Module 4
Participant Guide

Focus on Unit Design

Connecticut Core Standards for English Language Arts and Literacy

Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

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Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Table of Contents

INTRODUCTORY ACTIVITY 5
Pre-Assessment–CCS-ELA & Literacy 5

PART 1: SHARING SUCCESSES AND CHALLENGES 7
Activity 1: Sharing Modules 1, 2, and 3 7

PART 2: OVERVIEW OF UNIT AND LESSON DESIGN 9
Activity 2: Tracing the Claim 9

PART 3: STAGE 1 OF UNIT DESIGN – DESIRED RESULTS 12
CT Systems of Professional Learning – Sample Unit Template 12
Activity 3a: Developing Stage 1 of a Unit – Standards 16
Activity 3b: Stage 1 – Understandings and Essential Questions 17
Activity 3c: Stage 1 – Knowledge and Skills 18
Activity 3d: Stage 1 – Unit Overview 19

PART 4: EVIDENCE OF LEARNING – BUILDING PERFORMANCE TASKS AND ASSESSMENTS 21
Activity 4a: Developing Stage 2 of a Unit – Performance Task 21
Activity 4b: Evaluative Criteria 23

PART 5: STAGE 3 – DESIGNING LEARNING 26
Activity 5: The Learning Plan 26

PART 6: SUPPORTING TEACHERS IN UNIT DESIGN 28
Activity 6: Supporting Teachers in Unit Design 28

PART 7: REFLECTION AND PLANNING 31
Activity 7: Action Planning 31

CLOSING ACTIVITIES 32
Post-Assessment–CCS-ELA & Literacy 32
Session Evaluation 32

NOTEPAD FOR MODULE 4 33

APPENDIX 35
Activity 2: From Common Core Standards to Curriculum: Five Big Ideas* 35

Activity 3a: Sample Unit Template 45
Sample Model Curriculum Units 49

REFERENCES 64

Today's Agenda

Morning Session

- Opening Activities and Pre-Assessment
- Sharing Successes and Challenges
- Overview of Unit and Lesson Design
- Stage 1: Learning Goals and Essential Questions

Afternoon Session

- Stage 2: Performance Tasks and Rubrics
- Stage 3: Designing Learning
- Reflection and Planning

Post-Assessment, Session Evaluation, and Wrap Up

Introductory Activity

Introductory Activity

Pre-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom**.**

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I have a deep understanding of unit design with alignment to the CCS-ELA & Literacy and the instructional shifts.				
I know how to develop learning goals, key understandings, and essential questions that are aligned to the CT Core Standards.				
I understand how to use the Cognitive Rigor Matrix when designing units, lessons, and assessments.				
I know how to develop performance tasks and rubrics that are aligned to my learning goals.				
I understand how learning plans and formative assessment provide a framework for lesson design.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to the key components of this module on unit and lesson design aligned to the CT Core Standards.				

Part 1: Sharing Successes and Challenges

Part 1: Sharing Successes and Challenges

Activity 1: Sharing Modules 1, 2, and 3

DESCRIPTION

Participants will rate their progress on introducing and sharing strategies and best practices from Modules 1, 2, and 3.

DIRECTIONS

1. Review the key understandings list below from the previous three modules.
2. Using a sticky note, determine the level of implementation at your school or district according to the Progress Rating Scale found on slide 11 in the PowerPoint. Place your sticky note on your school's Progress Rating.
3. Form groups of three or four participants, including one member from each rating level.
4. Introduce yourself. Discuss with others in your group which key understandings have been shared within your school/district. Be sure to include both successes and challenges.

KEY UNDERSTANDINGS: CCS-ELA & LITERACY TOPICS FROM MODULES 1, 2, AND 3

- Vertical progressions of the CCS-ELA & Literacy Standards and instructional shifts
- Close reading, academic language, and text-based discussion
- Designing text-dependent questions
- Universal Design for Learning (UDL)
- Writing standards: Research base and vertical progression of writing
- Best practices in teaching writing
- Writing with evidence
- Supporting students
- Plan support for educators transitioning to the CT Core State Standards

Discussion Prompts: (Reminder, Notepad is available on page 33 to capture your thoughts.) 

What ideas have you gained from your discussion regarding successes and challenges? What can you bring back to your school to share or implement?

Part 2: Overview of Unit and Lesson Design

Part 2: Overview of Unit and Lesson Design

Activity 2: Tracing the Claim

DESCRIPTION

Participants examine the Five Big Ideas of CCS unit design explained in the article, *From Common Core Standards to Curriculum: Five Big Ideas* located in the Appendix on page 35 and trace the claim(s) the authors are making through each of the *Big Ideas*. Participants will use chart paper to share whether the article aligns with or contradicts their ideas of unit and lesson design.

DIRECTIONS

1. Participants at each table will be assigned to read one of the *Big Ideas* in the article *From Common Core Standards to Curriculum: Five Big Ideas.*
2. As participants read their assigned *Big Idea* they will state the claim the authors are making regarding Common Core-aligned curriculum design. Participants will trace their reasoning and record claims and evidence in the table below.
3. On chart paper, record the authors' claim as a statement and create a bullet for each point the authors use to support the claim.
4. Participants at each table will share their claim(s), evidence, and reasoning while arriving at consensus about the information in the article. Appoint a reporter to state the claim and explain the group's reasoning.
5. The group's designated reporter will share out the authors' claim and evidence for each Big Idea. The large group will then discuss the discussion question.

Big Idea #:
Authors' Claim:
Evidence that Supports Claim:

Discussion Prompts: (Reminder, Notepad is available on page 33 to capture your thoughts.) 

How do Wiggins and McTighe's *Big Ideas* align with what we know about CT Core Standards-aligned unit and lesson design?

RESOURCES

- Wiggins, G. & McTighe, J. (2012). *From Common Core Standards to Curriculum: Five Big Ideas*

Part 3: Stage 1 of Unit Design – Desired Results

Part 3: Stage 1 of Unit Design – Desired Results

CT Systems of Professional Learning – Sample Unit Template

STAGE 1: DESIRED RESULTS – KEY COMPONENTS

Grade Level:	Month:	Length:
Unit # and Title:		
Unit Overview		
Summary of the unit with unit goals, essential learning activities (reading, writing, speaking and listening, and language tasks), central texts, Performance Task, and connection to units in ELA or other disciplines.		
CT Core Standards		
Strand, Grade Level, Standard #, Standard written out (Standards assessed in Performance Task or other major assessments are **bold-faced**. Standards assessed through daily formative assessment are in plain type)		
Understandings to Explore		
Students will understand that… (Big ideas to explore, discuss and uncover, reflect on, and analyze during the unit – may transfer to other learning and life experiences)		
Essential Questions		
(Ongoing and guiding questions that point students toward key understandings and push students to look for patterns, connect ideas, and consider strategies)		

Declarative and Factual Knowledge	Skills
Students will know… (Recall, memorize, define)	***Students will be able to…*** (Organize, apply, analyze, integrate, evaluate)

STAGE 2: EVIDENCE – KEY COMPONENTS

Performance Task(s)
(Description, Prompt, Standards. Full directions and rubric are in unit appendix.)
Other Assessment(s)/Evidence
(Tests and quizzes, projects, writing assignments)

STAGE 3: LEARNING PLAN – KEY COMPONENTS

<table>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>(Definition provided or word defined in context within a lesson)</td><td>(Subset of words for extended study in the unit)</td></tr>
<tr><td colspan="2">Resources</td></tr>
<tr><td colspan="2">Central Text(s)</td></tr>
<tr><td colspan="2">Supplementary Text(s)</td></tr>
<tr><td colspan="2">Art/Music/Media</td></tr>
<tr><td colspan="2">Online Resources</td></tr>
<tr><td colspan="2">Student Supports and Extensions</td></tr>
<tr><td colspan="2">May include:
Scaffolding and support for all students (Universal Design for Learning)
Support for specific subgroups of students, e.g., SWD, ELL
Extensions for students working above grade level</td></tr>
<tr><td colspan="2">Interdisciplinary Connections</td></tr>
<tr><td colspan="2"></td></tr>
</table>

Learning Plan for Unit (Title)
Lesson 1 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing, speaking or listening task, formative assessment, and homework if applicable.
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: List of materials needed for lesson and any special preparation teacher must make ahead of time.
Lesson 2 Title:
Lesson Summary: 1–2 sentence summary of lesson activities, text, reading, writing, speaking or listening task, formative assessment, and homework if applicable.
Standards Addressed: (Can be standard numbers only.)
Lesson Vocabulary:
Materials and preparation: List of materials needed for lesson and any special preparation teacher must make ahead of time.
REPEAT LESSON OUTLINES FOR ALL LESSONS IN UNIT.

Activity 3a: Developing Stage 1 of a Unit – Standards

DESCRIPTION

In pairs, participants determine a focus set of CT Core standards for the grade level and/or discipline and text they have chosen, including **reading standards, writing standards, speaking standards, and language standards.**

DIRECTIONS

1. With a partner, choose a text(s) that you will use to design a sample unit. This text or text set may be one you have brought from your school or district, or one provided for you.
2. **Review:** Review the standards in the two sample curriculum units beginning on page 49 of the Participant Guide. Discuss with your partner the following questions:
    a. Do the standards work together?
    b. Are they "do-able" in one unit?
    c. Do they align with the selected text(s)?
3. **Do:** After reviewing the model unit, using the CT Core Standards, select grade level appropriate standards for your sample unit starting on page 45 of the Participant Guide. Be sure to choose at least one reading, writing, speaking, and language standard. (Note: The template is also available on http://ctcorestandards.org so you can work in an electronic version of the template.)

Discussion Prompts

How can you support teachers in selecting standards that will work together and not be superfluous to the unit?

In your opinion, should teachers select the text(s) or the standards first when planning their unit?

RESOURCES

- CT Core Standards 6–12 Vertical Progression Document
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5
- Sample Texts: Grade 10: "Nobel Peace Prize Acceptance Speech" Rev. Dr. Martin Luther King, Jr. and "A Just and Lasting Peace" [Nobel Lecture] President Barack Obama. Retrieved from http://ctcorestandards.org/?page_id=350

Activity 3b: Stage 1 – Understandings and Essential Questions

DESCRIPTION

Participants will create one or two understandings and essential questions that will support the big ideas of the unit.

DIRECTIONS

1. **Review:** Review the understandings and the essential questions in the two sample curriculum units beginning on page 49 of the Participant Guide. Discuss with your partner the following questions:
    a. Do they require deep understanding?
    b. Are the understandings and essential questions related?
    c. Do they address misconceptions?
    d. Do they align with the text and the standards?
2. **Do:** After reviewing the model unit, create one or two understandings and essential questions for your unit. Be sure that they are aligned to the text and the standards and are focused on a deep understanding of the unit.

Discussion Prompts

What do you think will be the most difficult part for teachers in creating understandings and essential questions?

How can you support teachers with this section so they can continue with the unit design?

RESOURCES

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Activity 3c: Stage 1 – Knowledge and Skills

DESCRIPTION

Participants will write the knowledge and skills they want students to acquire throughout the unit, ensuring they are aligned to the selected standards.

DIRECTIONS

1. **Review:** Review the *Acquisition* (*Students will know…; Students will be skilled at*…) section in the two sample curriculum units beginning on page 49 of the Participant Guide. Discuss with your partner the following questions:
    a. Do they reflect grade level standards in depth and specificity?
    b. Are they realistic and measurable?
    c. Are there too many or two few?
2. **Do:** After reviewing the model unit, create a list of knowledge and skills students will know and be able to do at the end of your unit. Be sure they are specific, realistic, measurable, not redundant, and align to the CT standards you have chosen.

Discussion Prompts

Was this process more difficult than you imagined? Why or why not?

How can you support teachers with this section to ensure their unit is tightly aligned?

RESOURCES

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Activity 3d: Stage 1 – Unit Overview

DESCRIPTION

Based on the selected text, CT Core Standards, understandings and essential questions, and specific learning goals, participants will draft a unit overview that summarizes Stage 1.

DIRECTIONS

1. **Review:** Review each section of the draft unit that you have completed, including the texts, standards, understandings, essential questions, and knowledge and skills. Determine the key ideas that should be highlighted in a unit overview.
2. **Do:** After reviewing all sections of your draft sample unit, write a brief overview that will provide a summary of Stage 1 of your unit.
3. **Share:** Share your unit overviews with participants at your table.

Discussion Prompts: (Reminder, Notepad is available on page 33 to capture your thoughts.) 

What are some questions or concerns teachers may have about Stage 1 of the unit design process?

In what ways could you support your staff in addressing their concerns?

RESOURCES

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Part 4: Evidence of Learning – Building Performance Tasks and Assessments

Part 4: Evidence of Learning – Building Performance Tasks and Assessments

Activity 4a: Developing Stage 2 of a Unit – Performance Task

DESCRIPTION

Participants will view a video and deepen their understanding of performance tasks as evidence of student learning.

DIRECTIONS

1. **Review:** Review the performance task section in the two sample curriculum units beginning on page 49 of the Participant Guide. Discuss with your partner the following questions:
    a. Does the performance task(s) clearly delineate expectations for the students?
    b. Will it reveal that students have gained understanding, knowledge, and skills key to the unit or could students complete the task without engaging in the unit?
    c. Are evaluative criteria made clear?
2. **Do:** Create a performance task for your unit. Use the GRASPS acronym located on the next page to ensure you have included all of the elements. Use the Hess Cognitive Rigor Matrix starting on page 61 to ensure the task requires rigor to demonstrate deep understanding of your grade level CT Core Standards.
3. **Share:** Participant teams will record their performance task in the GRASPS format on chart paper. When completed, they will do a gallery walk and respond to the guiding question as a group.

Discussion Prompt:

How realistic (or authentic) can a performance task be if it is to be both engaging *and* an effective measure of student learning?

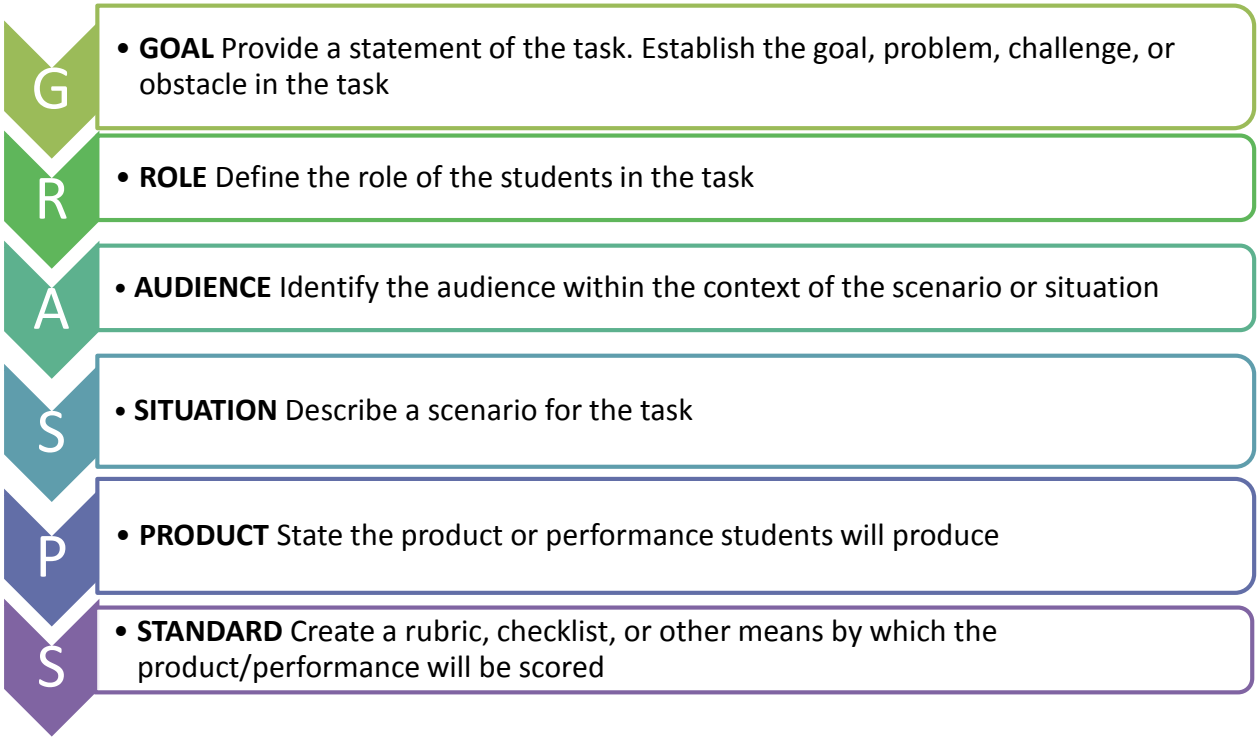
RESOURCES

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5
- Hess's Cognitive Rigor Matrix: http://www.nciea.org/publications/CRM_ELA_KH11.pdf

Video

- Hess, K. (2013). *A New Lens for Examining Local Curriculum, the Common Core, and Cognitive Rigor. Webb's Depth of Knowledge*. Retrieved from http://www.youtube.com/watch?v=dRAOefIDcxs

GRASPS



GRASPS' IDEAS

G	Design, Teach, Explain, Inform, Create, Persuade, Defend, Critique, Improve
R	Advertiser, Illustrator, Coach, Candidate, Eyewitness, Newscaster, Editor, News Show Host, Politician
A	Classmates, Neighbors, Pen Pals, Travel Agent, Jury, Celebrity, Historical Figure, Community, School Board, Government
S	The Context Of The Situation – Create A Real Life Scenario
P	Essay, Letter, Advertisement, Script, Debate, Story, Proposal, Brochure, Slide Show, Performance
S	What Success Looks Like: Scoring Guide, Rubric, & Examples

Activity 4b: Evaluative Criteria

DESCRIPTION

Participants will review two model curriculum units for evaluative criteria and rubrics. They will consider the appropriate evaluative criteria for the performance task in their own unit.

DIRECTIONS

1. **Review:** Review the performance task section in the two sample curriculum units beginning on page 49 of the Participant Guide. Look for the evaluative criteria/rubric for the performance task. Discuss with your partner the following questions:
    a. Are criteria derived primarily from Stage 1 goals?
    b. Do criteria correspond with the most salient features that distinguish understanding and masterful transfer performance?
    c. Are criteria generic or specific to this performance task?
2. **Do:** Consider with your partner – What would be the most important evaluative criteria for your performance task? In the table below, list criteria that should be included and its category.

Evaluative Criteria	Category: Impact, Content, Quality, Process

RESOURCES

- Wiggins, G. & McTighe, J. (2012) Understanding by design guide to advanced concepts in creating and reviewing units. Alexandria, VA: ASCD.
- CT Systems of Professional Learning – Sample Unit Template
- Resources for rubrics:
  - Smarter Balanced Assessment Consortium, Descriptions of Practice and Training Test User Guide. Retrieved from http://sbac.portal.airast.org/practice-test/resources/#rubrics
  - Elk Grove Unified School District, Elk Grove, CA sample rubrics. Retrieved from http://blogs.egusd.net/ccss/educators/ela/rubrics-k-12/.
  - RubiStar is a free tool to help teachers create quality rubrics. Retrieved from http://rubistar.4teachers.org
  - iRubric is a free comprehensive rubric development, assessment, and sharing tool. Retrieved from http://www.rcampus.com/indexrubric.cfm

Discussion Prompts: (Reminder, Notepad is available on page 34 to capture your thoughts.) 

What will be the most challenging task for teachers within your school/district when creating performance tasks and aligned evaluative criteria?

What supports or tools will be needed as teachers begin to create performance tasks and evaluative criteria to assess student learning?

Part 5: Stage 3 – Designing Learning

Part 5: Stage 3 – Designing Learning

Activity 5: The Learning Plan

DESCRIPTION

In Activity 5, participants will be creating a learning plan for their unit by identifying 4–5 steps that will ensure students meet the learning goals of their draft unit.

DIRECTIONS

1. **Review**: Review the learning plan for the two sample curriculum units. Can you trace a path from the learning goals to the performance task?
2. **Do:** With your partner, create a learning plan by identifying key steps that will support student success on the performance task. Fill in as much detail as possible for each of the lessons in the CT Sample Unit Template.

Discussion Prompts: (Reminder, Notepad is available on page 34 to capture your thoughts.) 

When reviewing your learning plan, did you discover that in order for your students to be successful on the performance task, they needed additional learning? What would you change – the task or the learning goals?

What tools or supports may be needed for teachers to ensure the learning plan aligns to the performance task in Stage 2 and the CT Core Standards and learning goals in Stage 1?

RESOURCES

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Part 6: Supporting Teachers in Unit Design

Part 6: Supporting Teachers in Unit Design

Activity 6: Supporting Teachers in Unit Design

DESCRIPTION

Participants will review the entire unit design process and discuss the challenges they encountered during development. As a group, participants will reflect on challenges teachers will encounter as they create units and what can be put in place to support their work.

DIRECTIONS

1. With your partner, review the unit plan you created. Reflect on the challenges that you encountered working on all stages of the plan and discuss what you found to be the most difficult.
2. With your table, create a poster like the chart below. List the challenges that you believe teachers may encounter when developing units aligned to the CT Core Standards. For each challenge listed, brainstorm supports that coaches can provide to assist teachers in the unit development process.

Challenges	Supports

3. Look at the posters for all the groups and discuss the prompt below.

Discussion Prompt: (Reminder, Notepad is available on page 34 to capture your thoughts.) 

What areas did participants think were the most challenging? Were there similarities between groups? How can this information be helpful as you plan to support other staff members?

RESOURCES

- Wiggins, G. & McTighe, J. (2012) Understanding by design guide to advanced concepts in creating and reviewing units. Alexandria, VA: ASCD.
- CT Systems of Professional Learning – Sample Unit Template

Part 7: Reflection and Planning

Part 7: Reflection and Planning

Activity 7: Action Planning

DIRECTIONS

1. Work with your school or district team, or with a job-alike partner from another district, to reflect on today's learning.
2. Together, develop a strategy for sharing Module 4's key messages and resources (e.g., presentation, resource links, and aligned instructional practices) with colleagues back at your schools.

Key Messages about CCS-ELA & Literacy from Module 4	Strategies and Resources
1.	
2.	
3.	
4.	
5.	

Closing Activities

Post-Assessment–CCS-ELA & Literacy

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom**.**

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I have a deep understanding of unit design with alignment to the CCS-ELA & Literacy and the instructional shifts.				
I know how to develop learning goals, understandings, and essential questions that are aligned to the CT Core Standards.				
I understand how to use the Cognitive Rigor Matrix when designing units, lessons, and assessments.				
I know how to develop performance tasks and rubrics that are aligned to my learning goals.				
I understand how learning plans and formative assessment provide a framework for lesson design.				
I am able to facilitate collaborative conversations and professional learning for my colleagues related to the key components of this module on unit and lesson design aligned to the CT Core Standards.				

Session Evaluation

Thank you for attending today's session. Your feedback is very important to us! Please fill out a short survey about today's session.

The survey is located here: http://surveys.pcgus.com/s3/CT-ELA-Module-4-6-12.

Notepad for Module 4

Part 1: Sharing Successes and Challenges.

Record any ideas you have gained from your discussion regarding successes and challenges.

_____

_____

_____

_____

Part 2: Overview of Unit and Lesson Design. Essential Question: *How must curriculum design change in order to meet the requirements of the CT Core Standards and instructional shifts*?

Record your thinking regarding this question.

_____

_____

_____

_____

Part 3: Stage 1 of Unit Design – Desired Results

Record notes about anything you think was significant from this activity that can be applied to unit design work in your school or district.

_____

_____

_____

_____

Part 4: Stage 2 of Unit Design – Evidence

Record notes about anything you think was significant from this section that can be applied to designing performance tasks in your school or district.

_____

_____

_____

_____

Part 5: Stage 3 of Unit Design – Learning Plan

Record notes about anything you think was significant from this section that can be applied to unit and lesson work in your school or district.

_____

_____

_____

_____

Part 6: Supporting Teachers in Unit Design

Record notes about anything you think was significant from this section that can be applied to supporting teachers in your school or district.

_____

_____

_____

_____

Part 7: Reflection and Planning

Record any ideas you have for how you might use the module content in your school or district.

_____

_____

_____

_____

Appendix

Activity 2: From Common Core Standards to Curriculum: Five Big Ideas*

Big Idea 1: pgs. 35-36
Big Idea 2: pgs. 36-37
Big Idea 3: pgs. 37-39
Big Idea 4: pgs. 39-42
Big Idea 5: pgs. 42-43

by Jay McTighe and Grant Wiggins

In this article, we explore five big ideas about the Common Core State Standards and their translation into a curriculum. As with most big ideas, these Standards are in some ways obvious but may also be counter-intuitive and prone to misunderstanding. We highlight potential misconceptions in working with the Standards, and offer recommendations for designing a coherent curriculum and assessment system for realizing their promise.

Big Idea # 1 – The Common Core Standards have new emphases and require a careful reading.

In our travels around the country since the Common Core Standards were released, we sometimes hear comments such as, "Oh, here we go again;" "Same old wine in a new bottle;" or "We already do all of this." Such reactions are not surprising given the fact that we *have* been here before. A focus on Standards is not new. However, it a misconception to assume that these Standards merely require minor tweaks to our curriculum and instructional practices. In fact, the authors of the Mathematics Standards anticipated this reaction and caution against it: "These Standards are not intended to be new names for old ways of doing business." (p 5) Merely trying to retrofit the Standards to typical teaching and testing practices will undermine the effort.

A related misconception in working with the Common Core is evident when teachers turn immediately to the grade level Standards listed for their grade or course to plan their teaching. Such an action is reasonable; after all, isn't that what they are supposed to teach? While understandable, we advise against zeroing in on the grade-level Standards *before* a careful examination of the goals and structure of the overall documents.

To invoke a construction analogy: Think of the grade level standards as building materials. As a construction supervisor, we wouldn't simply drop off materials and tools at a worksite and have the workers "go at it." Instead, we would begin with a blueprint – an overall vision of the desired building to guide its construction. Without an overall end in mind, teacher scan create wonderful individual rooms that won't necessarily fit together within and across floors or achieve the intended results.

The Common Core Standards have been developed with long-term outcomes in mind (e.g., College and Career Anchor Standards in English Language Arts), and their components are intended to work together (e.g., Content *and* Practice Standards in mathematics). This point is highlighted in a recently released publication, *Publishers' Criteria for the Common Core State Standards for Mathematics* (July 2012):

> *"'The Standards' refers to all elements of the design – the wording of domain headings, cluster headings, and individual statements; the text of the grade level introductions and high school category descriptions; the placement of the standards for mathematical practice at each grade level. The pieces are designed to fit together, and the standards document fits them together, presenting a coherent whole where the connections within grades and the flows of ideas across grades..."*

It is imperative that educators understand the intent and structure of the Standards in order to work with them most effectively. Accordingly, we recommend that schools set the expectation and schedule the time for staff to read and discuss the Standards, beginning with the "front matter," *not* the grade-level Standards. We also recommend that staff reading and discussion be guided by an essential question: *What are the new distinctions in these Standards and what do they mean for our practice?* Since the Standards are complex texts and demand a "close" reading, we recommend that staff carefully examine the table of contents and the organizational structure; the headers (e.g., Design Considerations; What is Not Covered, etc.), the components (e.g., Anchor Standards and Foundational Skills for ELA; Standards for Mathematical Practice), and the Appendices (ELA).

Following a thorough reading of these introductory sections, discuss the changing instructional emphases called for by the Standards and their implications. For example, the ELA Standards demand a greater balance between reading informational and literary texts, and stress the use of text-based evidence to support argumentation in writing and speaking. The Mathematics Standards accentuate the focus on a smaller set of conceptually larger ideas that spiral across the grades (as opposed to simply "covering" numerous skills) with an emphasis on meaningful application using the Practices.

We cannot overemphasize the value of taking the time to collaboratively examine the Standards in this way. Failure to understand the Standards and adjust practices accordingly will likely result in "same old, same old" teaching with only superficial connections to the grade level Standards. In that case, their promise to enhance student performance will not be realized.

Big Idea # 2 – Standards are not curriculum.

A Standard is an outcome, not a claim about how to achieve an outcome (i.e. a curriculum). Thus, the Introduction to the Common Core State Standards (CCSS) for Mathematics states: "These Standards do not dictate curriculum or teaching methods" (p 5). A similar reminder is found in the ELA Standards: "The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document… The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document." (p 6)

Indeed, these statements highlight the intent of *any* set of Standards; i.e., they focus on outcomes, not curriculum or instruction. The implication is clear – educators must translate the Standards into an engaging and effective curriculum. So, what is the proper relationship between the Standards and curriculum? Consider another analogy with home building and renovation: The standards are like the building code. Architects and builders must attend to them but they are *not* the purpose of the design. The house to be built or renovated is designed to meet the needs of the client in a functional and pleasing manner – while also meeting the building code along the way.

Similarly, while curriculum and instruction must address established Standards, we always want to keep the long-term educational ends in mind – the development of important capabilities in the learner as a result of engaging and effective work. In other words, a curriculum works with the Standards to frame optimal learning experiences. To shift analogies, the Standards are more like the ingredients in a recipe than the final meal; they are more like the rules of the game rather than a strategy for succeeding at the game.

So then, what *is* a curriculum? In research for our initial book, *Understanding by Design®* (Wiggins and McTighe, 1998), we uncovered 83 different definitions or connotations for the word, curriculum, in the educational literature! Such a variety of meanings confer an unhelpful ambiguity on the challenge of moving from Standards to curriculum. Worse, most definitions focus on inputs, not outputs – what will be "covered" rather than a plan for what learners should be able to accomplish with learned content. This is a core misunderstanding in our field. Marching through a list of topics or skills cannot be a "guaranteed and viable" way to ever yield the sophisticated outcomes that the Standards envision.

The ELA Standards underscore this idea clearly by framing everything around "anchor standards," all of which highlight complex abilities and performances that students should master for college and workplace readiness. The Mathematics Standards' emphasis on the need to weave the Content and Practice Standards together in a curriculum makes the same point.

Big Idea # 3 – Standards need to be "unpacked."

As suggested above, the first step in translating the Common Core Standards into engaging and outcome-focused curriculum involves a careful reading of the documents in order to insure clarity about the end results and an understanding of how the pieces fit together. This idea is not new. Over the years, we have suggested various ways of unpacking standards in conjunction with our work with the *Understanding by Design* framework®. (See, for example, Wiggins and McTighe 2011, 2012).

When working with the Common Core, we recommend that educators "unpack" them into four broad categories – 1) Long term Transfer Goals, 2) Overarching Understandings, 3) Overarching Essential Questions, and 4) a set of recurring Cornerstone Tasks.

The first category, Transfer Goals, identifies the effective *uses* of content understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able *to do* when they confront new

challenges – both in and outside of school. They reflect the ultimate goals, the reason we teach specific knowledge and skills. Unlike earlier generations of standards where transfer goals were implicit at best, the Common Core Standards have made them more overt. Indeed, the College and Career Anchor Standards in ELA specify long-term transfer goals, while the Mathematics Standards strongly suggest a goal such as, *Students will be able to use the mathematics they know to solve "messy," never-seen-before problems using effective mathematical reasoning.*

The second and third unpacking categories – overarching Understandings and Essential Questions – are like two sides of a coin. The Understandings state what skilled performers will need in order to effectively transfer their learning to new situations, while explorations of the Essential Questions engage learners in making meaning and deepening their understandings.

Here are examples of Math and English Language Arts, respectively:

	Overarching Understanding	Overarching Essential Questions
Mathematical Modeling	• Mathematicians create models to interpret and predict the behavior of real world phenomena. • Mathematical models have limits and sometimes they distort or misrepresent.	• *How can we best model this (real world phenomena)?* • *What are the limits of this model?* • *How reliable are its predictions?*
Determining Central Idea in Text	• Writers don't always say things directly or literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony).	• *What is this text really about?* *(e.g. theme, main idea, moral)* • *How do you "read between the lines?"*

The term *overarching* conveys the idea that these understandings and questions are not limited to a single grade or topic. On the contrary, it is expected that they be addressed across the grades with application to varied topics, problems, texts and contexts.

The fourth category, Cornerstone Tasks, are curriculum-embedded tasks that are intended to engage students in applying their knowledge and skills in an authentic and relevant context. Like a cornerstone anchors a building, these tasks are meant to anchor the curriculum around the most important performances that we want learners to be able to do (on their own) with acquired content knowledge and skills. Since these tasks are set in realistic contexts, they offer the natural vehicle for integrating the so-called 21st century skills (e.g., creativity, technology use, teamwork) with subject area content knowledge and skills. They honor the intent of the Standards, within and across subject areas, instead of emphasizing only the content measured more narrowly on external accountability tests. These rich tasks can be used as meaningful learning experiences as well as for formative and summative purposes.

Cornerstone tasks are designed to recur across the grades, progressing from simpler to more sophisticated; from those that are heavily scaffolded toward ones requiring autonomous performance. Accordingly, they enable both educators *and* learners to track performance and document the fact that students are getting progressively better at *using* content knowledge and skills in worthy performances. Like the game in athletics or the play in theater, teachers teach toward these tasks without apology.

The four categories that we recommend are initially unpacked at the "macro," or program, level to establish the equivalent of a curriculum blueprint. More specific course and grade level curriculum maps are then derived from backward from them, just as rooms in a building are constructed using the architect's blueprint as a guide. Practically speaking, this macro level work is best undertaken at the state, regional or district levels by teams of content experts and experienced teachers. Currently two states, Massachusetts and Pennsylvania, have assembled teams of content experts to unpack their Common Core state standards in this very manner, and the Next Generation Arts Standards, presently in development, are using this same construct to frame the Standards from the start!

While we strongly advocate this type of unpacking and have witnessed its benefits, we have also seen the process become way too narrow and granular when applied at the "micro" level. Thus, we concur with the important cautionary note offered by the Kansas Department of Education about a misapplication of Standards unpacking:

> "'Unpacking' often results in a checklist of discrete skills and a fostering of skill-and-drill instruction that can fragment and isolate student learning in such a way that conceptual understanding, higher order thinking, cohesion, and synergy are made more difficult. Too often, the process of 'unpacking" is engaged in an attempt to isolate the specific foundational or prerequisite skills necessary to be successful with the ideas conveyed by the overall standard and is a common precursor to test preparation and reductive teaching.
>
> Although this process may be important work in some instances and can certainly be enlightening, it also poses substantial problems if those completing the work never take the time to examine the synergy that can be created when those foundational or prerequisite skills are reassembled into a cohesive whole. Metaphorically speaking, 'unpacking' often leads educators to concentrate on the trees at the expense of the forest."

Big Idea # 4 – A coherent curriculum is mapped backwards from desired performances.

The key to avoiding an overly-discrete and fragmented curriculum is to design backward from complex performances that require content. A return to the linguistic roots of "curriculum" reveals the wisdom in this outcome-focused view. The Latin meaning of the term is a "course to be run." This original connotation helpfully suggests that we should think of a curriculum as the pathway toward a destination. As mentioned above, our conception is that curriculum should be framed and developed in terms of worthy *outputs*; i.e., desired performances by the learner, not simply as a listing of content *inputs*.

This is not a new idea. Ralph Tyler made this very point more than 60 years ago (Tyler, 1949). He proposed a curriculum development method involving a matrix of content and process components that would guide teachers in meshing these two elements into effective performance-based learning. As Tyler points out, the "purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about… Hence it is clear that a statement of objectives in terms of content headings… is not a satisfactory basis for guiding the further development of the curriculum." Indeed, the Mathematics Standards recommend just such an approach:

> "The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction." (p 8)

Thus, the first question for curriculum writers is not: *What will we teach and when should we teach it?* Rather the initial question for curriculum development must be goal focused: *Having learned key content, what will students be able to do with it?*

Our long-standing contention applies unequivocally to the Common Core Standards as well as to other Standards: The ultimate aim of a curriculum is independent transfer; i.e., for students to be able to employ their learning, autonomously and thoughtfully, to varied complex situations, inside and outside of school. Lacking the capacity to independently apply their learning, a student will be neither college nor workplace ready.

The ELA Standards make this point plainly in their characterization of the capacities of the literate individual:

> "They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information… Students adapt their communication in relation to audience, task, purpose, and discipline. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions... Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials." (p. 7)

These points underscore a potential misunderstanding resulting from a *superficial* reading of the Standards documents (especially in Mathematics). One could simply parcel out lists of discrete grade-

level standards and topics along a calendar while completely ignoring the long-term goal of transfer. A curriculum envisioned and enacted as a set of maps of content and skill coverage will simply not, by itself, develop a student's increasingly autonomous capacity to *use* learned content effectively to address complex tasks and problems. Such traditional scope-and-sequencing of curriculum reinforces a "coverage" mentality and reveals a misconception; i.e., that teaching bits of content in a logical and specified order will somehow add up to the desired achievements called for in the Standards.

A related misconception is evident when teachers assume that the Standards prescribe the instructional sequence and pacing. Not so! To assume that the layout of the documents imply an instructional chronology is as flawed as thinking that since a dictionary is helpfully organized from A to Z, that vocabulary should therefore be taught in alphabetical order. While the grade-level Standards are certainly not arbitrary and reflect natural long-term "learning progressions," a rigid sequence within each grade level was never intended. The authors of the Common Core Mathematics Standards explicitly call attention to this misconception and warn against it:

> "For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B." (p. 5)

The implications of these points are critical not only for curriculum mapping but for the very nature of instructional practice. Consider this advice from a non-academic source – the

United States Soccer Coaches Federation. In *Best Practices for Coaching Soccer in The U.S.,* the Federation recommends a change in the soccer "curriculum" of practice:

> "When conducting training sessions, there needs to be a greater reliance on game oriented training that is player centered and enables players to explore and arrive at solutions while they play. This is in contrast to the 'coach centered' training that has been the mainstay of coaching methodology over the years. 'Game centered training' implies that the primary training environment is the game as opposed to training players in 'drill' type environments. This is not to say that there is not a time for a more 'direct' approach to coaching. At times, players need more guidance and direction as they are developing. However, if the goal is to develop creative players who have the abilities to solve problems, and interpret game situations by themselves, a 'guided discovery' approach needs to be employed." (pp. 62-64)

We propose that this recommendation applies equally to teachers of academics as to coaches of soccer. In other words, if we want students to be able to apply their learning via autonomous performance, we need to design our curriculum backward from that goal. Metaphorically speaking, then, educators need to ask, what is the "game" we expect students to be able to play with skill and flexibility? In other words,

we need clarity and consensus about the *point* of content learning – *independent* transfer. Then, we can build the curriculum pathway backward with those worthy performances in mind.

To design a school curriculum backward from the goal of autonomous transfer requires a deliberate and transparent plan for helping the student rely less and less on teacher handholding and scaffolds. After all, transfer is about *independent* performance in context. You can only be said to have fully understood and applied your learning if you can do it without someone telling you what to do. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or what strategy fits there; transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new situations on your own. Accordingly, we should see an increase, by design, in problem- and project-based learning, small-group inquiries, Socratic Seminars, and independent studies as learners progress through the curriculum across the grades.

Our point here is straightforward: if a curriculum simply marches through lists of content knowledge and skills without attending to the concomitant goal of cultivating independent performance, high- schoolers will remain as dependent on teacher directions and step-by step guidance as 4th graders currently are. The resulting graduates will be unprepared for the demands of college and the workplace.

Big Idea #5 – The Standards come to life through the assessments.

A prevalent misconception about standards in general is that they simply specify learning goals to be achieved. A more complete and accurate conception, in line with the colloquial meaning of the term, recognizes that standards also refer to the desired *qualities* of student work and the degree of *rigor* that must be assessed and achieved. Think about what we mean when we talk about "high standards" in athletics, music or business: we refer to the quality of outcomes, not the inputs. We ask if work is up to standard, not whether we "covered" such standards as teachers. In this sense, the standards are at their core a set of criteria for building and testing local *assessment*. They tell where we must look and what we must look for to determine if student work is up to standard. Such information is crucial to guide local assessments and insure that these are validly anchored against national standards.

Ironically (and unfortunately), this important point is not made in the main body of the ELA Common Core Standards but in Appendices B and C. These Appendices are arguably the most important sections of the ELA Standards because there the authors describe the degree of text difficulty that students must be able to handle, the features that need to be evident in student writing, and the kinds of performance tasks that will provide the needed evidence. Accompanying samples of scored work illustrate the qualities of performance that must be attained to meet the Standards.

This performance-based conception of Standards lies at the heart of what is needed to translate the Common Core into a robust curriculum and assessment system. The curriculum and related instruction must be *designed backward* from an analysis of standards-based assessments; i.e., worthy performance tasks anchored by rigorous rubrics and annotated work samples. We predict that the alternative – a curriculum mapped in a typical scope and sequence based on grade-level content specifications – will

encourage a curriculum of disconnected "coverage" and make it more likely that people will simply retrofit the new language to the old way of doing business.

Thus, our proposal reflects the essence of backward design: Conceptualize and construct the curriculum back from sophisticated "cornerstone" tasks, reflecting the performances that the Common Core Standards demand of graduates. Indeed, the whole point of Anchor Standards in ELA and the Practices in Mathematics is to establish the genres of performance (e.g., argumentation in writing and speaking, and solving problems set in real-world contexts) that must *recur* across the grades in order to develop the capacities needed for success in higher education and the workplace.

Our recommendation to construct curriculum around assessments may lead to a related misunderstanding; i.e., that we need to assess *each* grade-level Standard in isolation, one by one.

We think that this view is due in part to the layout of grade-level Standards and to the look and feel of traditional standardized tests, in which very discrete objectives are the subject of most test items. This confuses means and ends; it conflates the "drill" with the "game." The authors of the Common Core E/LA Standards wisely anticipated this misconception and they caution against it: "While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task."(p 5)

In sum, moving from Standards to curriculum requires careful reading and thoughtful interpretation to avoid the predictable misunderstandings noted above, while building the curriculum backward from worthy tasks offers the pathway to the performances envisioned by the Common Core.

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Activity 3a: Sample Unit Template

Grade Level:	Month:	Length:
Unit # and Title:		
Unit Overview		
CT Core Standards		
Understandings to Explore		
Students will understand that…		

Essential Questions	
Declarative and Factual Knowledge	**Skills**
Students will know…	***Students will be able to…***
Performance Task(s)	
Other Assessment(s)/Evidence	

Performance Task Rubric:

Rating →	**4**	**3**	**2**	**1**
Evaluative Criteria ↓				

Learning Plan for Unit (Title)
Lesson 1 Title:
Lesson Summary: (1–2 sentence summary of lesson activities, text, reading, writing , speaking or listening task, formative assessment, and homework if applicable)
Standards Addressed: (use #)
Lesson Vocabulary:
Materials and preparation:
Lesson 2 Title:
Lesson Summary:
Standards Addressed: (use #)
Lesson Vocabulary:
Materials and preparation:

Lesson 3 Title:
Lesson Summary:
Standards Addressed: (use #)
Lesson Vocabulary:
Materials and preparation:
Lesson 4 Title:
Lesson Summary:
Standards Addressed: (use #)
Lesson Vocabulary:
Materials and Preparation:
REPEAT LESSON OUTLINES FOR ALL LESSONS IN UNIT

Sample Model Curriculum Units

Sample 1

Hamlet and Psychological Criticism

Grade 12, English Language Arts

Unit Overview:

In this three week inquiry-based unit, students will explore topics in education. Through various informational sources, students will be exposed to contemporary issues in the field. They will generate and investigate their own research questions on topics of their choice. The unit will culminate with the creation and of a position paper on an issue in education and a group presentation about the topic. This proposal will consist of claims about the issue that are supported by evidence. The focus is on the gathering, evaluation, and synthesis of information, as opposed to specific persuasive strategies. This model uses education as the topic. However, teachers could choose a topic that better suits their students' interest, school climate, their own knowledge-base, or other circumstance. For this unit, students need to have prior experience with MLA (Modern Language Association) citation, writing arguments or position papers, public speaking/presentations, and knowledge of school's research tools.

<table>
<tr><th colspan="3">Stage 1– Desired Results</th></tr>
<tr><td rowspan="4">ESTABLISHED GOALS G
CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
MA.ELA-Literacy.RL.11-12.8.a Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g. formal,</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to… T
• Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
• Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS U
Students will understand that…
U1. Conflicts in literature (and in life) are often the result of characters having different perspectives on the same situation.</td><td>ESSENTIAL QUESTIONS Q
Q1. What do characters in literature reveal about human nature?
Q2. How does using a critical lens enhance our understanding of literature?</td></tr>
</table>

<table>
<tr><td rowspan="6">psychological, historical, sociological, feminist).
CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.1 Write arguments focused on discipline-specific content.
CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td><td>U2. Theories of literary criticism can provide insights into literary characters and events and ways of thinking about literature from different cultures and historical periods.
U3. Evidence for character analysis comes from a character's speeches (e.g., choice of language and syntax), actions, and relationships.</td><td>Q3. What kinds of textual evidence are needed for an effective analysis of a dramatic character?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
K
K1. Psychological concepts applicable to psychological criticism (e.g., id-ego-superego, oedipal conflict, death drive, repression).
K2. Critical literary theories that shape arguments for a particular interpretation of a text.
K3. What constitutes "evidence" in a literary analysis.</td><td>Students will be skilled at… S
S1. Applying psychological concepts to the analysis of a literary character.
S2. Writing arguments that support claims about a text based on valid reasoning and relevant and sufficient evidence.
S3. Conducting research to answer a self-generated question and synthesize multiple sources to produce a coherent analysis.</td></tr>
<tr><td colspan="2">Adapted from Understanding by Design 2.0 © 2011 Grant Wiggins and Jay McTighe, Used with Permission. July 2012.</td></tr>
</table>

Stage 2: Performance Assessment

Teacher Directions: Students will write a well-researched, annotated paper on a major character from *Hamlet* that states a claim and supports the claim with evidence from the primary source (*Hamlet*) and secondary sources (e.g., works on psychology, psychological criticism, and critical studies of *Hamlet* and Shakespeare). Students will approach their work as if they were crime scene investigators who have to make a report to Fortinbras, the new king of Denmark, about the royal family and the nobility in the court of the former King Hamlet—eight of these people died of unnatural causes. What could have happened in each of these characters' psychological identities to set off such a wave of violence? Students must use their knowledge of psychological criticism to construct their thesis and analytical approach.

The length of this report should be determined by you, and based on the lessons' formative assessment results, student ability, and available time. You should also determine how you want the students to complete the report—whether the students should write it during class (using available computers and school library resources), on their own, or a combination of both. You may need one week to complete the CEPA during class, or two weeks if students are completing it on their own. In-class writing allows you to conference with students as they draft and revise their reports. It also allows you to provide appropriate scaffolds and supports as needed to meet their needs. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Student Directions: You are a crime scene investigator who has been charged with writing a full report on one of the deaths in the royal family or the nobility in the court of Denmark.

You may choose to investigate the death of Prince Hamlet, Queen Gertrude, King Claudius, Laertes, or Ophelia. The records show *how* they died – but *why* did they die? How did their beliefs and desires – conscious or unconscious – lead to their deaths? Your evidence should come from Shakespeare's play, *Hamlet*, from what others have written about the characters, and from your research and knowledge of psychological criticism. Please see your instructions from King Fortinbras, the new King of Denmark, and follow his instructions to the letter!

Hear Ye! Hear Ye!

> For my first act as the new King of Denmark, I, King Fortinbras, demand an investigation into the deaths of several members of the former royal family and nobility, including Hamlet, Claudius, Gertrude, Ophelia, and Laertes. I charge you to investigate and write a report of your findings as to the condition of these victims' mental well-being that indirectly or directly led to their deaths.
>
> Signed,
>
> King Fortinbras of Denmark

Scoring Rubric:

	6	5	4	3	2	1
Topic development	Rich topic/idea development Careful and/or subtle organization Effective/rich use of language	Full topic/idea development Logical organization Strong details Appropriate use of language	Moderate topic/idea development and organization Adequate, relevant details Some variety in language	Rudimentary topic/idea development and/or organization Basic supporting details Simplistic language	Limited or weak topic/idea development, organization, and/or details Limited awareness of audience and/or task	Little topic/idea development, organization, and/or details Little or no awareness of audience and/or task
Evidence and Content Accuracy	A sophisticated selection of and inclusion of evidence and accurate content contribute to an outstanding submission	Use of evidence and accurate content is logical and appropriate	Use of evidence and accurate content is relevant and adequate	Use of evidence and content is included but is basic and simplistic	Use of evidence and content knowledge is limited or weak	Little or no evidence is included and/or content is inaccurate

	4	3	*2*	1
Standards for English conventions	Control of sentence structure, grammar and usage, and mechanics (length and complexity of submission provide opportunity for student to show control of standard English conventions)	Errors do not interfere with communication and/or Few errors relative to length of submission or complexity of sentence structure, grammar and usage, and mechanics	Errors interfere somewhat with communication and/or Too many errors relative to the length of the submission or complexity of sentence structure, grammar and usage, and mechanics	Errors seriously interfere with communication and Little control of sentence structure, grammar and usage, and mechanics

Stage 3: Learning Plan- Summary of Key Learning Events and Instruction

Lesson 1: Making Inferences about Character Motivation in *Hamlet*

Lesson 5: Curriculum Embedded Performance Assessment- Viewing a Major Character from *Hamlet* through a Psychological Criticism Lens

After a first reading of the whole play, students choose one of the major characters, develop a thesis statement about his or her motivations and find evidence in the speeches and actions of that character to support their thesis. They make an oral presentation of their conclusions.

Lesson 2: Introduction to Theories of Literary Criticism

Students learn that literary scholars apply a variety of theoretical approaches to interpreting literature. They explore the approaches of new criticism, and psychological, feminist, Marxist, historical, archetypal, and reader response theories and apply them to familiar folktales.

Lesson 3: Applying Psychological Criticism to a Folktale

After delving into psychological criticism in greater detail, and creating a class glossary of terms and concepts used in psychological criticism, students apply principles of this approach to an analysis of the three characters in a traditional folktale, "Little Red Riding Hood."

Optional Lesson 3.5: Analyzing Hamlet's "To Be or Not to Be" Soliloquy

In groups, students closely read Hamlet's speech, paraphrase the meaning of its sentences into modern English, and note Shakespeare's use of figurative language. They discuss why "to be or not to be" is *the* question for Hamlet at that point in the play and then interpret the speech using a psychological criticism lens.

Lesson 4: Supporting a Thesis with Textual Evidence

Students develop criteria for the qualities of strong use of textual evidence. In small groups and then as a whole class, they use what they have learned about psychological criticism to analyze the character Polonius. They develop a thesis statement and use evidence from the text to support their thesis.

Lesson 5: Curriculum Embedded Performance Assessment- Viewing a Major Character from *Hamlet* through a Psychological Criticism Lens

Students choose one of the major characters killed in the course of the play. They conduct research into critical studies of the play and its characters, and write a report that analyzes one character's actions and motivations. Their report cites evidence from the play and from relevant secondary sources to support their thesis about the character's mental state and relationships with other characters. In the final performance task, "Crime Scene Investigation: Denmark," students who have investigated the same character collaborate to make an oral presentation in which they defend their interpretation of the character.

Sample 2

Topics in Education

Grade 10, English Language Arts

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="5">ESTABLISHED GOALS G
CCSS.ELA-Literacy.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.9-10.8.
Gather relevant information from authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to… T
• Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
• Communicate ideas effectively in writing to suit a particular audience and purpose.
• Communicate ideas effectively in discourse and oral presentations to suit various audiences and purpose.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS U
Students will understand that…
U1. There are different, ever-changing theories and ideas surrounding education.
U2. Selective readers are always evaluating bias.
U3. Informational texts contain subjectivity.
Informed research requires multiple sources.</td><td>Q1. What does it mean to be educated?

Q2. How do you identify bias in what you read, see and hear?

Q3. How do people synthesize multiple sources to create an informed opinion?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know… K
K1. There can be subjective and objective information within the same text.</td><td>Students will be skilled at… S
S1. Identifying false statements and fallacious reasoning in the text or the author’s viewpoint.
S2.Interpreting and synthesizing information and</td></tr>
</table>

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	K2. How to evaluate authors and sources for potential bias. K3. A good research topic is support by a range of data and sources. K4. The components of a good research question. K5. There can be more than one answer to a research question if there is data or information to support the answer.	data from various sources to form an opinion. S3. Selecting reputable sources for research S4. Generating research questions S5. How to summarize and present a variety of response about a topic.
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Stage 2: Performance Assessment

Teacher Summary:

Goal: Students will research an issue in education and write a position paper. In the paper, each student will present a few of the possible positions on the topic, take a stance/pick the best position, and support this stance with evidence from their research. Students will then work with their research group to create a presentation, from their position papers, about this topic.

Role: Students are part of a group of education experts.

Audience: The immediate audience is a politician running for office. By extension, the constituents that she/he would like to represent if elected are also an audience to consider.

Situation: A politician has hired the students to provide advice about an important topic in education through a position paper.

Product Performance and Purpose: Drawing from students' individual position papers, each group will create a presentation that outlines the key elements of the group's topic, explores the range of positions on the topic, and takes a stance about the best position and provides logical claims with supporting evidence to explain the stance. The presentation must cite credible sources and use statistical if relevant.

Standards and Criteria for Success: Students will be judge on both their position papers and their role in the group presentation. Both should be well-researched, rich with evidence, clear, logical, and appealing for audiences with a range of backgrounds.

Student Summary: You are an education expert (top in your field!) and a campaigning politician has come to you and your colleagues asking for a position paper about education. Should he or she be elected, promising positions await your team as educational advisors.

This politician needs to take a strong, public stance on the education issue your team has extensively researched. He or she needs to be able to communicate a position to voters that he/she can provide sound leadership in the area of education.

You are meeting with the politician on _____ (due date!). Based on your team's research, you must create a position paper that introduces the issue, presents a few of the possible positions, then selects the best position, and supports this stance with evidence from your research.

Drawing from your individual position papers, your group will create a presentation that outlines the key elements of your group's topic, explores the range of positions on the topic, and takes a stance about the best position and provides logical claims with supporting evidence to explain your stance. The presentation must cite credible sources and use statistical if relevant.

You will be judge on both your position paper and your role in the group presentation. Both should be well-researched, rich with evidence, clear, logical, and appealing for audiences with a range of backgrounds.

Scoring Rubric:

	Exceeds Standard 5	Meets Standard 4	Approaches Standard 3	Attempt Made 2	Insufficient Evidence 1
CC. 9-10. SL4. Proposal includes supporting information and evidence. Presentation is clear, concise, and logical. Organization, development, substance, and style are appropriate for audience and task.	• Extensive information and evidence are used to support the proposal. • Presentation is clear, concise, and logical. • Organization and development provide subtle nuances that enhance the effectiveness of the proposal. • Substance and stylistic choices are particularly well-suited to the target audience.	• Sufficient information and evidence are used to support the proposal • Presentation is clear and makes sense, although there are a few minor lapses in logic, or it may not be entirely concise. • Organization and development are effective. • Substance and stylistic choices suit the target audience.	• Some information and evidence are used to support the proposal. • Logic can be discerned by the audience, but parts of the presentation are unclear, and/or the presentation is not concise. • Organization and development have flaws, but the audience can understand the point • Some of the stylistic choices do not suit the target audience	• Inadequate use of information and evidence to support the proposal. • Presentation is lacks clarity, is illogical, and/or is not concise • Organization and development have been attempted, but one or both are not successful. • Substance or stylistic choices are not suited to the target audience	• Poor use of information and/or evidence. *or* • Presentation does not make sense. *or* • Disorganized and underdeveloped *or* • Does not suit the target audience at all
CC.9-10.W9. Evidence supports the analysis, reflection, and research	• Evidence is derived from valid source material, is included accurately, and supports the analysis and proposal effectively	• Evidence is derived from valid source material, is included accurately, and supports the analysis and proposal	• Evidence is derived from valid source material, is included accurately, and supports some of the points.	• Evidence is derived from valid source material, is included accurately, and is tangentially related to the proposal, but does not actually provide support.	• Evidence is derived from invalid source material OR it is inaccurate OR it is not related at all to the issue.
CC.9-10.W7.	• Proposal is based on a careful and	• Proposal is based on synthesis of	• Proposal is based on some, but not all, of	• An attempt has been made to	• No evidence of synthesis of research

Proposal is based on a research question created by the student/team. Presentation synthesizes multiple sources and demonstrates understanding of the issue.	effective synthesis of the research questions created by each student on the team. • Presentation includes the careful and effective synthesis of multiple resources • Presentation demonstrates a thorough understanding of the issue being presented.	research questions created by each student on the team. • Presentation includes synthesis of multiple resources • Presentation demonstrates students understand the issue.	the research questions created by the team. • Presentation incorporates information from different resources awkwardly Presentation demonstrates students understand parts of the issue	synthesize the research questions; however, the presentation is mostly one-sided. • Presentation attempts to incorporate information from multiple sources, but is not successful • Presentation demonstrates students have a very limited understandin g of the issue	questions is evident or there is no evidence of a research question • Very few sources have been used or several sources about the same part of the issue have been used. • Presentation demonstrates students' understanding does not go beyond classroom discussions.
Proposal includes a written piece/handout, visual element, and the speaking	• All required elements are present, done professionally, and are free of errors	• All required elements are present and done well, but they contain a few errors	• All required elements are present, but there are several errors	• All of the required elements are present, but several are done poorly	• Requirements have not been met
MLA documentation	• All information has been cited correctly both in the presentation and ancillary materials	• All information has been cited correctly in the presentation	• A few minor errors are present, but not to the extent of plagiarism	• Several errors are present, but not to the extent of plagiarism	• Many errors or potentially plagiarized
Grammar/ spelling/ mechanics	• All pieces are free of errors in grammar, spelling, and mechanics	• A couple of errors appear but do not interfere with the audience's understandin g of the proposal	• There are many errors throughout the presentation; however, the errors do not interfere with the audience's understanding	• Errors interfere with the audience's understandin g of part of the proposal, but the audience can figure it out.	• Errors render the proposal incomprehensib le

Public speaking strategies (posture, projection, enunciation, volume, appearance)	• All team members demonstrate excellent use of strategies	• All team members use most of the strategies well • Flaws in using the strategies are not distracting	• Most of the team members use the strategies well, but there are some problems • Flaws are momentarily distracting	• Use of strategies is sporadic among the team members • Flaws in using strategies are distracting and interfere with presentation	• Team does not use any of the strategies well

Stage 3: Learning Plan

Summary of Key Learning Events and Instruction

- **Lesson 1: Introduction to the issue ("What is intelligence, anyway?"):** In this introductory lesson, students learn about current topics in education. It begins with a close reading of *What is Intelligence, Anyway?* by Isaac Asimov. Once Asimov's ideas about education are discerned, students will complete an anticipation guide that highlights key issues in education.
- **Lesson 2: Choosing research questions and model brainstorming questions using the "The Psychopathic School":** Small group reading of *The Psychopathic School*. Students will discuss the article in small groups, with each group responsible for reading one or two sections. Students will use *The Last Word* protocol to determine main ideas of their section(s). Students will share their ideas about their section(s) with the class. The final product from this discussion will be a list of education topics to research for the CEPA.
- **Lesson 3: Carousel of the "bank" of topics/research questions, discuss findings, and choose topic for project.** Potential research topics (issues in education that were determined in Lesson 2) are written on large sheets of paper and posted around the room. Students participate in a brainstorm- carousel or silent chalk talk. In groups, students rotate from topic to topic, writing what they know about each topic in the space provided and responding to questions written by previous groups. After the brainstorm, there is a class discussion to introduce and explain the topics. Students must select a topic before they leave and submit it as an exit ticket as the first step in selecting a topic to research for the CEPA.
- **Lesson 4: Model Topic with "good" and "bad" articles - College Costs.** In this lesson, using the cost of college as a topic, you will model the next steps in the research process: evaluating various informational sources and generating a research question. You will model this process through think-alouds and by creating your own research questions about the cost of college. Students will then be divided into research teams for their selected topics, given teacher-selected articles, start to evaluate the articles and generate their own research questions. Appendix A: Objectivity and Bias can provides additional instruction for students in differentiating between subjective and objective texts.

- **Lesson 5: Gradual Release - Students work in small groups to analyze a pre-selected article about their chosen topic.** You will model a method for assessing a research source (*Earnings and unemployment rates by educational attainment* chart) using the *Web Evaluation* document. You will lead a guided practice session with students to assess another source (*College Isn't for Everyone* article). You will provide two articles for the students to analyze the topic that they have chosen in the prior lessons. Students will analyze one of the articles in a small group and one independently.
- **Lesson 6: Review of (or introduction to) synthesis.** Students will analyze research taken from *Earnings and unemployment rates by educational attainment* and *Why College Isn't for Everyone* in terms of big ideas. Students will work with their groups to create a synthesizing statement.
- **Lesson 7: Writing a position paper and working on a group presentation.** Students will work independently to create the first part of the CEPA in which they write a position paper about the education topic they have researched. Then they will work with the other members of their research group to create a group presentation, drawing from their position papers, about the topic.
- **Lesson 8: Presenting the research (CEPA).** Students will give their group presentations. Presentations will be critiqued by classmates using an evaluation protocol. (See CEPA section for details.)

Hess' Cognitive Rigor Matrix & Curricular Examples- Writing				
Revised Bloom's Taxonomy	**Webb's DOK Level 1** **Recall & Reproduction**	**Webb's DOK Level 2** **Skills & Concepts**	**Webb's DOK Level 3** **Strategic Thinking/ Reasoning**	**Webb's DOK Level 4** **Extended Thinking**
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify				
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Describe or define facts, details, terms ○ Select appropriate words to use when intended meaning/definition is clearly evident ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Take notes; organize ideas/data ○ Summarize results, concepts, ideas ○ Identify main ideas or accurate generalizations of texts	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or	○ Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features	○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text	○ Select or devise an approach among many alternatives to research a novel problem ○ Illustrate how multiple themes

use (apply) to an unfamiliar task	○ Apply basic formats for documenting sources	○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	organization and structure to composing a full composition ○ Apply a concept in a new context ○ Apply word choice, point of view, style to impact readers' interpretation of a text	(historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view)	○ Decide which text structure is appropriate to audience and purpose	○ Compare literary elements, terms, facts, details, events ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion	○ Analyze interrelationships among concepts, issues, problems ○ Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent ○ Use reasoning, planning, and evidence to support inferences made	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Draw & justify conclusions ○ Apply understanding in a novel way, provide argument or justification for the application

			○ Justify or critique conclusions	
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	○ Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

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Video

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