



# Comprehensive Unit Planning

---

Mike Jordan, Brandy Treaster, April  
Hoffman



# Today's Goals

---

4 - I can apply my knowledge of goals and targets to build my own comprehensive unit.

3 - I can explain how to organize standards from multiple content areas to create a rigorous unit.

2 - I can understand how to engage students with themes.

2 - I can understand how to scaffold standards based on taxonomy.

2 - I can understand how to group standards based on connections among content areas.

1 - I can do some of this with help.

# Previewing Rigorous Units

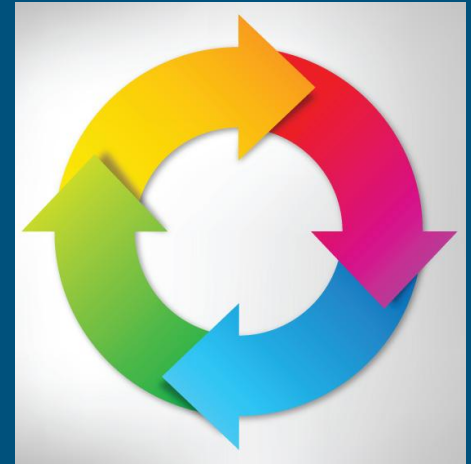
---

Write down everything you know about **rigorous units** and why you think they are important.

# Rigorous Units

---

- Guides instruction
  - Supports your lesson planning, does not replace it
- Digestible chunks
- Students know what to do in order to be successful
  - Students become more invested in their own growth
  - Students can track their own progress



# Our first target:

---

4 - I can apply my knowledge of goals and targets to build my own comprehensive unit.

3 - I can explain how to organize standards from multiple content areas to create a rigorous unit.

2 - I can understand how to engage students with themes.

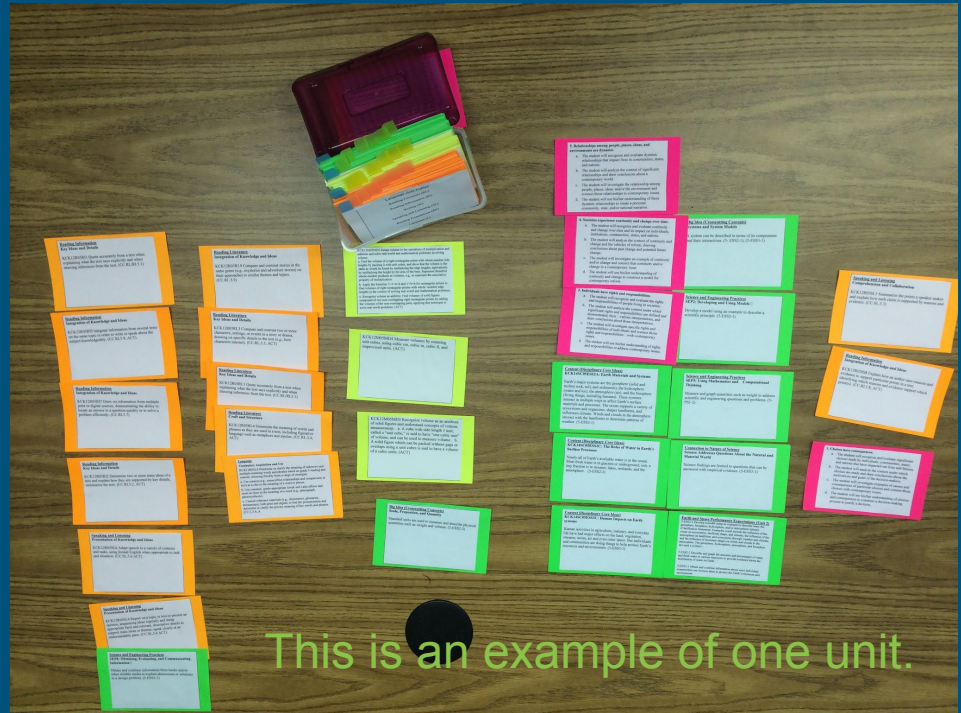
2 - I can understand how to scaffold standards based on taxonomy.

2 - I can understand how to group standards based on connections among content areas.

1 - I can do some of this with help.

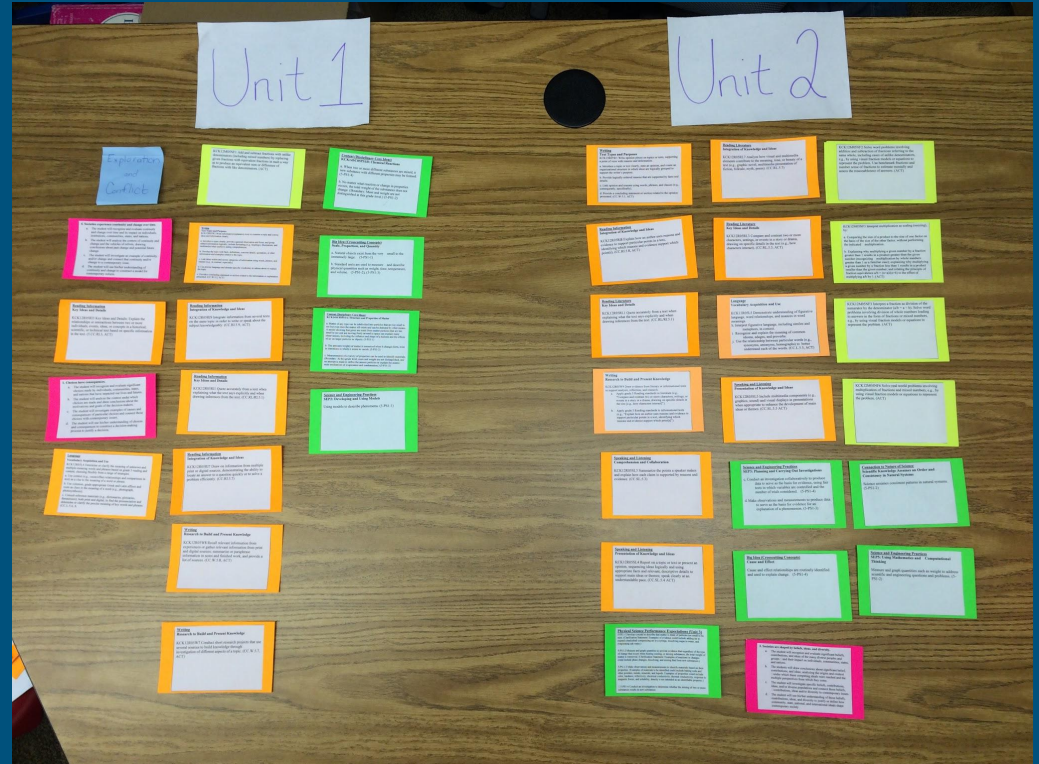
# Organizing Your Standards: Units

- Identify the standards that need to be taught within a certain window of time.
- One strategy is to write (or print out) all of the standards and put them on note cards.



# Organizing Standards: Units

- Split your standards into two or three units.



# Organizing Standards: Scales

---

- Scales show a progression of learning.
- Look for more specific connections within the unit that tie the standards together.
  - These connections can be used to build a scale with more than one standard on it.



# Organizing Standards

- Look for commonalities among the standards
  - Similar text types
  - Similar concepts

### 3. Societies are shaped by beliefs, ideas, and diversity.

- a. The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- b. The students will draw conclusions about significant belief, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.
- c. The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.
- d. The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society

### Reading Information Key Ideas and Details

KCK12R05RI3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.CC.RI.3, ACT)

# Watch!

---

Integrating writing and reading standards.

# Organizing Standards

---

Now let's try it out!

How would you group the given standards?

# Group Practice #1

---

1. Read all 10 cards aloud.
2. Try to find commonalities among some of the cards.
3. Group the cards into two (or more) scales based on those commonalities.

# Our second target:

---

4 - I can apply my knowledge of goals and targets to build my own comprehensive unit.

3 - I can explain how to organize standards from multiple content areas to create a rigorous unit.

2 - I can understand how to engage students with themes.

2 - I can understand how to scaffold standards based on taxonomy.

2 - I can understand how to group standards based on connections among content areas.

1 - I can do some of this with help.

# Building a Scale

---

Shows a progression of learning

Created using a 1 to 4 scale.

The one is always “1 - I can do some of this with help”

The two(s) are our building blocks, or targets, that lead to our learning goal(s).

The three(s) are our learning goals.

The four is our extension of our level three goal.

# Organizing Standards: Taxonomy

- Organize based on taxonomy
  - use Marzano or Bloom's taxonomy
- Standards written at higher levels should become your goals
- Connected standards written at lower levels should be your targets

- 12 -

©2014 Learning Sciences International  
All rights reserved. Reproduction prohibited without written permission.

Marzano Taxonomy - Question Stems, Products, Terms, and Phrases\*

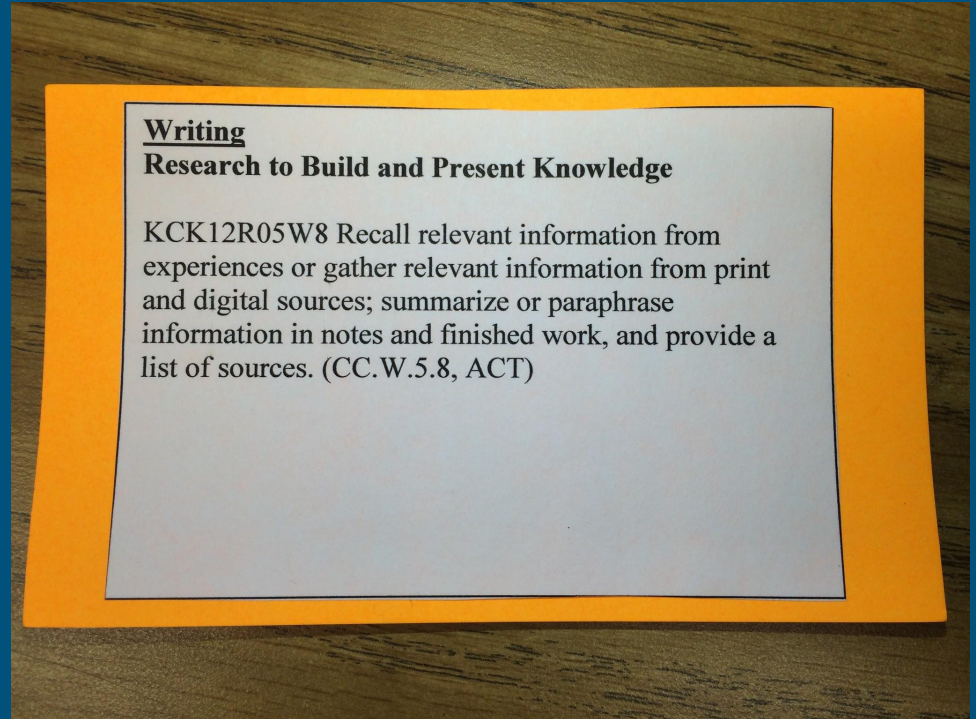
Taxonomy Level	Mental Process	Terms and Phrases	Question Stems	Products
Retrieval: Involves recalling information from permanent memory	Recognizing	choose from true/false; determine if the following statements are true; identify from a list; match; recognize; select from a list	What is...? Where is...? How did ___ happen? Why did...? When did...? How would you show...? Who were the main...? Which one...?	Definition Label List Description Quiz/Test Fact Worksheet/ Workbook Highlight
	Recalling	answer; answer who, what, where, when questions; define; describe; exemplify; label; list; memorize; name; recall; reproduce; state	How is...? Can you recall...? Can you select...? Can you list three...? Who was...? When did ___ happen?	
	Executing	add; apply; calculate; cite; collect; compile; complete; compute; conduct; decode; demonstrate; divide; draft; edit; employ; execute; gather; gauge; identify; implement; inform; locate; make; manipulate; measure; multiply; navigate; observe; perform; quantify; quote; read; recite; report; retell; show; solve; state; subtract; tabulate; use; write		
Comprehension: Requires identifying what is important and placing that information into categories	Integrating	answer; articulate; ask; big idea; capture; clarify; communicate; comprehend; contextualize; convey; delineate; describe how or why; describe parts of; describe the effects; describe the relationship between; elaborate; explain the ways in which express; inform; make connections between; narrate; orient; paraphrase; present; question; recount; restate; summarize; translate; understand	How would you explain...? How would you describe...? How would you classify the type of...? How would you compare/contrast...? State or interpret ___ in your own words...? How will you rephrase this meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...? What is meant...? What can you say about...? Which is the best answer...? How would you summarize...?	Log/Journal/ Diary Entry Quiz/Test Graphic Organizer Recitation Show and Tell Summary Timeline Collection Explanation Mind Map Example List Label Outline
	Symbolizing	act out; chart; compose; conceptualize; construct; depict; diagram; draw; exhibit; graph; illustrate; imagine; map; model; outline; pretend; produce; record; represent; sequencing; show; symbolize; use models; visualize; write		

\* Some terms are classified at more than one level depending upon their application.

# Organizing Standards: Taxonomy

---

- Sometimes standards will have multiples verbs, representing multiple taxonomy levels.
- Break those standards apart and arrange by taxonomy level.





# Organizing Standards: Taxonomy

---

## Writing

### **Research to Build and Present Knowledge**

KCK12R05W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CC.W.5.8, ACT)

Summarize or Paraphrase information in notes and finished work (**comprehension**)

Gather relevant information from print and digital sources (**execute**)

Provide a list of sources (**recall**)

Recall relevant information from experiences (**recall**)

# Watch!

---

Organizing literacy and social standards into a scale based on taxonomy.

# Organizing Standards: Taxonomy

---

Go back to your scale.

Rearrange one group of cards based on the level of cognitive complexity the standards require.

# Group Practice #2

---

1. Choose one of your scales from the first activity.
2. Read all the cards in the chosen scale aloud again, paying special attention to the verbs.
3. Determine the taxonomy level of each standard.
4. Rearrange the standards to form a scale based on taxonomy levels.
5. Write your scale on the chart paper.

# Gallery Walk

---

What do you notice about the taxonomy levels in the scales?

What stands out to you?

# Our third target:

---

4 - I can apply my knowledge of goals and targets to build my own comprehensive unit.

3 - I can explain how to organize standards from multiple content areas to create a rigorous unit.

2 - I can understand how to engage students with themes.

2 - I can understand how to scaffold standards based on taxonomy.

2 - I can understand how to group standards based on connections among content areas.

1 - I can do some of this with help.

# Student Engagement

---

- Constant References to the Goals
- Individual Student Trackers
- Heterogeneous Group Accountability and Visual Tracking
- Peer Coaching
- Themes

# Example 1:

- Our first attempt.
- Not cross-curricular.
- High student engagement.





## Example 2:

- Cross curricular unit with theme based on Social Studies content.
- Students struggled to connect with theme and concepts.

Can you control the colonies?

1607 - sett Jame

set Ro

The image shows a hand-drawn map of the eastern United States, including Massachusetts, New York, Pennsylvania, Virginia, North Carolina, South Carolina, and Georgia. The map is decorated with various educational goals and concepts, such as 'Goals', 'I can represent real world objects using the plane', 'I can explain structure', 'I can explain how energy flows through an ecosystem', 'I can compare and contrast using details', 'I can explain how energy flows through an ecosystem', 'I can explain connections between physical and consequences', 'I can avoid negative thinking', 'I can support my team's learning', 'I can create a line plot', 'I can accurately utilize measurement vocabulary', 'I can quote accurately and provide evidence', 'I can integrate information on a topic', 'I can summarize information from multiple sources', 'I can describe how plants need air and water to survive', 'I can describe how energy is transferred through the food chain', 'I can identify a cause or a consequence', and 'I can describe the connection between choices and consequences'. The map is also decorated with a yellow star, a purple banner, and a row of colorful cartoon characters.

# Example 3:

- Highly engaging.
- Students easily connected to video game theme.
- Still developing most effective strategy for immediate feedback.



## Turn and Talk

---

*What are some ways you can ensure your students are **invested** in their learning? What themes might help **engage** them in the process?*

# Wrap Up

---

4 - I can apply my knowledge of goals and targets to build my own comprehensive unit.

3 - I can explain how to organize standards from multiple content areas to create a rigorous unit.

2 - I can understand how to engage students with themes.

2 - I can understand how to scaffold standards based on taxonomy.

2 - I can understand how to group standards based on connections among content areas.

1 - I can do some of this with help.

# Questions?

---

Feel free to contact us!

April Hoffman - [april.hoffman@kckps.org](mailto:april.hoffman@kckps.org)

Mike Jordan - [james.jordan@kckps.org](mailto:james.jordan@kckps.org)

Brandy Treaster - [brandy.treaster@kckps.org](mailto:brandy.treaster@kckps.org)

*\*Please fill out the survey before you leave: <http://goo.gl/forms/aXhFByqkUf>*

