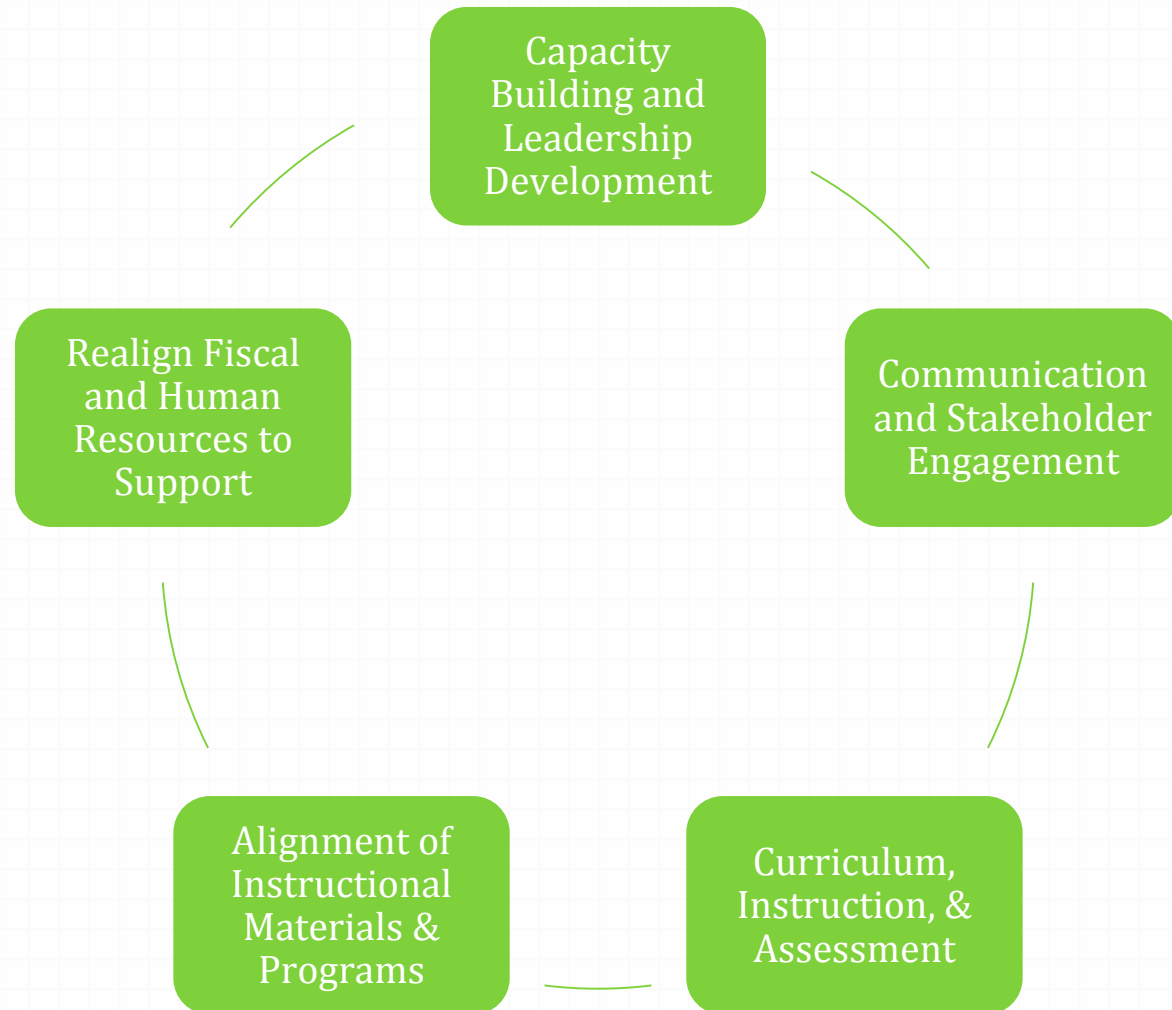


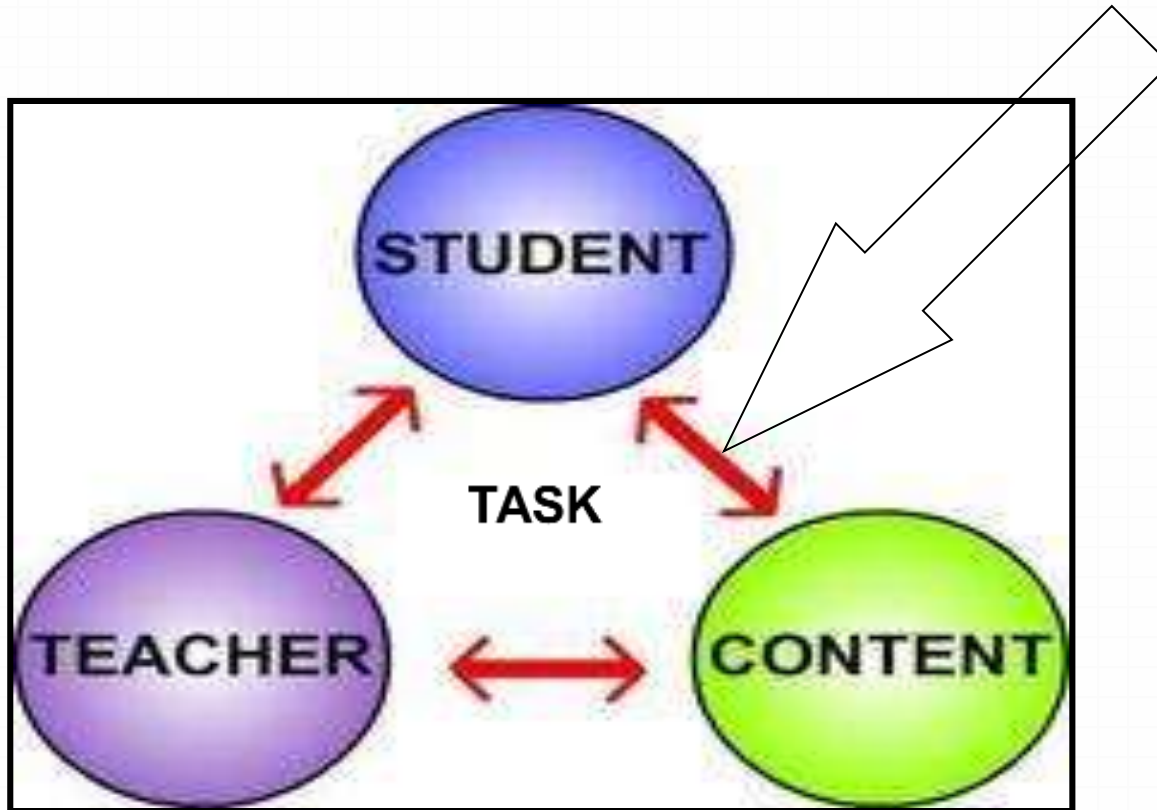
A Guaranteed, Viable,  
and Engaging  
Curriculum

Simsbury Public Schools

# Implementing the Connecticut Core Standards ~ Key Components:



# *The Instructional Core*



The only way to improve student learning is through focusing on the elements of the 'CORE'

A “tight” relationship among content, instruction and assessment = *Increased Student Learning*

# Four Principles of The Instructional Core

Increases in student learning occur only as a consequence of improvements in the level of content, teacher's knowledge and skill, and student engagement.

If you change any single element of the instructional core, you have to change the other two.

If you can't see it in the core, it is not there.

Task predicts performance.

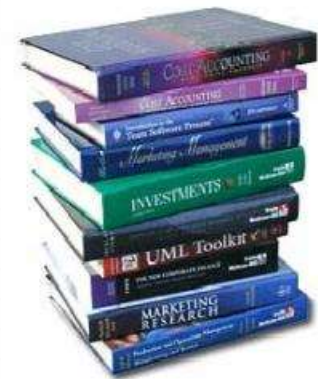
# Definition of Curriculum:

Any document or plan that exists in a school or school system that defines the work of teachers. Curriculum identifies the content to be taught, the methods to be used in the process and the assessments used to measure student learning of that content.

(Adapted from English 2000)

# Design Features of 21<sup>st</sup> Century Curriculum:

- Standards-Based
  - Connecticut Core Standards (*i.e.* CCSS)
- Aligned (and coherent)
  - Vertically through the grades
  - Horizontally within sections of a course or among teachers in a grade
- Differentiated (personalized)
- Guaranteed (for ALL students)
- Viable (time and resources)



# Curriculum should be...

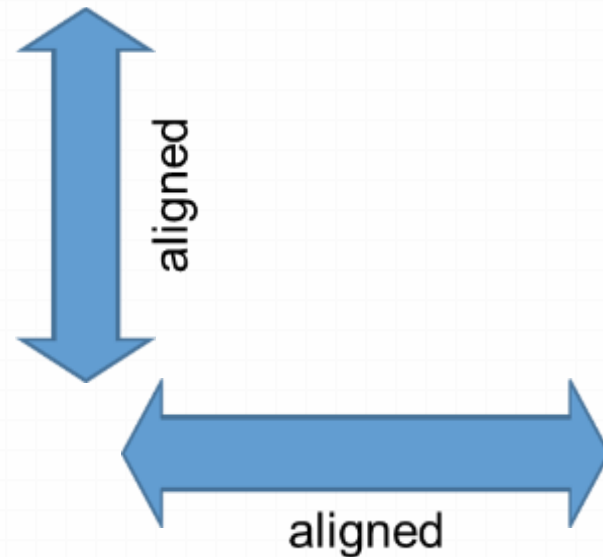
## Standards-Based

- 0 Aligned to the Connecticut Core Standards
- 0 Develops understanding by design
- 0 Incorporates 21st Century Skills
- 0 Develops high levels of reading, writing, mathematical, and critical thinking skills



Standards are not curriculum

## Aligned and Coherent



# Curriculum should be...

## Differentiated

- 0 Find multiple pathways for students to demonstrate understanding of the standards (vs. differentiate the standards)
- 0 Alter the time and opportunity students have to learn the curriculum
- 0 NOT different standards for different groups of students

## Guaranteed and Viable

- 0 All students are expected to learn the same curriculum – time and opportunity are the variables.
- 0 The curriculum can be taught in the time and with the resources provided



# #1 School Level Factor: (*Marzano*) A Guaranteed and Viable Curriculum

## Three Curriculum Frames:

### Written Curriculum

- *Curriculum documents*

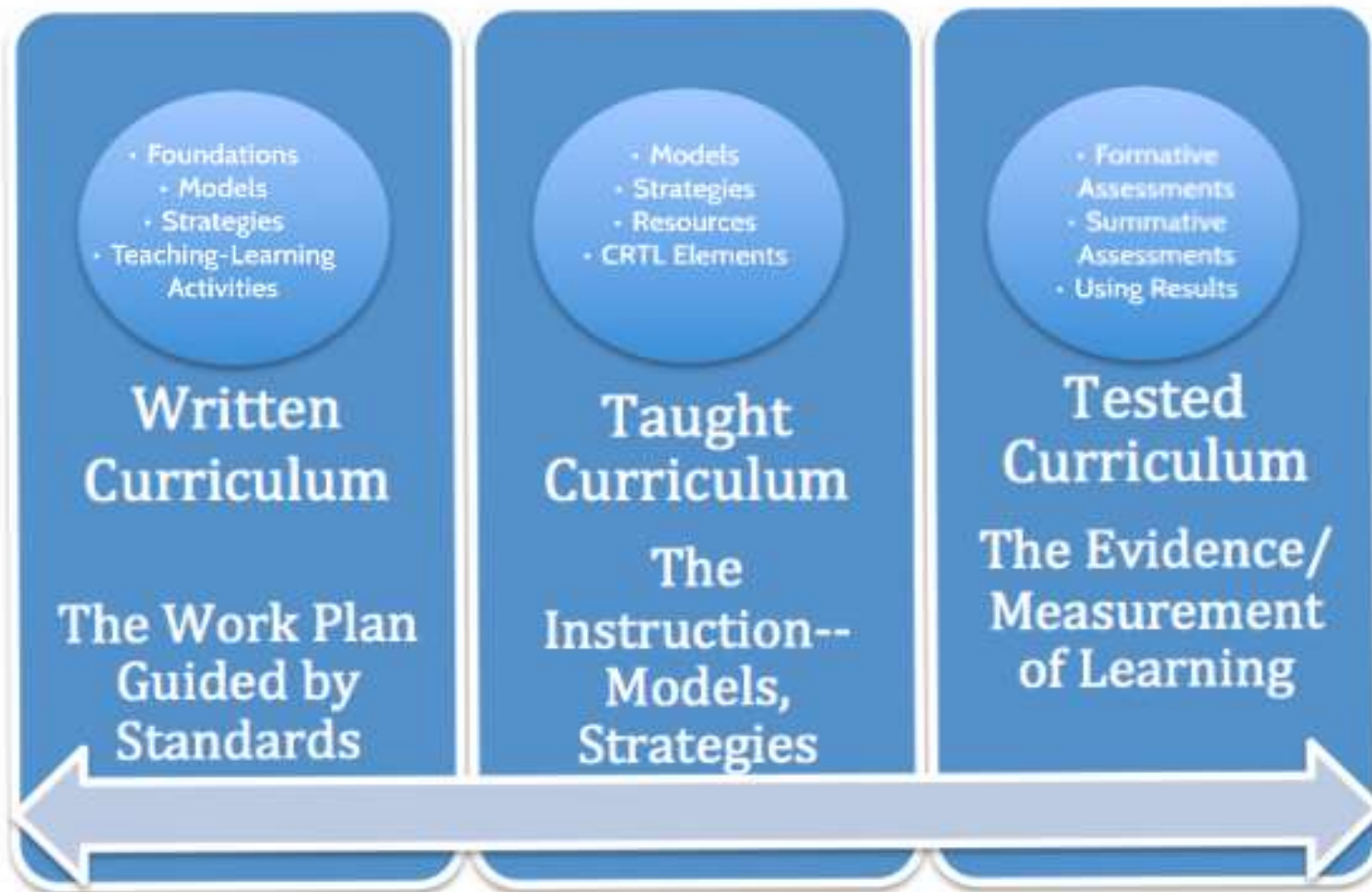
### Implemented Curriculum

- *Taught*

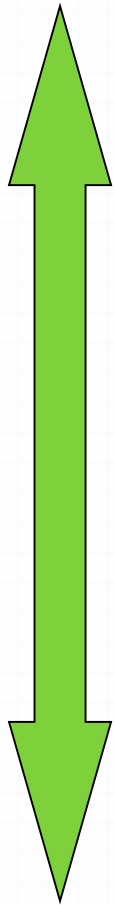
### Attained Curriculum

- *Tested*

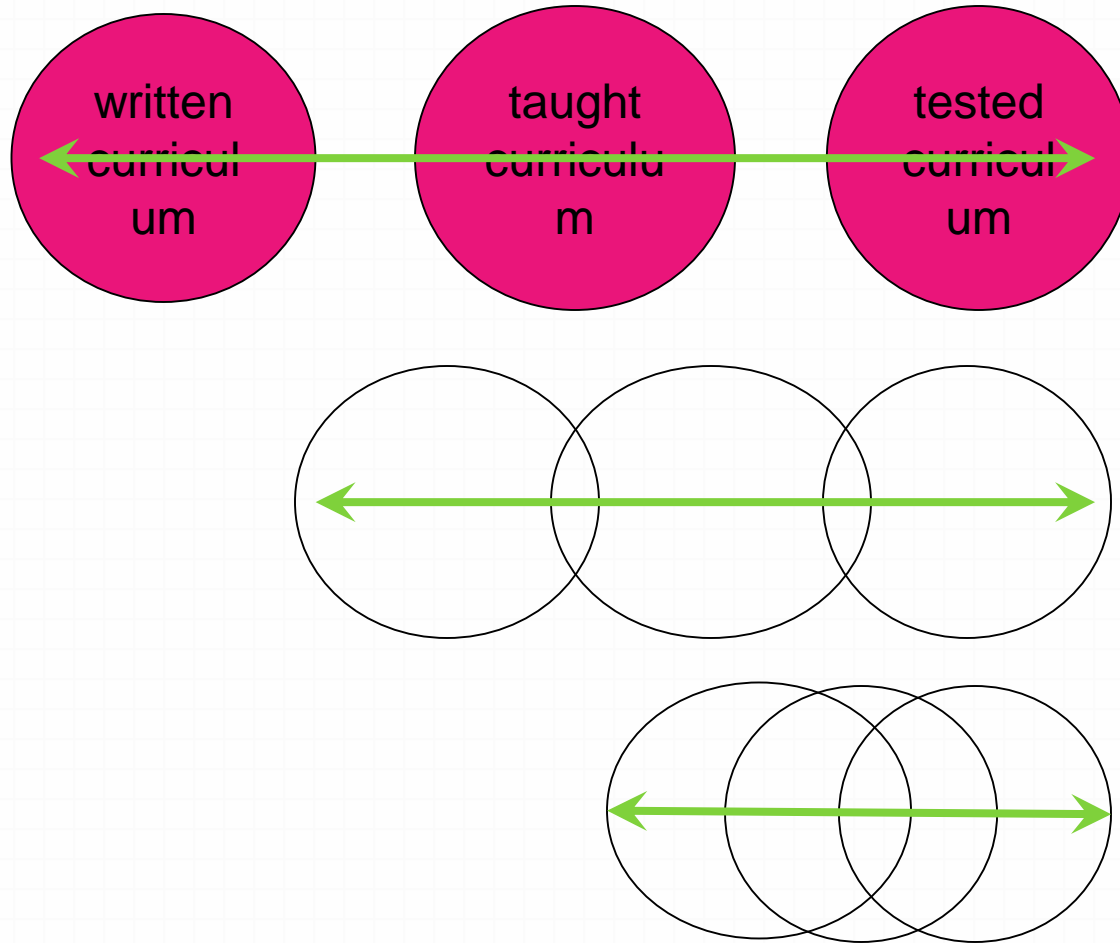
# Adapted from Fenwick English (1994), Developing Useful Curriculum Guides



# Quality Control in Curriculum Development (*English*)



(The Process of Tightening)



# Simsbury's Model



- 0 **Our Curriculum Alignment Action Plans**
- 0 **Simsbury Public Schools Curriculum Framework**
  - 0 1-D Map
  - 0 2-D Map
  - 0 3-D Map: Unit Design
  - 0 Unit Design Standards
- 0 **Standards**
  - 0 CCS (i.e. Common Core State Standards)
  - 0 Content Standards (CT SS Frameworks, NGSS)
- 0 **Unit Design Standards**



# CCSS Action Plan - Grades 7/8

## English, Math, Science, SS

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May/Ju
ELA 7	R1 R4 W2	R2 R3 R6 W3	R6 R4	R6 R2	R8 W1	R8 W1	R3 R6	R1 R2 R3 R6 R9 W3 W1	W3
ELA 8	R4 R9 W2	R3 R2	R8 T	W3	R7 W1 T	R4 T	R6 R9 W4 W6 T	R1 R2 T	W1
SS 7	R5	R2 R4 W2 W5	R7 W1 W5	W4	R1 R2 R6 R7 R8	R6 R9 W4	R3 W1	R3 R6 W3	W1 W3 W5
SS 8	R3 R6 R7	W5 W6 R5	R1 R4 W1		R2 R4	T R3	R9 W4 T	R8 W3 T	W2 T
Sci 7	R3	R3 R2 R7 W2	R1 R9	R7	R4	R5	R1 R3	R6 R8 W1	W4
Sci 8	W4	R1 R2 R3 T	R7	R8 T W1	W2		R6 R9	W5 W6 R4 R5	

### Reading Anchor Standards: Launch / Reinforce

1. Cite Text Evidence
2. Determine Central Ideas
3. Analyze how "things" develop in a text
4. Interpret words & phrases
5. Analyze structure of texts
6. Assess point of view & how it shapes text.
7. Evaluate content across media & mediums
8. Delineate & evaluate arguments
9. Compare texts.

### Writing Anchor Standards: Launch / Reinforce

1. write arguments
2. write informational texts
3. write narratives
4. short research projects
5. extend research projects
6. technology and produce writing

### Speaking Standards: T

# CCSS Action Plan - Grades 9-11

## English, Math, Science, SS

Subject	Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
English	9	T R1+R2 W1-Arg R8		R4 W2-Info		W1-Arg		R5		R7 W1-Info
	10	R1+ R3 W1-Arg R8		R5 + R2 W2-Info r		T	R7	W1-Arg	R4 R6	
	11	R1+R3 W1-Arg R8		R6 + R3 W2-Info R2 R4		R7 W1-Arg		R3/R6 R5	R6 W1-Arg	
Social Studies	9	R4 W1-Arg		W1-Info R5 R1 W1-Arg		R R2 W2-Info R3		R6 W1-Arg	T R3	R6
	10		R4	R1 R5 R7	W1-Arg	R7 R2		R	T	
	11	R2 R8	R T	R1	R5 W1-Arg	R3	R	R4	R6	
Science	9	R3 R8 R7 W1-Arg		R2	R4	R5 T R1 r		R6 W2-Info	R8	R W1-Arg
	10	R2	R3	R8 R4 W2-Info		R7	R1		R6 W1-Arg R5 T	
	11	T W1-Arg	R4	R7 W2-Info	R5	R3	R1 + R2		R6	R

### Reading Anchor Standards

- 1 Cite text evidence
- 2 Determine Central Ideas
- 3 SS: Analyze a Series of events  
Sci: Follow a complex multi step process  
Eng: Analyze how an author unfolds analysis or series of events & ideas
- 4 Determine meaning of words in text (with context & connotation)
- 5 Analyze a text's structure
- 6 SS: Compose points of view  
Sci: Analyze Author's purpose  
Eng: Determine Author's Point of View through rhetoric

### Writing Anchor Standards

- 1 Write Argumentative texts (ELA) Write Narratives)
- 2 Write Informational Texts
- 3 Sort Research Project
- 4 Sustained Research Projects
- 5 Technology?

- R = Teach Standard
- R= Repeat Standard
- W= Argument Writing
- W= Info Writing
- R= Short Research
- R= Extended Research
- T= Talk (Speaking + Listening)

# Curriculum Framework: *Understanding by Design (UbD)*

~Simsbury Public Schools

## 0 1-D Curriculum Map

- 0 Course Title
- 0 Course Description
- 0 Units listed

## 0 2-D Curriculum Map

- 0 Course Description – can be the description of the course found in the program of studies
- 0 Essential Learning Outcomes
- 0 Unit Name / Time Frame / CCSS / Knowledge & Skills / ELO connection / Assessment

## 0 3-D Curriculum Map

- 0 Stage 1
  - 0 Desired Outcomes
- 0 Stage 2
  - 0 Assessment Evidence
- 0 Stage 3
  - 0 Learning Plan



# SPS Curriculum Templates

## 2-D Map

Simsbury Public Schools

COURSE, Grade XX: Standards and Essential Learning Outcomes (ELOs)

(Date: XX/XX/20XX)



### Course Description

### Essential Learning Outcomes (ELOs)

Students will:

1. XXX
2. XXX
3. XXX
4. XXX
5. XXX
6. XXX

Unit Name or Topic(s)	Time Frame	Common Core State Standards / Content Standards	Knowledge (K) and Skills (S)	ELO #	Assessment(s)

# Example

## Course Description

The purpose of this course is two-fold: to convey to the student the essential facts, concepts, and relationships of traditional geometry and to develop the ability to analyze and solve problems logically. An introduction to solid (all Levels) and analytic (Level 1) geometry is included.

## Essential Learning Outcomes (ELOs)

Students will be able to:

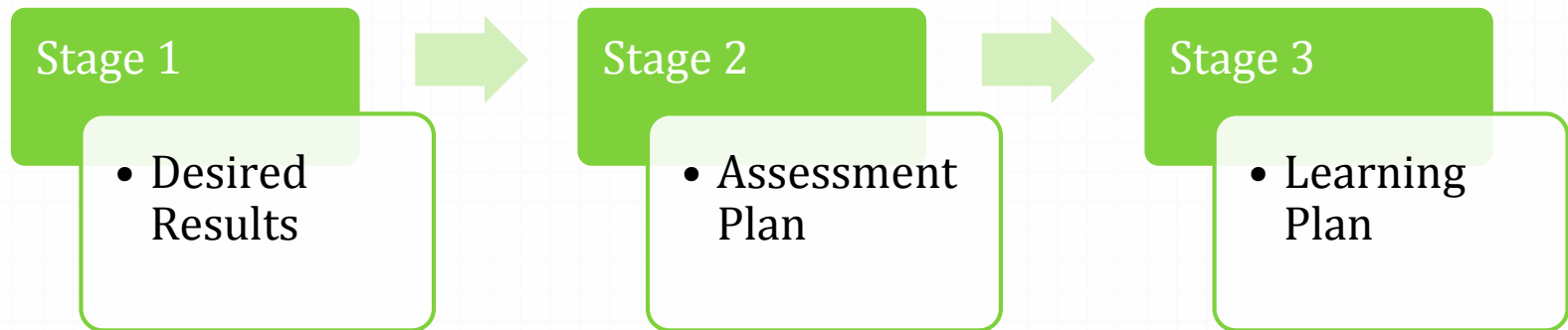
1. Identify and use properties of plane figures (Triangles, Quadrilaterals, Polygons, Circles, and non-closed figures) to solve problems.
2. Analyze the given information and use deductive reasoning to verify the conclusion.
3. Set up ratios and proportions and relate them to similar figures.
4. Calculate the area and perimeter of two dimensional figures.
5. Compute volume and surface area of three dimensional figures.
6. Solve right triangles by applying the Pythagorean Theorem or using the basic trigonometric ratios.
7. Simplify and approximate radicals.
8. Use coordinate plane to solve problems involving area, perimeter, distance, midpoint, slope and transformations.

Unit Name or Topic(s)	Time Frame	CCSS / Content Standards	Knowledge and Skills	ELO #	Assessment(s)
Algebra Review	6 days				Mastery Test
Tools of Geometry	L1 & 2 14.5 Days  L3 20 days	G.CO.1 G.CO.12 <u>G.SRT.7</u> G.GPE.7 G.GMD.3	<p><i>Students will know . . .</i></p> <p>The vocabulary and notation (list on p. 78 of textbook). The difference between an angle and a segment. The basic 0-, 1-, 2- and 3 dimensional concepts. The angle relationships.</p> <p><i>Students will be able to . . .</i></p> <p>Measure segments and angles. Use the correct notation and vocabulary. Solve problems involving adding, subtracting, and comparing segments and angles. Apply distance, midpoint and slope formulas and the Pythagorean Theorem. Solve problems involving complementary and supplementary angles (sine and cosine will come later in the course). Begin applying concepts of perimeter, area and volume to basic 2-dimensional and 3-dimensional geometric figures. Use the correct vocabulary for polygons, etc. Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.</p>	1,4,5,8	Quizzes and Tests

# SPS Curriculum Templates

## 3-D Map ~ Unit Design

### 3 Stages



**Simsbury Public Schools  
UNIT DESIGN TEMPLATE**

Designer Name(s): **Biology PLC**  
 Subject Area: **Biology 2**  
 Unit Title/Focus: **Ecology**  
 Estimated Amount of Instructional Time: 4 weeks

**Unit Overview** →

**Unit Overview**

This unit will help student to understand the interrelatedness of living things and how human activities impact the Earth's ecological balance. It also focuses on the flow of energy and cycling of materials.

**Standards** →

**IDENTIFY DESIRED RESULTS (Stage 1)**

Common Core State Standards (CCSS)	Connecticut State Frameworks (as appropriate)
Reading standard- determines central ideas  <u><b>NGSS Science &amp; Engineering Practices</b></u> 1. Asking Questions (for Science) and defining problems (for Engineering). 3. Planning and carrying out investigations.	10.6 Living organisms have the capability of producing populations of unlimited size, but the environment can support only a limited number of individuals from each species.
	<b>Other Goals (as appropriate)</b>
	CAPT/CMT Preparation
	Simsbury High School Expectations

**ELOs** →

**Essential Learning Outcomes**

- (ELO 3) Students will understand how life is organized and use the common vocabulary of biology to communicate ideas.
- (ELO 5) Students will understand the interrelatedness of living things and recognize that an individual's actions have significant consequences on Earth's ecological balance.

**Understandings & EQs** →

Enduring Understandings	Essential Questions
1. Balance is the key to an ecosystem's stability. 2. All ecosystems have a distinct pathway of energy flow. 3. Materials within an ecosystem recycle between living things and the environment. 4. Ecosystems are not static; they either remain stable through the cycling of materials or they change over time as one community replaces another.	1. What would happen if we failed to maintain ecological balance? 2. What conditions might initiate an ecological succession?

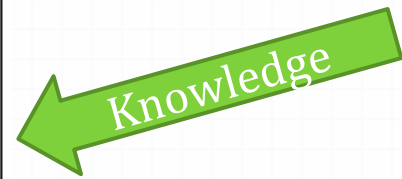
## Knowledge and Skills

### *Students will know . . .*

1. The biosphere consists of all the areas of the Earth in which there are living things. It includes the lithosphere, hydrosphere, and atmosphere. (EU1, EU2, EU3, EU4)
2. The planet Earth is composed of living things (biotic factors) and nonliving (abiotic factors). Abiotic factors include water, oxygen, light, temperature, and the soil. (EU1, EU2, EU3, EU4)
3. Natural populations are affected by abiotic and biotic factors that limit the carrying capacity of a given area. (EU1, EU2, EU3, EU4)
4. Symbiotic relationships occur when two organisms live in close association with one another. There are three types of symbiotic relationships: mutualism (both organisms benefit), commensalisms (one organism benefits, the other is unaffected), parasitism (one organism benefits, the other is harmed). (EU1, EU2, EU3, EU4, EQ1)
5. The relationship between an organism's habitat and niche. The habitat is the area of the environment in which the organism lives. The niche is the role that an organism plays in an ecosystem. (EU1, EU2, EU3, EU4, EQ1)
6. There is a pathway of energy flow within an ecosystem. This pathway begins with producers and moves through the various levels of consumers. The series of organisms in which this energy is passed is referred to as a food chain. Food chains can be interconnected to form food webs. (EU1, EU2, EU3, EU4, EQ1)
7. The pyramid of energy and the pyramid of biomass depict the decrease in available energy and total biomass as one moves through a food chain from producers to third-order consumers. (EU1, EU2, EU3, EU4, EQ1)
8. The cycles of materials between biotic and abiotic factors are called biogeochemical cycles. The most common biogeochemical cycles are nitrogen, oxygen, carbon, and water. (EU1, EU2, EU3, EU4, EQ1)
9. Ecosystems can remain stable provided there is a constant source of energy, an abundance of autotrophic organisms, and the cycling of materials. (EU1, EU2, EU3, EU4, EQ1, EQ2)  
Ecosystems change, undergo ecological succession, when one community replaces another. The final stage of any succession is referred to as the climax community. (EU1, EU2, EU3, EU4, EQ1, EQ2)
10. A biome is a geographical region with a particular climax community. (EU1, EU2, EU3, EU4)
11. Ecology deals with two factors. 1) the interactions among individuals, populations, and communities 2) the interactions between individuals / populations / communities, and the environment (EU1, EU2, EU3, EU4)

### *Students will be able to . . .*

1. Recognize the difference between biotic and abiotic factors. (EU1, EU2, EU3, EU4, EQ1)
2. Recognize and classify symbiotic relationships. (EU1, EU2, EU3, EU4, EQ1)
3. Give examples of interspecies competition and intraspecies competition. (EU1, EU2, EU3, EU4, EQ1)
4. Use the following ecological terms correctly when describing a species role in an ecosystem: autotroph, heterotroph, producer, consumer, decomposer. (EU1, EU2, EU3, EU4, EQ1, EQ2)
5. Trace the flow of energy through a food chain from producer to highest consumer. (EU1, EU2, EU3, EU4, EQ1)
6. Explain the steps of a biogeochemical pathway. (EU1, EU2, EU3, EU4, EQ1)



**Predictable Misunderstandings**

- Understanding the flow of energy through ecosystem. Students do not consider that some of the energy is lost due to heat.
- Populations vs Communities: Students confuse the social definition with the with the ecological definition.
- Niche vs Habitat: Students confuse these two vocabulary terms and do not consider all factors that a niche implies.
- Where decomposers fit into the pyramid.

Where do these misunderstandings occur?

**ASSESSMENT PLAN (Stage 2)**

List Assessments in order as they appear in the Learning Plan  
 Identify Guaranteed Assessments in **bold font** and Supplemental in regular font

**Soapy Water**  
**Safety Quiz**

**Assessments**    Characteristics & Organization  
                          Safety  
                          Symbiosis / Competition / Predator Prey  
                          Niche / Habitat/ Biome

**Summative Test**

What are the ELOs, EUs, EQs, K, & S being assessed?

# Assessment Plan K-12

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum-Embedded Assessments	Ongoing Throughout the School Year												
DRA 2	X	X	X	X									
DRP				X	X	X	X	X	X				
CMT Science						X			X				
STAR Math			X	X	X	X	x						
Readi-Step									X				
CAPT Science											X		
PSAT											X	X	
AP											X	X	X
SAT												X	X
SBAC				X	X	X	X	X	X			X	

**Estimated time of Instructional time:**  
4 Week Unit ~  
20 Class Periods

**What/where is the back-up to each lesson?**  
Specific descriptors for each lesson need to be created and stored for each lesson, along with supporting materials.

### LEARNING PLAN & KEY RESOURCES (Stage 3)

Indicate differentiation with \* as it pertains to content, process and task  
Identify Guaranteed Experiences and Resources in **bold font** and  
Supplemental Experiences and Resources in regular font

#### Learning Plan

1 & Lab Soapy Water	6 & Lab Predator / Prey graphing	11 & Lab Food Chain/Food Web Lab/ Energy Pyramids	16 Cycles (DI) Carbon/Nitrogen / Water I / WE / YOU
2 Characteristics of Life Processes of Life * (Text 1.2)	7 Bird Beak interspecific/ intraspecific	12 Biome Project	17 Succession (DI)
3 & 4 SAFETY /	8&9 Population Graphing	13 & 14 Symbiotic Relationships/ Biome Presentations (DI)	18/19
5 Organization	10 Salmon Game Wings over Serengeti Abiotic / biotic review	15 Biome project	20 Summative Test
Other ideas – Ecological Footprint Niche & Habitat  Assessments ; Characteristics & Organization Safety Symbiosis / Competition/ Predator Prey  Niche / Habitat/ Biome			<u>ACTIVITIES</u> Predator Prey Activity Bird Beak competition activity Salmon computer game – abiotic / biotic Wings over Serengeti general review activity Food chain-Food Web-Energy Pyramid Lab <b>Soapy Water Lab</b>



# Grade 8 Math

Misconceptions noted

Hyper-links for student work & Assessments

## LEARNING PLAN & KEY RESOURCES (Stage 3)

Indicate differentiation with \* as it pertains to content, process and task  
Identify Guaranteed Experiences and Resources in **bold font** and  
Supplemental Experiences and Resources in regular font

⊗ - Indicates a possible misconception

**Technology possibilities:** Geometer's Sketchpad, Google SketchUp, Gizmos, Smart Notebook applications – to be determined.

**Resources:** *Looking for Pythagoras: Connected Mathematics*, Pearson Prentice Hall, 2006, ISBN 0-13-165650-3; *Mathematical Connections*: McDougal Littell/Houghton Mifflin, 1994, ISBN 0-395-66937-5; Various handouts available on the HJMS I: drive.

I. Introduction and review

- Pre-assessment
- Start with [vocab sheet](#). The vocabulary sheet is to be completed during the entire unit.
- Graphing on the coordinate grid – get handouts from Deb – list of ordered pairs to graph and connect the dots to make a picture – all four quadrants

II. Real Numbers (rational vs. irrational, approximating rationals using iterative process, know and apply exponents and roots)

⊗ *Students don't understand the relationship between squaring a number and taking the square root of a number.*

- Exponents – *Connections* 1-9 (K2, K4)
- Have students make a table of perfect squares and compare it to table of squares and square roots of all numbers from 1 to 150 (*Connections* p. 480). (K2) **Use number line.**
- Square Roots – Discuss the positive and negative roots and when they are valid. *Connections* 10-10 (K2)
- [Handout](#) to practice identifying rational vs. irrational numbers. (EU4, K3)
- Approximating values of square roots *Connections* 10-10 (EU6, S5) and [Handout](#)
- Solve equations containing  $x^2$  and  $x^3$ . See [Handout](#). (EU5, S1)
- [Pythagoras Quiz 1](#) - EU4, EU5, EU6, K2, K3, K4, S1, S5,

III. Pythagorean Theorem proof and its converse.

⊗ *Labeling of right triangles*  
⊗ *Students often make mistakes when substituting values into formulas.*  
⊗ *Students think they can simply add two side lengths of a triangle together to find the hypotenuse.*

- The Pythagorean Theorem – *Looking for Pythagoras* Problem 3.1 (EU2, K1, K4, S7)
- The Pythagorean Theorem – *Connections* 10-11 (EU2, K1, K4, S7)
- Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. - *Looking for Pythagoras* Problem 3.3 (EU3, K1, S3)
- Lengths that form a right triangle and their converse – *Looking for Pythagoras* Problem 3.4 and *Connections* page 485. (EU1, K1, S2, S3, S4))
- Suggested activity: show that  $a + b \neq c$  using string or rulers. (EU3, K1, S3)
- [Pythagoras Quiz 2](#) - EU1, EU2, EU3, K1, K4, S2, S3, S4, S7

IV. Real Life Applications of Pythagorean Theorem

⊗ *Labeling of right triangles*  
⊗ *Students often make mistakes when substituting values into formulas.*

- *Connections* page 484 (S6)
- ACE section of investigation 4 - *Looking for Pythagoras* pages 53-63, for additional application problems. (S6)
- Suggested activity: Have students make up a real-life application of the Pythagorean Theorem and write it up to share with their peers. Student should also write up an answer key on a separate page for their application problem. (S6)

V. [Pythagoras Unit Assessment](#) – Assess all skills in sections I-IV

[Mrs. Peters' Walkway](#) Benchmark to be given following the completion of this unit.

**Supplemental Experiences and Resources:**

These activities are in no specific order and teachers are free to choose from them.

- Read play aloud
- Answer questions
- Discuss play as drama and discuss universal themes:
  1. Do you control your own destiny?
  2. How is impulsiveness a reflection of immaturity?
- Writing activities (some suggestions follow :)
  - Persona papers
  - Rewrite a scene or act and present in class (modernize)
  - Analysis – imagery, character, theme
- Act out scenes
- Insult contest
- Mock trial
- Tests and quizzes
- Elizabethan research project
- Listen to a taped version of play
- Related videos (life of Shakespeare, Elizabethan England, acting, etc.)

**One possible sequence to teaching *Romeo and Juliet*:**

1. Cover background on Shakespeare and Elizabethan Period.
2. Introduce universal themes through pre-reading exercise and the required assessment.
3. Discuss dramatic structure and terminology.
4. Read and discuss Prologue / sonnet structure in class and paraphrase it in modern English.
5. Read play in and out of class and...
  - Provide questions to direct student readings.
  - Give periodic quizzes.
  - Assign journal responses based on Essential Questions.
  - Assign one or two short persona papers (student is writing as a character).
  - Apply literary terms.
  - Listen to parts of the play in an audio format.
6. Test on basic organization of play, dramatic terms, and themes. (**Supplemental Assessment 1**)
7. Show movie version(s) of play.
8. Students should also complete an analysis between a portion of a written text and a performed version of a work (student, film, group etc). The analysis should consider how their interpretation of the work was impacted by reading and then viewing it. (**Supplemental Assessment 2**)
9. Draw any character from the play and put him or her in any time period; they must justify their choices.
10. Do some brainstorming activities and pre-writing for required assessment.
11. Conference with students about their scripts.
12. Bring class to computer lab for two periods.
13. Collect rough drafts and conference with students about their writings.
14. Collect final drafts.
15. Use criteria to determine which script(s) will be presented in class.
16. Have students perform plays; provide opportunity for peer assessment.  
(**Required Assessment**)
17. Conference with students as needed.

English 9

Supplemental  
Experiences and  
Resources

Possible  
Sequence to  
teaching *Romeo  
and Juliet*

*What/where  
are the back-up  
materials?*

Unit Name: \_\_\_\_\_ Subject/Course/Level: \_\_\_\_\_

School Reviewer(s): \_\_\_\_\_ Date: \_\_\_\_\_ Approved?  (Detail on p. 4)

District Reviewer(s): \_\_\_\_\_ Date: \_\_\_\_\_ Approved?  (Detail on p. 4)

**UNIT OVERVIEW**

- General unit overview – big picture description of learning outcomes

**Stage 1: DESIRED RESULTS**

*All listed outcomes are:*

- Aligned/connected: there is a common design thread among Common Core State Standards, district/school goals, essential learning outcomes, enduring understandings, essential questions, knowledge and skills
- Assessed during or at conclusion of unit
- Feasible within existing timeframe and resources

**Common Core State Standards (CCSS)**

- Standards from Common Core State Standards
- Priority CCSS and Supporting CCSS
- Anchor Standards
- College and Career Readiness Skills

**Connecticut State Frameworks**

- Standards from Connecticut State Frameworks
- Represent the primary focus or priority in unit

**Other Goals**

- Simsbury High School Expectations or district subject area K-12 goals (as appropriate)
- Standardized Testing Preparation
- Other

**Essential Learning Outcomes (ELOs)**

*Each Essential Learning Outcome:*

- Represents the primary focus or priority in unit
- Endurance: Provides students with knowledge and skills that will be of value beyond a single test date
- Leverage: Provides knowledge and skills that will be of value in multiple disciplines
- Readiness: Provides students with knowledge and skills that are necessary for success in the next level of instruction
- Refers to transferable, big ideas with enduring value beyond a specific topic; ideas maybe abstract, counterintuitive, or easily misunderstood
- Summarizes important strategic principles in skill areas
- Is acquired by “uncovering” and “doing” the subject (i.e., using ideas in realistic settings with real-world problems)

**Enduring Understandings (EUs)**

*Each Enduring Understanding:*

- Is a “big idea” at the heart of the discipline
- Requires “uncoverage”; is not self-evident
- Is expressed in assessor-friendly language (not necessarily for students) that enables student attainment to be measured
- Is numbered to facilitate cross-referencing

**Essential Questions (EQs)**

*Each Essential Question:*

- Sparks meaningful connections or inspires genuine inquiry, leading toward attainment of one or more EUs
- Encourages transfer to a range of learning experiences
- Is expressed in student-friendly language
- Is numbered to facilitate cross-referencing

# Unit Design Standard S

# Standards-Based

0 CCSS



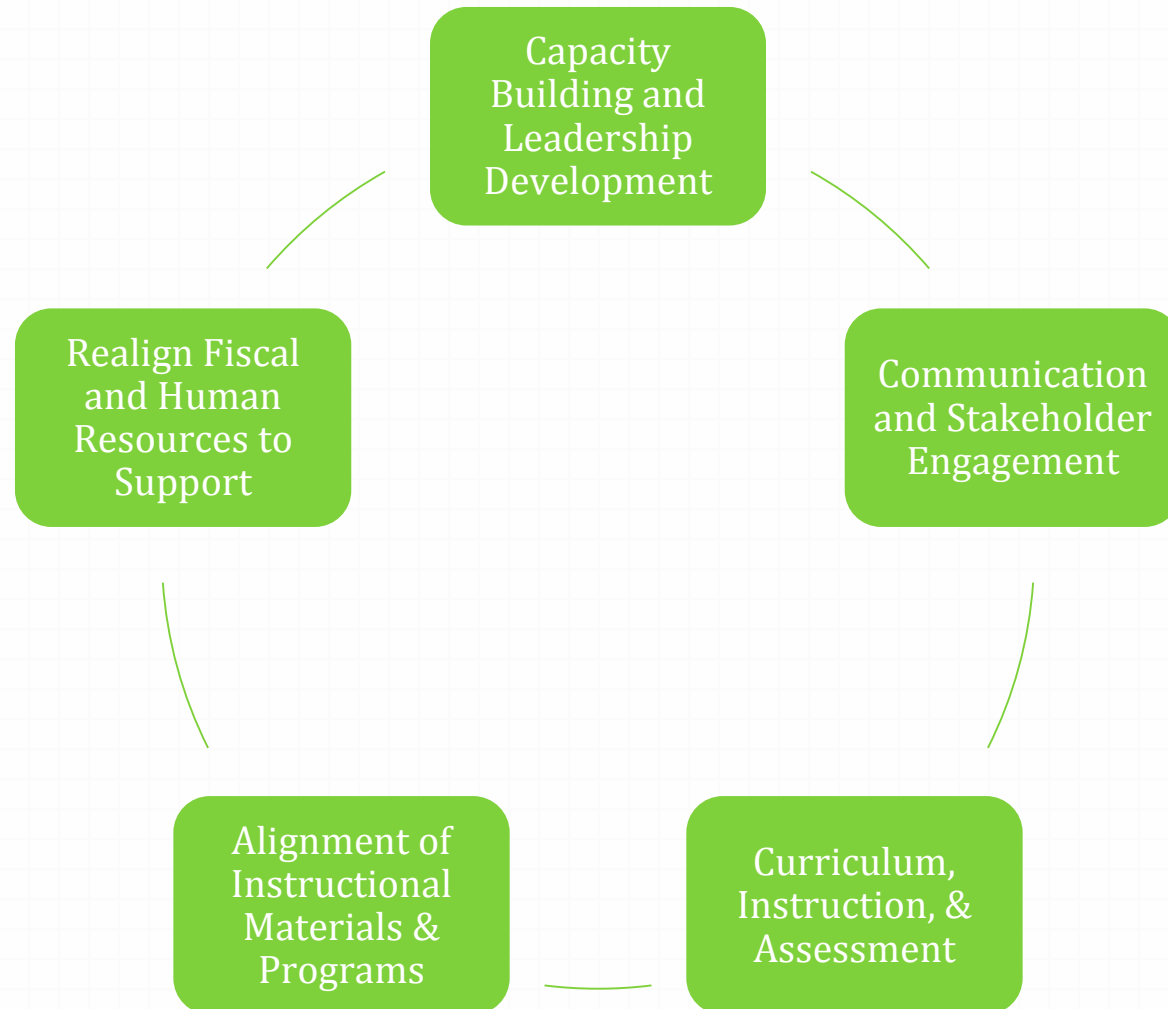
0 Connecticut Core Standards



0 Content Standards – Science and Social Studies



# Implementing the Connecticut Core Standards ~ Key Components:





Questions?

Thank you!