Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards Implementation

Module 8: Breaking it Down, One Step at a Time

Goals & Objectives:

Educators will be able to, both in writing and through discussion:

1. Analyze Grade Level Expectations and Evidence Outcomes for intended knowledge, understandings, and skills necessary for all students to demonstrate mastery of the standards
2. Align the Academic Context & Connections with the Evidence Outcomes
3. Practice the process for analyzing the revised Colorado Academic Standards
4. Practice the process for analyzing the revised Colorado Academic Standards

Disciplinary Literacy Strategies:

* “Writing in discipline-specific ways”
* Speaking for understanding in content-areas
* Close Reading

I. Warm-Up:

Take 30 seconds to brainstorm as many “rules of the road” as you can come up with that are necessary for driving a car safely and skillfully.

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II. Activity: Analyzing Evidence Outcomes for Everyday Tasks

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| **Prepared Graduates:** Demonstrate the ability to drive a car correctly, safely, and with skill.  **Grade Level Expectation:** Correctly perform the driving actions required on a driving test, as well as demonstrate an understanding of the laws and rules of the road and safe driving practices.  **Evidence Outcomes:**   1. **Obtain a Colorado driver’s license** 2. Understand Colorado’s driving laws 3. Apply basic actions encountered while driving 4. Assess road conditions for safe driving 5. Model safe driving skills | |
| What knowledge is required to demonstrate mastery on this EO? | *Vocabulary:*  *Know:* |
| What understandings will they need to master? | *Understand*: |
| What skills will they need to apply to demonstrate mastery? | *Skills:* |

III. Next Step Discussion:

1. What are the connections across grade levels?
2. What are the connections within grade levels?
3. What are the connections across content areas both within and across grade levels?
4. Determine what content and skills should be taught at each grade level? (e.g., science is grade banded at middle school and high school).

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| Additional Notes (from “Next Step Discussion”) |

IV. Reflection:

Now that you have completed Module 8 . . .

1. What is one learning you will takeaway?

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1. Explain, in your own words, why it’s important for educators to analyze standards?

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1. What is one question you still have regarding the analysis process?

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