

# Deconstructing Standards

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Who are we?

Why are we excited about this?

# What does it mean to deconstruct standards? Why do we do it?

Taking **complex** standards and **refining** them, **translating** them, in order to make them more **understandable** and **clear** to *both students and teachers*.

# Types of Learning Targets

» Knowledge » Reasoning » Skill »  
Product

# Learning Targets

- All content standards can minimally be classified as a **knowledge** target.
- If a content standard is classified as a **reasoning** target, then it is also a **knowledge** target.
- If a content standard is classified as a **skill** target, then it is also a **reasoning** target, and a **knowledge** target.
- If a content standard is classified as a **product** target, then it **MAY** or **MAY NOT** be a **skill** target, but it will also be a **reasoning** and a **knowledge** target.

# Learning Targets Activity

# Power Standards

What are they?

Why do we have them?

What does it have to do with  
deconstructing standards?

## Deconstruction of RL 6.1 Standard

|  |   |                 |                      |                        |
|--|---|-----------------|----------------------|------------------------|
| <b>Content Standard</b>  | <b>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>   |                 |                      |                        |
| <b>Type</b>  | Knowledge ____  | Reasoning __X__ | Skill ____           | Product ____           |
| <b>Underpinning Learning Targets</b>   |   |                 |                      |                        |
| <b>Knowledge Targets</b>   | <b>Reasoning Targets</b>  |                 | <b>Skill Targets</b> | <b>Product Targets</b> |
| <ul style="list-style-type: none"> <li>• Define <i>textual evidence</i>.</li> <li>• Identify and label textual evidence within a text. ??</li> <li>• Define <i>cite</i>.</li> <li>• Understand <i>inference</i>.</li> <li>• Understand <i>explicit</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine what the text says explicitly.</li> <li>• Determine inferences made from reading the text.</li> <li>• Determine that textual evidence that supports what the text says explicitly.</li> <li>• Determine the textual evidence that supports the inferences made by the reader.</li> <li>• Justify how the evidence supports the inferences that are made by the reader.</li> <li>• Justify the textual evidence that proves what the text says explicitly.</li> </ul> |                 |                      |                        |

# Deconstruction

## Activity

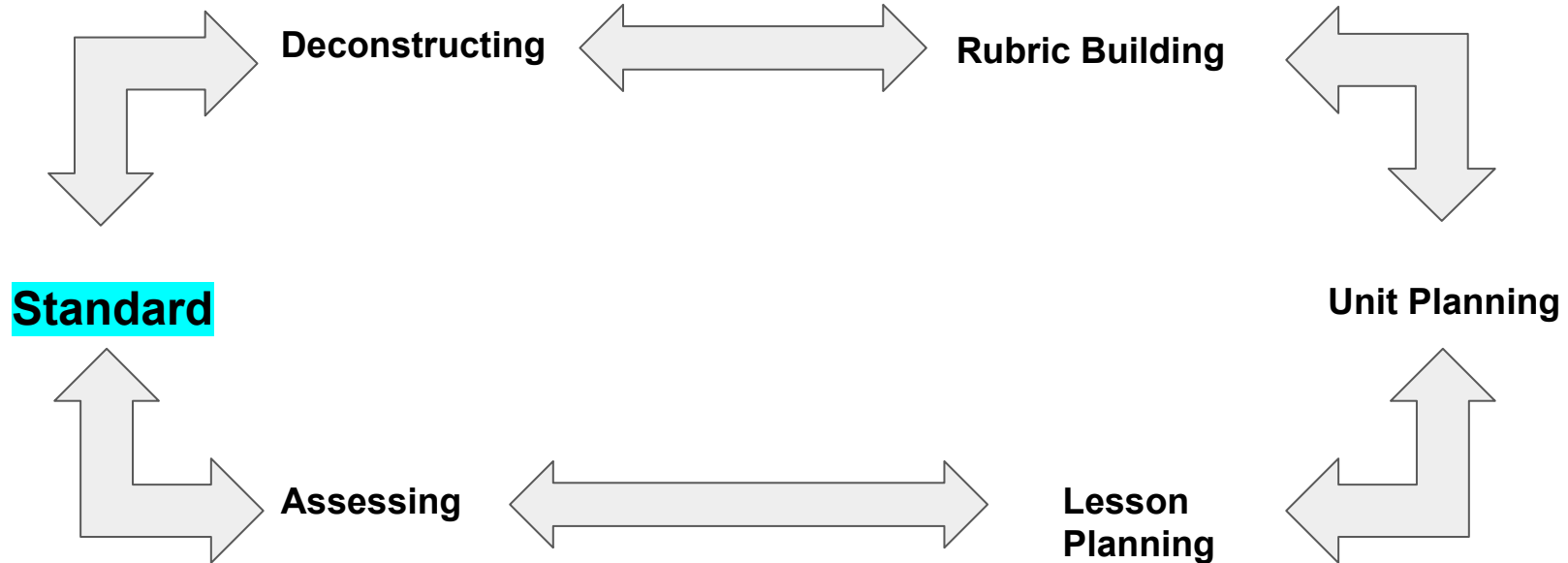
Ready to try this out?



# Choose one to deconstruct with a partner:

1. RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning or tone.
2. RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
3. MATH.CONTENT.6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
4. SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

# Linking Deconstruction To Learning and Assessing Through a UBD Framework



# 4 things

1. **How** deconstruction can help design **rubrics**
2. **How** deconstruction can help you design **units**
3. **How** deconstruction can help you design  
**lessons**
4. **How** deconstruction can help your department  
design a **coherent scope and sequence**

# Power Standards Grade 6 Drama

|                |
|----------------|
| <b>Cr1.1</b>   |
| <b>Cr2.1</b>   |
| <b>Cr3.1</b>   |
|                |
| <b>Pr. 5.1</b> |
| <b>Pr. 6.1</b> |
|                |
| <b>Re 7.1</b>  |

# Reasoning Target

|                         |  |
|-------------------------|--|
| <b>Content Standard</b> | <b>TH:Cr3.1</b><br><b>Process Component:</b> Rehearse<br><b>Anchor Standard:</b> Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.<br><b>TH:Cr3.1.7</b><br>a. Articulate and examine choices to refine a devised or scripted drama/theatre work |
| <b>Type</b>             | Knowledge ____ Reasoning <u>X</u> Skill ____ Product ____  |

# Deconstructing

|   |  |   |            |                      |
|---|--|---|------------|----------------------|
| <b>Content Standard</b>   | <b>TH:Cr3.1</b><br><b>Process Component:</b> Rehearse<br><b>Anchor Standard:</b> Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.<br><b>TH:Cr3.1.7</b><br>a. Articulate and examine choices to refine a devised or scripted drama/theatre work |   |            |                      |
| <b>Type</b>   | Knowledge ____   | Reasoning <u>X</u>  | Skill ____ | Product ____         |
| <b>Knowledge Targets</b>  |  | <b>Reasoning Targets</b>  |            | <b>Skill Targets</b> |
| <ul style="list-style-type: none"> <li>• <b>Identifies</b> group's strengths</li> <li>• <b>Identifies</b> broad dramatic moments in the current piece that should either be refined or unpacked for the purpose of generating greater clarity in the drama</li> </ul> |  | <ul style="list-style-type: none"> <li>• Use formative feedback from peers and instructor and proposes a course of action as a way to <b>refine or unpack</b> broad dramatic moments for the purpose of generating greater <b>clarity</b> in the drama</li> </ul> |            |                      |
| <b>Product Targets</b>  |  |   |            |                      |

# Making a Rubric

| Standards   | Description/Process | I know I can...<br>(Level 1)  | I can...<br>(Level 2)  | I really can...<br>(Level 3)  | Wow, What just happened?<br>(Level 4)   |
|---|---------------------|---|--|---|---|
| <b>TH:Cr3.1.7</b><br>a. Articulate and examine choices to refine a devised or scripted drama/theatre work |                     |   |  |   |   |
| KU1.1   | Rehearsing with an  | Is able to able to <b>identify</b> moments within the drama that require <b>refinement or unpacking</b> to improve <b>clarity</b> . | Is able to able to identify moments within the drama that require <b>refinement or unpacking</b> . And, is able to suggest why and how these moments should be refined, unpacked to improve <b>clarity</b> | Is able to able to identify moments within the drama that <b>require refinement or unpacking</b> . And, the student is able to reason how their dramatic choices have led to a piece of drama that demonstrates <b>clarity</b> in regards to character and story. | Students demonstrates an exceptional reasoning skills when it comes to making dramatic choices. |

# Designing Units

| Holistic Description of the Learning  | Lesson Ideas   | Identified Learning Challenges   | Standard/Target   | Formative/Summative Assessment Activity  |
|---|--|--|---|--|
| Acquisition and Integration   | <p>Students- rehearse pieces focusing on story structure and lazzi</p> <p>Mini Lesson on the Objective (4.1)</p> <p>Look for your character objective</p> <p>Students spend the rest of the time rehearsing the objective into their work</p> <p>Students groups are paired and they are to move their peers work as closely as possible to awesomeness!</p> <p>Share work at the end of class</p> | <p>* To integrate new skills into their work.</p> <p>*Use critical analysis to improve, refine, and evolve original ideas and artistic choices</p> | <p><b>1.1.B</b></p> <p><b>3.1B</b></p> <p><b>4.1A.B</b></p> | <p>Pair groups together- use formative feedback from peers</p>                                 |
| <p>Closing the Gap and <b>Rehearsing</b></p> <p>Learning Demonstration</p> <p>Introduction of Culminating Project</p> | <p><b>*Explore alternatives to be sure that what you have done is what works best.</b></p> <p>Video pieces and grade them- use them springboards into the rubric and the final assessment</p>  |  | <p><b>3.1.7 A</b></p> <p><b>4.1A.B</b></p>                  | <p>Pair groups together- use formative feedback from peers</p> <p>Pairs present/video work</p> |



# Step 1: Describe the **holistic** learning

| <b>Holistic Description of the Learning</b>  | <b>Lesson Ideas</b> | <b>Identified Learning Challenges</b> | <b>Standard/Target</b> | <b>Formative/Summative Assessment Activity</b> |
|--|---------------------|---------------------------------------|------------------------|--|
| Acquisition and Integration  |                     |                                       |                        |  |
| Closing the Gap and <b>Rehearsing</b><br><br>Learning Demonstration<br><br>Introduction of Culminating Project |                     |                                       |                        |  |

## Step 2: **Align** with standards

| Holistic Description of the Learning   | Lesson Ideas | Identified Learning Challenges | Standard/Target         | Formative/Summative Assessment Activity |
|--|--------------|--------------------------------|-------------------------|---|
| Acquisition and Integration  |              |                                | 1.1.B<br>3.1B<br>4.1A.B |   |
| Closing the Gap and <b>Rehearsing</b><br><br>Learning Demonstration<br><br>Introduction of Culminating Project |              |                                | 3.1.A<br><br>4.1A.B     |   |

# Step 3. Add the learning details

| Holistic Description of the Learning   | Lesson Ideas   | Identified Learning Challenges | Standard/Target   | Formative/Summative Assessment Activity |
|--|--|--------------------------------|---|---|
| Acquisition and Integration  | <p>Students- rehearse pieces focusing on story structure and lazzi</p> <p>Mini Lesson on the Objective (4.1)</p> <p>Look for your character objective</p> <p>Students spend the rest of the time rehearsing the objective into their work</p> <p>Students groups are paired and they are to move their peers work as closely as possible to awesomeness!</p> <p>Share work at the end of class</p> |                                | <p><b>1.1.B</b></p> <p><b>3.1B</b></p> <p><b>4.1A.B</b></p> |   |
| <p>Closing the Gap and Rehearsing</p> <p>Learning Demonstration</p> <p>Introduction of Culminating Project</p> | <p><b>*Explore alternatives to be sure that what you have done is what works best.</b></p> <p>Video pieces and grade them- use them springboards into the rubric and the final assessment</p>  |                                | <p><b>3.1.A</b></p> <p><b>4.1A.B</b></p>                    |   |

# Step 4. Add the **assessment** details

| Holistic Description of the Learning   | Lesson Ideas   | Identified Learning Challenges | Standard/Target   | Formative/Summative Assessment Activity  |
|--|--|--------------------------------|---|--|
| Acquisition and Integration  | <p>Students- rehearse pieces focusing on story structure and lazzi</p> <p>Mini Lesson on the Objective (4.1)</p> <p>Look for your character objective</p> <p>Students spend the rest of the time rehearsing the objective into their work</p> <p>Students groups are paired and they are to move their peers work as closely as possible to awesomeness!</p> <p>Share work at the end of class</p> |                                | <p><b>1.1.B</b></p> <p><b>3.1B</b></p> <p><b>4.1A.B</b></p> | Classroom walk arounds   |
| <p>Closing the Gap and Rehearsing</p> <p>Learning Demonstration</p> <p>Introduction of Culminating Project</p> | <p>*Explore alternatives to be sure that what you have done is what works best.</p> <p>Video pieces and grade them- use them springboards into the rubric and the final assessment</p>   |                                | <p><b>3.1.A</b></p> <p><b>4.1A.B</b></p>                    | <p>Pair groups together- use formative feedback from peers</p> <p>Pairs present/video work</p> |

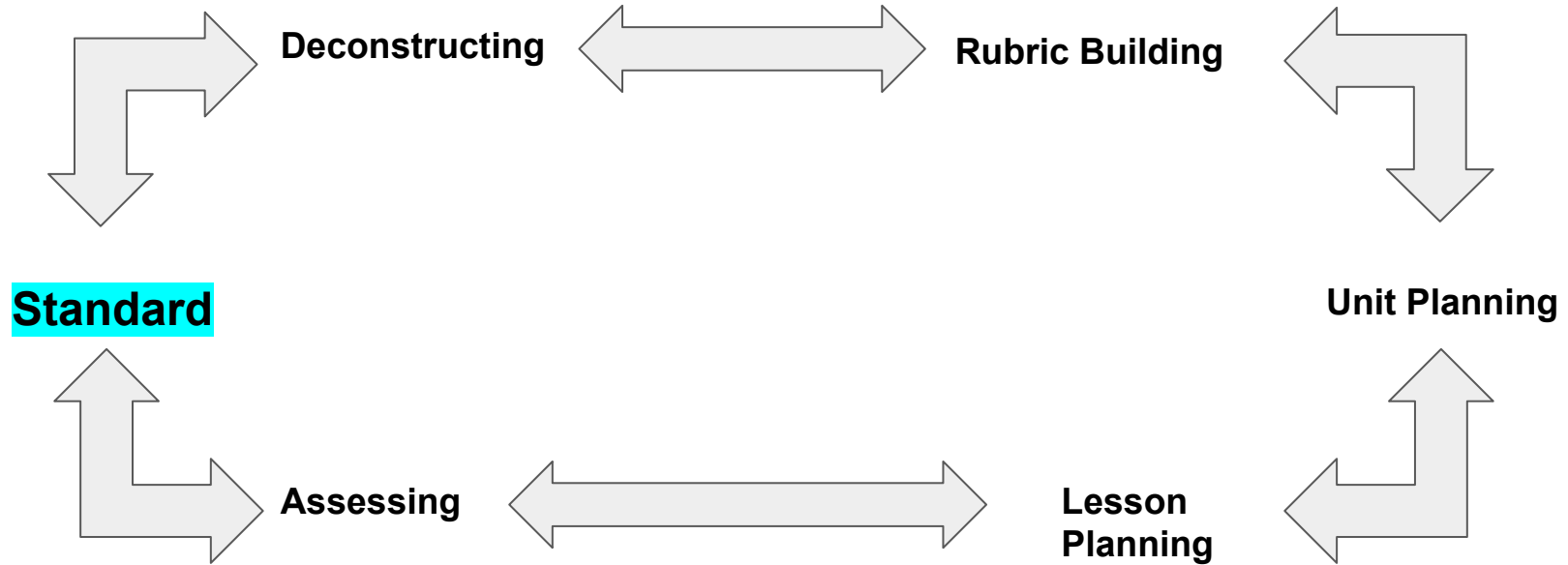
# Lesson Planning: A lesson on rehearsing...

|   |   |  |                        |              |
|---|---|--|------------------------|--------------|
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| <b>Type</b>   | Knowledge ____  | Reasoning <u>X</u>   | Skill ____             | Product ____ |
| <b>Knowledge Targets</b>  | <b>Reasoning Targets</b>  | <b>Skill Targets</b>   | <b>Product Targets</b> |              |
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# Using The Rubric

| Standards   | Description/Process | I know I can...<br>(Level 1)  | I can...<br>(Level 2)  | I really can...<br>(Level 3)   | Wow, What just happened?<br>(Level 4)   |
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# Linking Deconstruction To Learning and Assessing Through a UBD Framework



# Articulate a learning **scope** and **sequence**

**CR 3.1:7B:** Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

**CR 3.1.8B:** Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

| <b>CR 3.1.6</b> | Demonstrating the beginnings of character | <b>Not Assessed</b>  | <b>Not Assessed</b>   | <b>Not Assessed</b>   | <b>Not Assessed</b>  |
|-----------------|---|--|---|---|--|
| <b>CR 3.1.7</b> | Demonstrating the beginnings of character | Student is physically and vocally present in the scene.  | Student, using unit techniques, is beginning to use voice and body to create a sense of other- character              | The student, using unit techniques, is fully engaging their voice and body to communicate a sense of other-character                      | The student, using unit techniques, has created a sense of other.  |
| <b>CR 3.1.8</b> | Demonstrating the beginnings of character | Student, using unit techniques, is beginning to use voice and body to create a sense of other- character | The student, using unit techniques, is fully engaging their voice and body to communicate a sense of other- character | The student, using unit techniques, is fully engaging their voice and body to create a distinct and repeatable physiology of a character. | The student appears to be completely immersed in the physiology of the character they have created, effectively “making” them the character. |