Unpacking Standards- “Inside Out” Method

Wiggins & McTighe 2012

STANDARD

Social Studies

* Investigate how people lived in the past using a variety of primary and secondary sources
  + Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents
  + Compare family life in the local community by considering jobs, communication, and transportation

ELA

* [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.
* [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Stated/implied “big ideas” in **NOUNS:**

People, past, sources, information, places, events, pictures, photographs, maps, audio, visual tapes, documents, life, community, jobs,

Questions, understanding, text, text, basis, answers, main idea, text, key details, main idea, relationship, series, historical events, scientific ideas, concepts, steps, technical procedures, text, language, time, sequence, cause/effect

Stated/implied performances in **VERBS:**

Investigate, using, compare, considering

Ask, answer, demonstrate, referring, determine, recount, explain, support, describe, using, pertains

Performance Task(s)

Investigate, using a variety of resources, a historical scenario and make informed decisions based on what you’ve read.

The mayor has come to you for advice; he has requestied recommended action steps with regards to the poor water quality at Cunningham State Falls. Using your historical lens, closely read all sources (including multimedia sources) and make recommendations about “next steps” based on what you’ve read.

Criteria

Rubrics and Checklists will include scoring points for “explicitly, between, variety, primary, secondary, past, and present”

**Understandings**  
To understand a text well, you should ask and answer questions that can be supported by details in the text.

A close read requires readers to mark evidence that supports their understanding of the main idea.

There are relationships between events/ideas in a text.

We read to inform ourselves and others

**Essential Questions**

What questions can be asked/answered with details from the text?

How do details support the main idea?

What are the relationships between events/ideas in the text?

What information can you gain from the text to support your understanding?

Based on what you’ve read, what’s a “next step”?

Transfer Goal(s)

Students will be able to purposefully use a variety of resources to research and gather information that will inform investigations and conclusions about the past

**ADJECTIVES and ADVERBS:**

Explicitly, between

Variety, primary, secondary past, family, local