessons should guide the overall standards-based unit of study.

To sequence lessons within a unit of study, consider these questions.

- What learning experiences will help develop and deepen understanding of important ideas/concepts?
- How will the learning experiences be organized to maximize engaging and effective learning?
- What sequence will work best for my students to understand this content?
- How do the lessons move students from foundational to critical thinking skills?

Sequencing the Learning

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

3. Literacy

Literacy instruction involves the teaching of reading, writing, speaking, listening, and observing, the literacy strands indicated in Kentucky's *Program of Studies*. Content literacy is a component of literacy instruction, but literacy instruction means more than reading and writing to understand content. Literacy involves the students' overall ability to understand information and communicate effectively. It is an essential skill that forms the foundation of all learning; likewise, literacy is a developmental and lifelong process fundamental to success in school and life beyond school.

Two major components of literacy instruction are reading and writing. Both of these areas of literacy need explicit instruction throughout the grade levels and content areas. Literacy skills should be continually refined as students move from grade to grade; therefore, it is important that all teachers understand the importance of literacy to success in school and beyond.

4. Content-area Literacy

"Much as every house requires a strong foundation, all students should be grounded firmly in the fundamentals of literacy" (Heller and Greenleaf 2).

Content-area literacy may be defined as the student's ability to use reading and writing and other literacy skills (e.g., speaking, listening, observing) to gain new knowledge within an academic content area. In the world today, students need multiple literacies to be able to read, comprehend, and synthesize the amount of information they are bombarded with on a daily basis (Fisher and Frye 2). Teachers across the grade levels and content areas must help students develop those literacies.

A recent report by the Alliance for Excellent Education, *Literacy Instruction in the Content Areas*, reiterates that literacy instruction comprises "the very heart of the academic content areas" (3). Every content area has its own set of literacy strategies necessary for success within the content area. If educators are to help students be successful within those content areas, they must consider how these literacy strategies may be integrated within units of study to improve and enhance instruction.

Content literacy instruction is so important that teachers should not expect students to become experts in the content classes without considering the literacy strategies necessary for student success. "Students won't learn how to read and write and become comfortable in the field of biology, for example, unless they spend a lot of time reading, writing, and talking about biology, ideally with interested peers and well-trained teachers" (Heller and Greenleaf 7). To summarize, in order for students to succeed in any content area, students must be able to read, write, and communicate about the content they are studying.

5. Inquiry learning

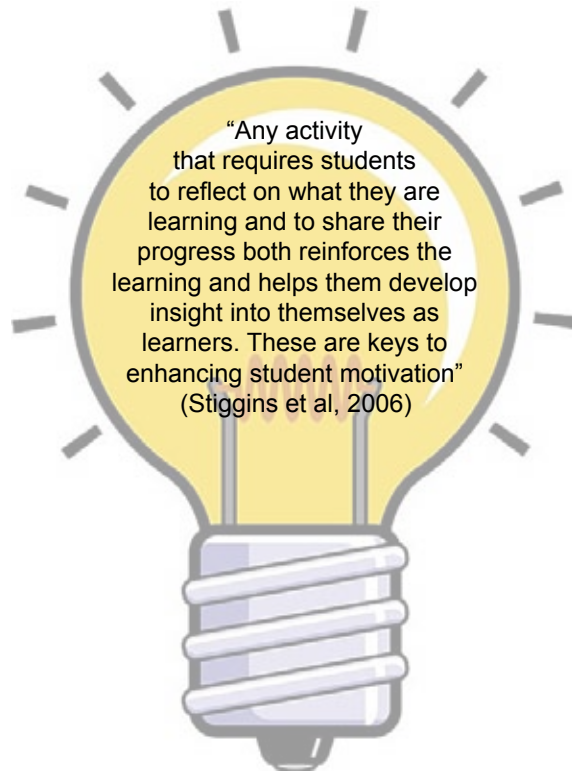
Inquiry learning suggests student involvement and ownership in the learning process that leads to a depth of understanding. Units should be organized to maximize inquiry learning as much as possible. Students who have choice in their learning become more involved and engaged, and, therefore, achieve at much higher levels than students in classes that do not promote inquiry.

6. Technology integration

Technology is an important part of students' lives in the 21st century. Teachers who utilize and integrate technology as a method of teaching promote critical thinking about the purpose of and the importance of various kinds of technology in students' lives (e.g., blogs, podcasts, Internet).

Appendix G

Student Reflection



Suggested Student Reflection Questions	
How is today's work related to the lesson learning target(s)?	What can you do to improve?
Does today's lesson have personal relevance?	How has your performance improved over time?
Can you explain and justify your work and answers?	What grades/scores do you deserve, and why?
What lesson learning target(s) do I need to explore further? What goals will I set?	How does what you learned connect to other learning?
What was easy for you? Why?	What thinking processes did you follow to determine your answer?
What was hard for you? Why? What do you need or what can you do to make this easier?	How has what you've learned changed your thinking?
What do you still want to learn?	What would you do differently next time?



“Effective learners are aware of how they learn, set personal learning goals, consistently self-assess and adjust their performance. One approach involves having learners regularly respond to reflective questions. Such questions encourage students to reflect on their learning, make connections to prior learning and across content areas, self assess their performance and set goals” (Wiggins and McTighe, 2004)

Appendix H

Sample Lesson Plan Templates

You will find sample lesson plan templates on the following pages. KDE does not recommend one lesson plan template over another, as this is a personal preference. However, lesson plan templates should include the following components:

- Standards
- Essential Questions
- Assessment Plan
- Learning Targets
- Lesson Detail
- Strategies to address individual student needs
- Resources, media, technology
- Reflection

Sample Lesson Plan Templates

The following lesson plans contain the eight essential components of a lesson plan. The elements of each lesson plan have been color coded to correspond with the essential components as stated above. Teachers may use these templates or variations thereof to meet their needs.

Sample Lesson Plan Template 1 (Click on link to download Word file)

Lesson plan template 1 was developed by Kentucky Reading First State Coaches. The explicit lesson plan model is divided into five critical lesson plan elements for development. see sample lesson plan template 1 for more explanation)

Sample Lesson Plan Template 2 (Click on link to download Word file)

Lesson plan template 2 was developed by the Kentucky Teachers Network for Excellence in Civic Education and Engagement. Based on the work of Wiggins and McTighe (*Understanding by Design*) Stiggins (Assessment), and Tomlinson (Differentiated Instruction), this lesson plan template allows teachers to design detailed lesson plans that may be used by teachers across the Commonwealth.

Sample Lesson Plan Template 3 (Click on link to download Word file)

Lesson plan template 3 was developed by the Kentucky Department of Education in cooperation with KET, and is the template used to design lessons for the Arts Toolkits. The purpose for developing this template was provide a guide for teachers creating lessons for the Arts Toolkits in developing complete standards-based lessons, literacy activities, assessments, and cross content integration opportunities. This template has been successfully applied in the creation of all of the four Arts Toolkits.

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