

**Course/Grade:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source of the Power Standard**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Power Standard** (include any number identification as well as the full text): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions

1. Select the Power Standard for the “unwrapping” process (as noted above).
2. CONCEPTS: Underline the key concepts, important nouns and noun phrases (conduct a Task Analysis using template on p.4 if needed)
3. SKILLS: Circle the verbs
4. CRITERIA: [Bracket] any conditions or criteria identified for performance of the standard
5. ACADEMIC VOCABULARY: Identify the language needed to instruct the standard
6. BIG IDEAS: What do I want students to remember long after they leave my classroom?
7. ESSENTIAL QUESTIONS: What engaging questions will you ask to lead students to understanding the Big Idea(s)?

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| SKILLS (VERBS) | | CONCEPTS (NOUNS) | | CRITERIA/CONDITIONS | | C:\Users\rburnett\Desktop\NTlogo.png  BLOOM/WEBB’S DOK | |
| Students need to be able to do… | | Students need to know about… | | How students demonstrate their learning… | | Level of thinking | |
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| **Language of Instruction**  *The language necessary to instruct the standard (this is in addition to your content vocabulary).* | |  | | | | | |
| “I Can”: Turning Learning Targets into Student-Friendly Language  *Students demonstrating proficiency or mastery in the power standard can do what?* | | | | | | | |
| **Learning Target** | **I can…** | | **I can…** | | **I can…** | | **I can…** |
| Ex: Inferencing at 2nd grade | make good inferences. This means I can make a guess based on clues. | |  | |  | |  |
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| **Big Ideas**  *\*Represent the main ideas, conclusions, or generalizations about the “unwrapped” concepts and skills in a focused instructional unit of study.* | C:\Users\rburnett\Desktop\NTlogo.png  *\*What do I expect my students to tell me when they conceptually/deeply understand the concepts and skills?*  *What do I want them to remember long after they leave my classroom?* |
| **Essential Questions**  *\*Essential questions should be written in an open-ended response and should match the rigor of the concepts and skills outlined within the unit of study or standard(s) being unwrapped.* | *\*What engaging questions will lead your students to discover the “enduring understandings/big ideas” on their own?* |

\*Text taken from Lenawee County Civics/Government Priority Expectations Unwrapping the Standards doc dated 1/10/11

**Task Analysis:** Place key words from the Power Standard in the circle. List any underlying skills, “hidden” learning, or prerequisite knowledge students will need to be proficient in the outer boxes.



**Critical Connections/Important Notes**