WHAT IS UNDERSTANDING?

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

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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

Standard Practices for K-12 Science Classrooms

Plan and carry out investigations

Common Core Science Standards (draft)

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



- Scientific knowledge develops as a result of carefully controlled investigations.
- The scientific method deliberately isolates and controls key variables. (It is not just "trial and error.")
- Scientific knowledge must be verified through replication.

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



- How do we know what to believe in science?
- To what extent is science "trial and error"?
- What's the difference between scientific theory, common sense and strong belief?
- How do we make and validate predictions?



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



know

 key terms related to scientific investigation -attribute, classification, comparison, conclusion, data, hypothesis, measure, observation, prediction, variable

be able to...

- make predictions based on patterns of observation (rather than guessing)
- measure length, weight, temperature, and liquid volume with appropriate tools
- express measurements in standard and nonstandard units
- compare and sort common objects based on two or more physical attributes
- write or draw descriptions of a sequence of steps, events or observations

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...

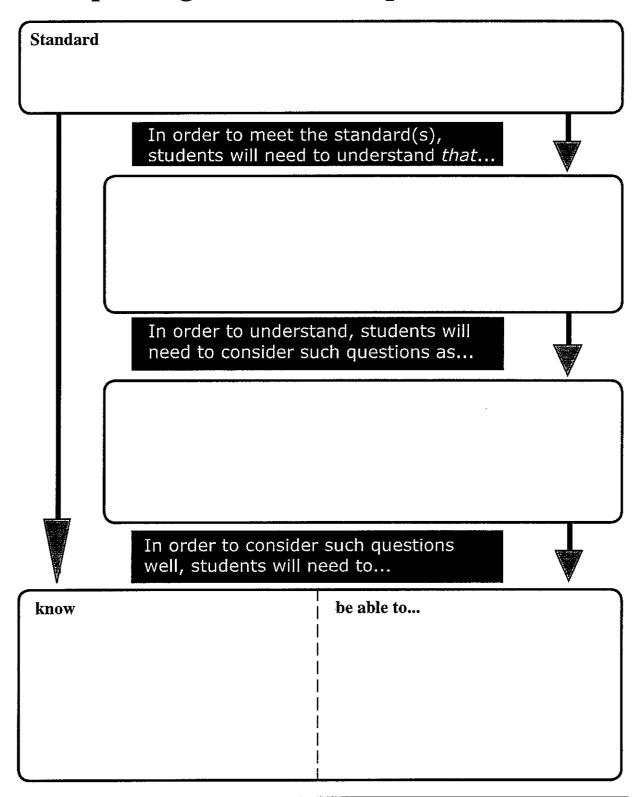


know

- 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



STANDARD

Write arguments to support <u>claims</u> in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Source: Common Core - College and Career Readiness Standards - Writing

Stated/implied "big ideas" in NOUNS:

- arguments
- claims
- topics or texts
- evidence reasoning

Stated/implied performances in VERBS:

- support (claims) write
- analyze (topics/texts)
- reasoning

ADJECTIVES and ADVERBS:

- valid
- relevant
- sufficient

Understandings

• The effectiveness of an argument is dependent upon the quality of the supporting evidence used (validity, appropriateness) and how it is conveyed.

Transfer Goal(s)

produce clear and coherent writing to persuade a target audience

Essential Questions

- What makes an argument convincing?
- What is the best evidence I can use to support my argument?
- How do I best organize and present my argument?

Performance Task(s)

Based on your reading of informational texts on a local or national issue, prepare a (report, letter to editor, essay) for a specific audience to convince them of your position. Your argument should follow a logical sequence with supporting evidence for your position (claim).

Criteria

- relevant evidence
- sufficient evidence
- valid reasoning

STANDARD

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

Source: Common Core - College and Career Readiness Anchor Standards - Writing

Stated/implied "big ideas" in NOUNS:

- development organization style
- task audience purpose ("form follows function")

Stated/implied 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 thestyle, 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

STANDARD

All students will connect mathematics to other learning by understanding the <u>interrelationships of mathematical ideas</u> and the roles that mathematics and <u>mathematical modeling</u> play in other <u>disciplines</u> and in <u>life</u>.

Source: New Jersey MATHEMATICS Standard 4.3

Stated/implied "big ideas" in NOUNS:

- mathematical ideas
- mathematical modeling
- · disciplines and life

Stated/implied 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.

Transfer Goal(s)

apply the mathematics they know to develop mathematical models of real world phenomena

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?

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

