

Overview:

In order to ensure that Springfield Prep has high-quality, standards-aligned curriculum and instruction, curriculum owners are responsible for unpacking units and sharing out the information during GLT meetings on Fridays two weeks prior to the start of a unit.

Unpacking the unit will:

- Give teachers a clear picture of where students are going and how they're going to get there
- Help teachers understand what mastery looks like for their respective grade level
- Build content knowledge and expertise for all teachers in the GLT

1. Check out the End of Unit Assessment/Tasks and Study the Standards you will be teaching in your upcoming unit.

- Read the language of the standard closely.
 - What's the domain? What's that require of students in ___ grade? (Check out the [progressions](#), and read one grade below, your grade, and one grade above.)
 - Consider the "big picture" of what students need to know according to the standard – is this a mostly conceptual, procedural, or application standard?

2. Do the Math in the Assessment to deepen knowledge and gain perspective.

- Solve the assessment items aligned to each standard to help you understand what students should know and be able to do to meet the demands of the standards.
- For each standard, consider the individual teaching points students would need to get there.
 - What objectives do kids already know?
 - What objectives do you still need to teach?

3. Look at the Unit Plan/Calendar (or Scope and Sequence)

- What's the flow of the unit?
- What objectives do you see addressed? Any you need to add? (from step 2)
- What do you anticipate students struggling with?
- Where can you embed previous standards/objectives that students did not master?

4. Plan for teaching and learning.

- **Dig into the lessons***
 - Are the lessons aligned to what kids need to master the standards?
 - Are the exit tickets aligned to the lessons?
 - Are kids *generally* moving from concrete to pictorial to abstract with concepts?
- **Make adjustments where you need to given what you know about your kids.**

Note: The "day to day" lesson planning doesn't need to happen right now, but you should get a general idea of what the lessons look like, how the unit progresses, etc. The idea here is to look for anything that is glaringly missing, for instance:

"Kids need to represent counting by 10s as adding tens each time according to the standard/assessment, but that's not required in the lessons as they are. We'll need to tweak this lesson/add a lesson to make sure they get this."