

Unpack/Repack Template

Purpose of this Process:

(Multiple)

Note - This process assumes a basic understanding of the content and organization of a set of academic standards. For more information about math. . . . For more information about ELA. . . .

Examples:

Directions:

1. Make a copy of this document and save for your team's use.
2. Read prompts in the left column and supporting information in the right column.
3. Complete unpack/repack, replace supporting information in the right column with your team's thinking.

Note: This is not necessarily a linear process. Begin by moving step-by-step through the process but also expect to revise thinking on previous steps as you move forward.

<p>IDENTIFY STANDARDS</p> <p>Select related standards (more than one standard) to analyze.</p> <p>Articulate why you've selected this group of related standards.</p> <p>Explain how this group of standards fits into the scope and sequence of the course or year.</p> <p>See examples here.</p>	<p>Wisconsin Academic Standards</p> <p>WI Standards for English Language Arts</p> <p>WI Standards for Literacy in All Subjects</p> <p>WI Standards for Mathematics (Word)</p>
<p>KNOWLEDGE AND SKILLS</p> <p>Knowledge Highlight and/or underline the content and vocabulary. (What)</p> <ul style="list-style-type: none">• What content are student expected to understand? <p>Skills Circle or bold what students are expected to do with the content. (How)</p> <ul style="list-style-type: none">• How are students expected to apply the content?	

<p>You may wish to also identify key vocabulary included in the standards.</p>	
<p>NARRATIVE</p> <p>In your own words, synthesize the knowledge, skills, and vocabulary to explain the most important content and processes in this group of standards.</p> <p>Possible prompts include:</p> <ul style="list-style-type: none"> • How do you describe the main concepts of these standards? • Complete the following stem: “The main concepts of this group of standards are...” <p>See examples here.</p>	
<p>RELATED STANDARDS</p> <p>Compare the selected standards within and outside the grade-level.</p> <ul style="list-style-type: none"> • What knowledge and skills are developed in previous grades? What knowledge and skills are unique to this grade? What knowledge and skills will be developed in the next grade? <p>Identify related standards.</p> <ul style="list-style-type: none"> • What Standards for Mathematical Practice (SMPs) support this group of standards? • What Standards for Literacy in All Subject Areas are related to this group of standards? • What standards from other disciplines are related to this group of standards? 	<p>Vertical Alignment of Standards for English Language Arts Mathematics Coherence Map based off the Wiring Diagram University of Arizona - Progressions Documents (Mathematics)</p>
<p>ASSESSMENT NARRATIVE</p> <p>Describe what will be assessed and how it could be assessed.</p> <p>The assessment narrative could include:</p> <ul style="list-style-type: none"> • What do students know? What are students able to do? • Describe multiple ways students can demonstrate mastery. 	

<p>Assessment should match the level of rigor in the standards.</p>	
<p>HABITS List behaviors (such as perseverance, responsibility, adaptability, and leadership) students must demonstrate to be proficient with the skills and knowledge outlined by this cluster.</p> <ul style="list-style-type: none"> • What are the interpersonal and intrapersonal behaviors necessary to be proficient with this cluster? HOW DO YOU EXPLICITLY FOSTER AND DEVELOP THESE SKILLS FOR ALL STUDENTS? 	<p>Intra- and Interpersonal Behaviors</p>
<p>WHAT DOES THE TEACHER DO? What will the teacher(s) do to ensure that students obtain the knowledge and skills addressed in the standards?</p> <p>How can the teacher(s) address motivation and engagement?</p> <p>What instructional techniques, resources, and/or formative assessment practices will be used to ensure all students can access and communicate about content?</p>	
<p>ELIMINATING BARRIERS (see supplementary information about UDL, CRP, and cross-pollination to build understanding)</p> <ol style="list-style-type: none"> 1. Review current unpack/repack thinking. 2. Highlight where principles of cross-pollination are currently applied to eliminate barriers. 3. Revise thinking to intentionally apply principles of cross-pollination to better eliminate barriers. <p>Through the lens of UDL and CRP, plan activities to eliminate barriers regarding access, engagement and assessment.</p> <ul style="list-style-type: none"> • Including cultures, challenging exclusion, or creating social justice • Representing content through multiple means, including cultural practices of youth (e.g., music, spoken word and poetry, social media apps, blogs, and online video channels) • Instructional methods provide differentiated supports, participant structures (e.g., large groups, dyads, gradual release), and flexibility in how content and tasks are presented (e.g., visual, tactile, verbal communication). • Instructional methods position students as experts of their own practices to mediate learning. • Assessment methods are ongoing and flexible in how information is presented and ways students may perform, including capitalizing on students' cultural repertoires, identities, and out-of-school practices to widen what is assessed. 	

NEXT STEPS

What do educators need to ensure all students obtain the knowledge and skills in the selected cluster? Consider:

- Professional learning
- Collaboration with colleagues
- Collaboration with families
- Resources and/or materials
- Assessment tools