

WHAT IS UNDERSTANDING?

When you “really” understand you can- (answer in general terms or in terms of a specific subject or topic.)

Even though you may know a lot, you don't really understand if you can only...

Given your answers, what 1-2 common teacher practices *unwittingly* undercut the aim of understanding?

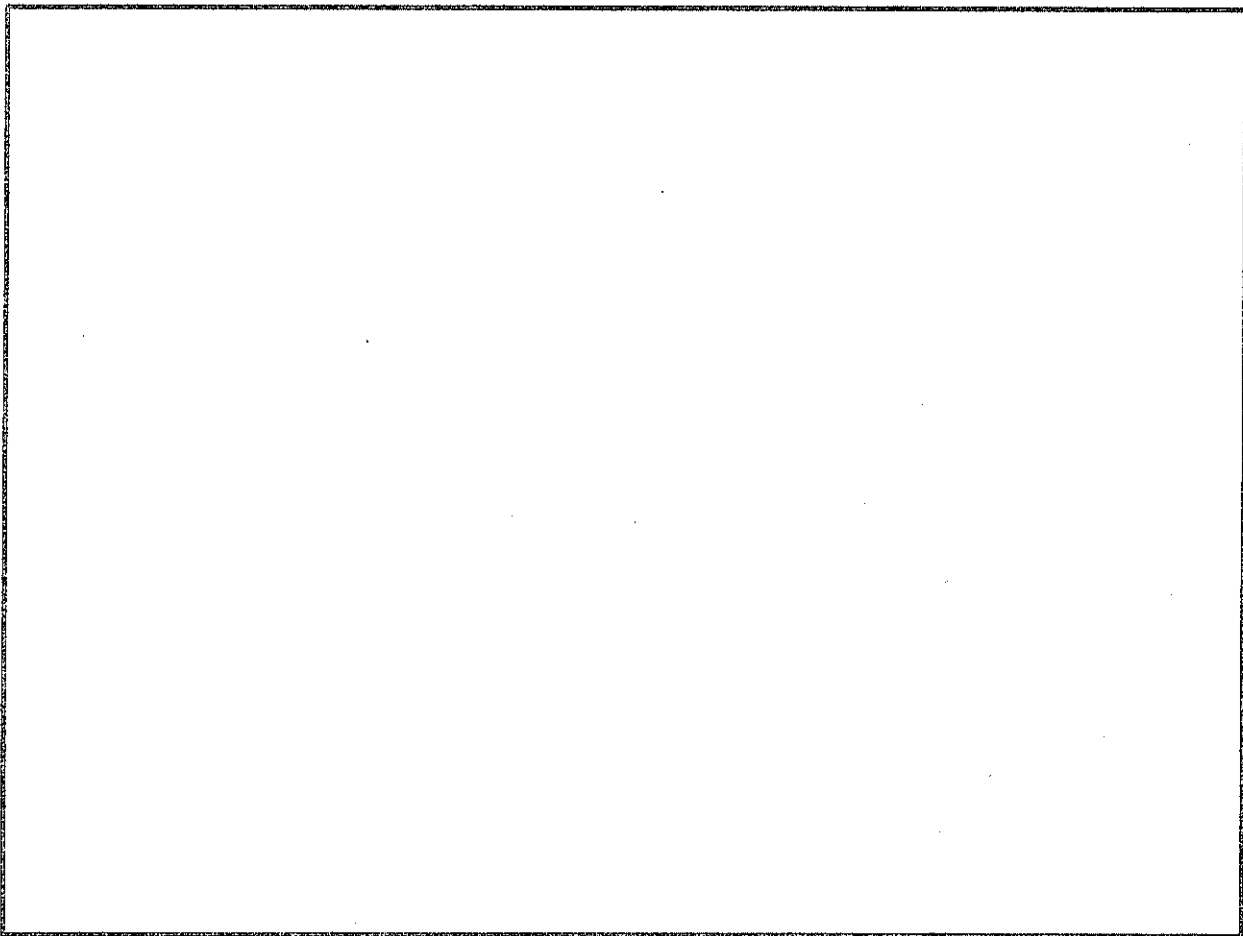
PERSONAL MISSION

What is your personal mission statement as a teacher? (If you are no longer a teacher, what was it or might it have been?)

A mission statement is a commitment to a long-term priority outcome. It is thus, for teachers, cast in terms of the ultimate results you aim to cause in *learners*; it is not what you do or believe. A teaching mission summarizes –

- Your bottom-line learning goal(s)
- The point of all the content
- Why you teach what you do
- What counts as ultimate “success” in your work with learners;
- What you want to remain and last when the details are forgotten.

My mission as a teacher: in the end, I am aiming for my students to...

A large, empty rectangular box with a thin black border, intended for the user to write their personal mission statement. The box is positioned below the introductory text and the list of characteristics, and above the concluding sentence.

Unpacking Standards: Top Down Method

Standard

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Source: Common Core Anchor Standards - Writing

In order to meet the standard(s), students will need to understand *that...*

- Arguments need support.
- Not all support is equal.
- Complex issues require consideration of multiple views.
- An effective argument anticipates and addresses counter points.

In order to understand, students will need to consider such questions as...

- *What constitutes effective support for an argument?*
- *What makes evidence relevant and sufficient in support of an argument?*
- *How might we determine different points of view?*
- *How might we anticipate and refute objections to our argument?*

In order to consider such questions well, students will need to...

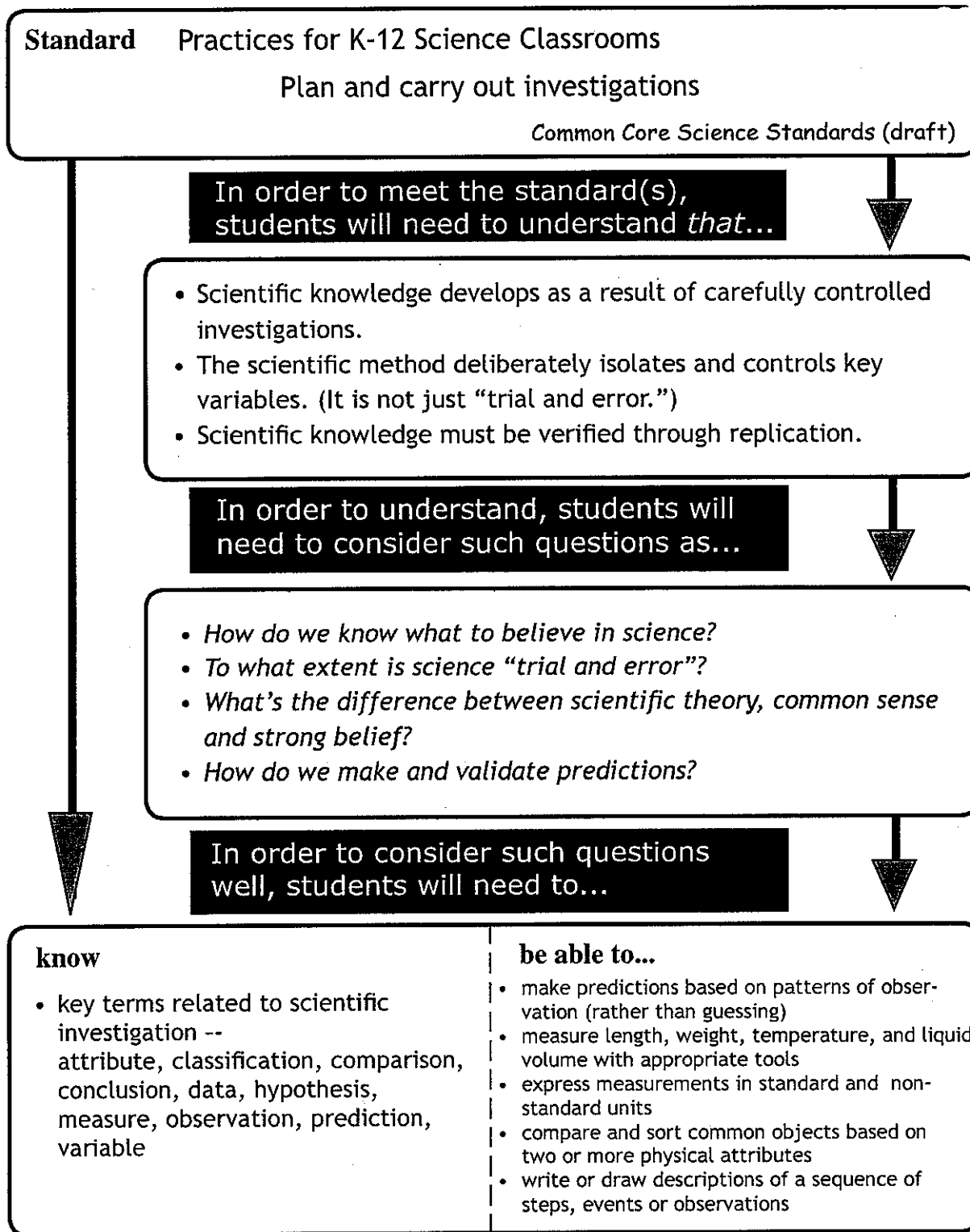
know

- types of evidence
- components / structure of an argument
- related terms -- claim, counterpoint, evidence, relevant, refute, substantive

be able to...

- identify a position and develop an argument
- determine relevance and sufficiency of evidence
- build support for an argument
- anticipate and refute objections

Unpacking Standards: Top Down Method



Unpacking Standards: Top Down Method

Standard

Visual Arts, Goal 2 - The student will recognize the visual arts as a basic aspect of history and human experience.

Source: Visual Arts Standards, Maryland

In order to meet the standard(s), students will need to understand *that...*

- Artistic expression is influenced by time, place, and culture.
- One gains insights into a culture by analyzing and interpreting its visual arts.
- Available tools, techniques, materials and resources influence the ways in which artists/artisans express themselves.

In order to understand, students will need to consider such questions as...

- *To what extent is art shaped by time, place, and culture?*
- *In what ways does art shape culture?*
- *Are artists cultural visionaries, reporters, or reactionaries?*
- *Who determines the meaning of art?*
- *How does technology influence artistic expression?*

In order to consider such questions well, students will need to...

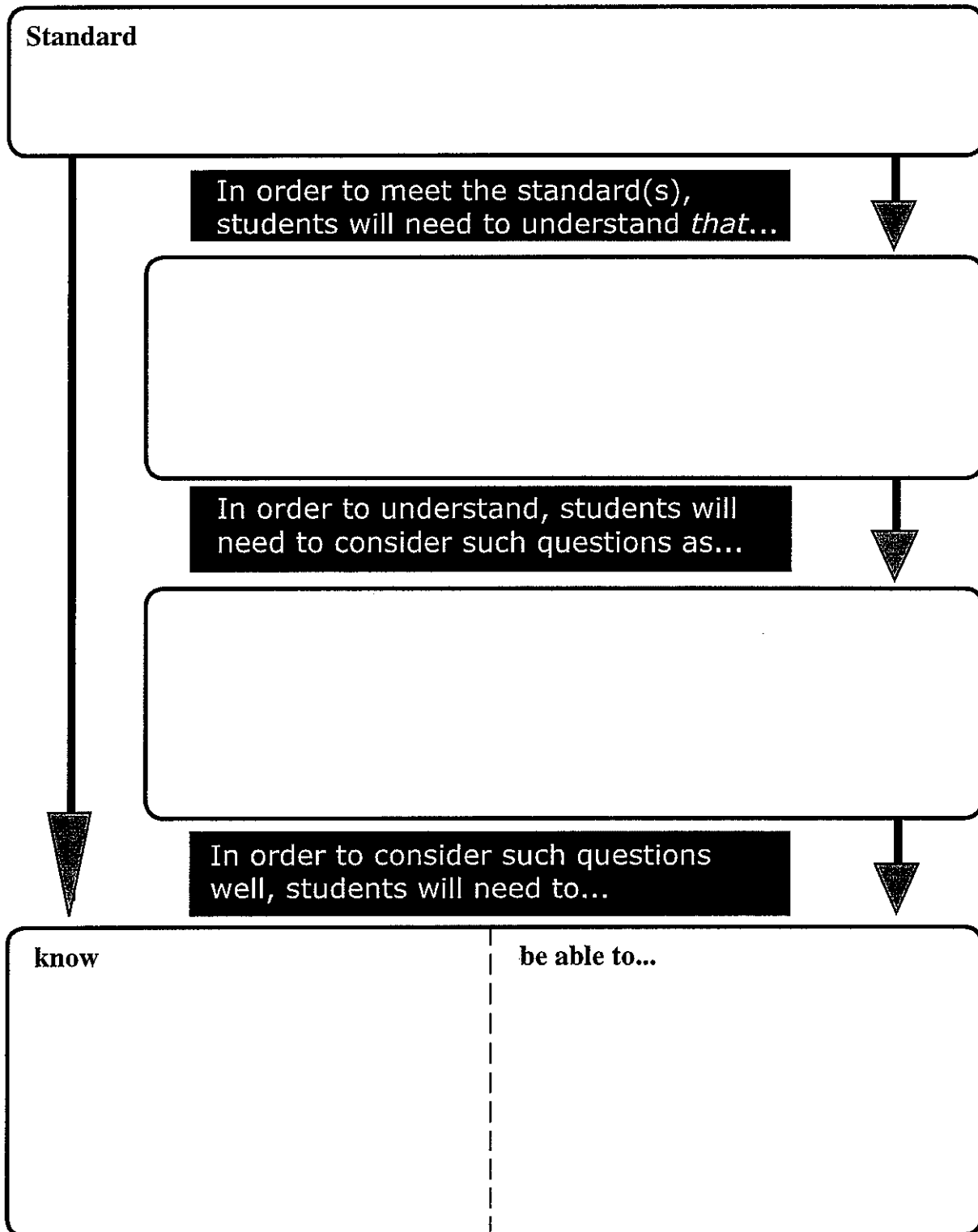
know

- visual art design elements (concepts and terminology) - line, color, form, texture, pattern, space
- visual art design principles - balance, rhythm, perspective, emphasis, unity
- ways in which various technologies are employed by artists
- relevant historical and cultural information about various periods

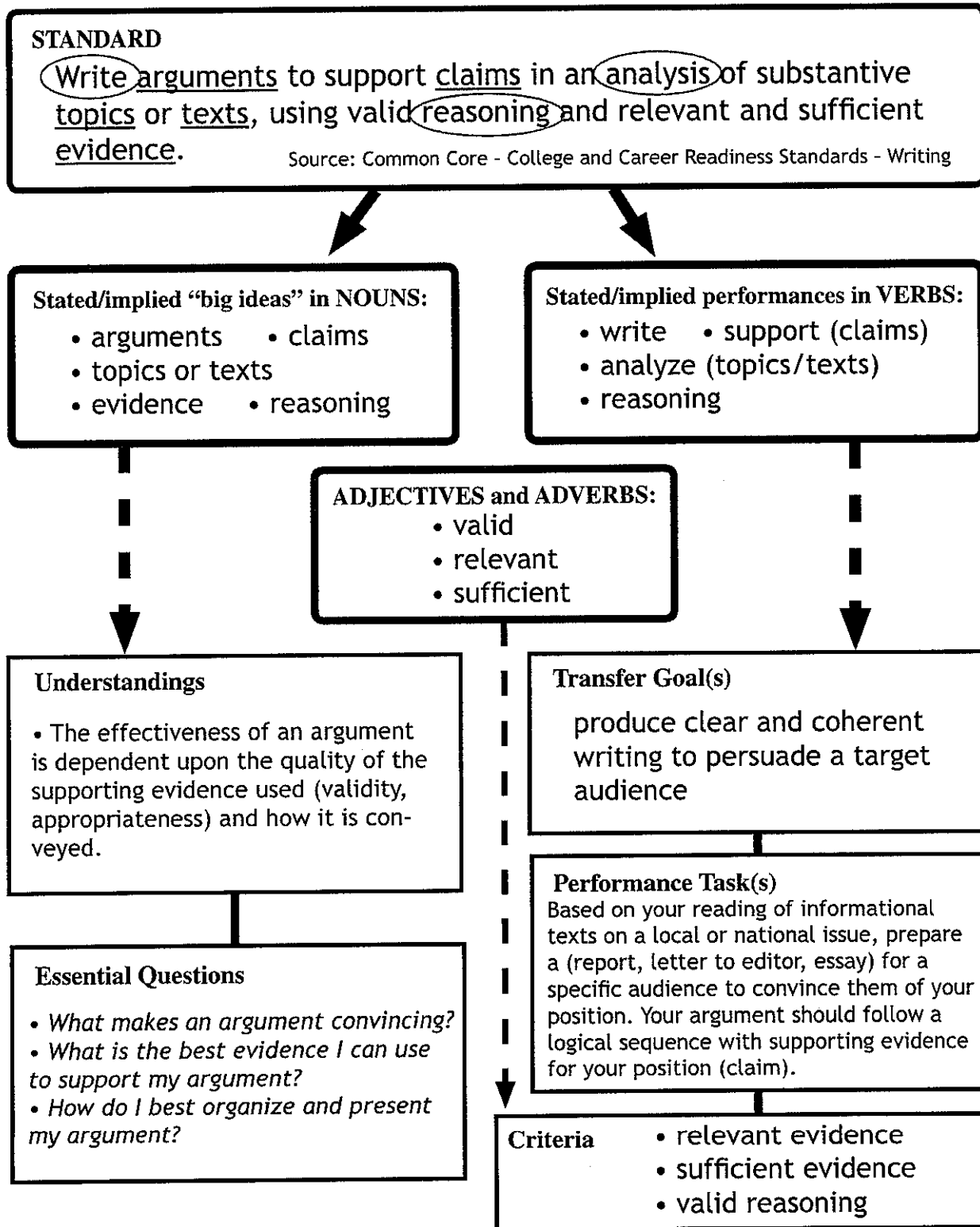
be able to...

- analyze and interpret works of art
- compare works of art from different periods and cultures to determine the distinguishing visual characteristics (e.g., Medieval and Renaissance)
- communicate their analyses and interpretations verbally and visually

Unpacking Standards: Top Down Method



Unpacking Standards - "Inside Out" Method



Unpacking Standards - "Inside Out" Method

STANDARD
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Source: Common Core - College and Career Readiness Anchor Standards - Writing

Stated/implicit "big ideas" in NOUNS:

- development • organization • style
- task • audience • purpose

("form follows function")

Stated/implicit performances in VERBS:

Produce (writing)

ADJECTIVES and ADVERBS:

- clear
- coherent
- appropriate

Understandings

- A writer's purpose (e.g., to inform, entertain, persuade, etc.) and audience shapes the style, development and organization of the writing.
- Different writing genres and purposes have unique organizational patterns.

Transfer Goal(s)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Questions

- What is my goal? For whom am I writing?
- How does purpose and audience affect a writer's style and organization?
- How do effective writers hook and hold their readers in different genres (e.g., mystery, essay, poem, historical fiction)?

Performance Task(s)

- Write for the same purpose to different audiences, and explain the influence of the target audience on the style, word choice, etc.
- Write on the same content in two different genres and explain each genre's influence on organization, style, word choice.

Criteria

- clear • coherent
- appropriate to task, purpose, audience

Unpacking Standards - "Inside Out" Method

STANDARD
All students will connect mathematics to other learning by understanding the inter-relationships of mathematical ideas and the roles that mathematics and mathematical modeling play in other disciplines and in life.
Source: New Jersey MATHEMATICS Standard 4.3

Stated/implicit "big ideas" in NOUNS:

- mathematical ideas
- mathematical modeling
- disciplines and life

Stated/implicit performances in VERBS:

- connect
- model

ADJECTIVES and ADVERBS:

Understandings

- Mathematical models simplify and connect phenomena so that we might better understand them.
- Mathematical models must be viewed critically so that they do not distort or mislead.

Essential Questions

- *In what ways is mathematical modeling useful?*
- *How do you know if your model is a good one (for a particular situation)?*
- *What are the limits of mathematical modeling?*

Transfer Goal(s)
apply the mathematics they know to develop mathematical models of real world phenomena

Performance Task(s)

- Create a mathematical model for a selected "real-world" situation (e.g., seasonal temperatures).
- Critically review a mathematical model for its appropriateness to a given situation.

Criteria

- appropriate modeling
- accurate
- sound reasoning

Unpacking Standards - "Inside Out" Method

