



Knowledge and Skills: How to Unpack a Standard

Overview

Why unpack a standard into knowledge and skills?

The first step in translating CTE course standards into relevant, engaging and student outcome-focused lessons involves a careful reading of the standards to ensure an understanding of how the individual competencies fit together to form a deep conceptual comprehension of a topic.

Unpacking a standard into knowledge and skills allows for a sequenced approach to instruction which is grounded in real world application. Once teachers have broken down the knowledge and skills inherent in their standards, they can start to group standards with like content to deepen student understanding.

Unpacking Process

Part One

The first part of unpacking a standard into knowledge and skills is to identify the knowledge (what a student should know) and the skills (what a student should be able to do). You can start this process by simply underlining or highlighting the **nouns** and **verbs** within the standard. The **nouns** are the “what” and typically correspond to concepts a student should grasp and the **verbs** are the “how” and typically correspond to skills the student should be able to complete to demonstrate proficiency. Let’s take a look at an example.

Medical Therapeutics Standard 23

Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)

Once basic knowledge and skills have been identified, you should think critically about what each individual topic would look like in a classroom. Some concepts may need to be expanded to capture all of the details students would need to know to fully grasp the concept. A knowledge and skills chart, like the example below, can assist in detailing out the distinct pieces of information that will need to be addressed to ensure all of your students reach proficiency on the standard. Depending on the complexity of the standard, all knowledge and skills may not be able to be covered in one lesson. Breaking down the distinct concepts will assist you in planning how long the standard will take to cover completely.



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Medical Therapeutics Standard 23

| Standard | Knowledge | Skills |
|---|--|--|
| <p>Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through role-plays, written materials, or other informational resources to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)</p> | <p>Distribution of disease</p> <ul style="list-style-type: none"> Terminology Areas to be reviewed and evaluated <p>Determinants of disease</p> <ul style="list-style-type: none"> Causes of diseases Factors related to disease process <p>Disease in targeted populations</p> <ul style="list-style-type: none"> Identify and define targeted populations Pinpoint therapeutic careers <p>Health Improvement strategies</p> <ul style="list-style-type: none"> Resources available in community | <p>Synthesize data:</p> <ul style="list-style-type: none"> Charts Statistics Other health-related data Determine central ideas Summarize text <p>Understand</p> <ul style="list-style-type: none"> Distribution of disease Determinants of disease <p>Communicate</p> <ul style="list-style-type: none"> Develop communication piece Role-play Written materials, clear and coherent, appropriate Other informational resources |



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Part Two

Once you have identified the knowledge and skills within the standard, reference the aligned Common Core State Standards in Technical Subjects and relevant general education standards (if applicable) listed at the end of the standard. You can find additional information on these referenced standards by scrolling to the bottom of the [course description document](#) to the *Standards Alignment Notes* section (see blue example box below).

These referenced standards will assist you in creating strong objectives, understanding how to present information to students and what additional types of information should be used to support conceptual understanding of the knowledge and skills identified in the CTE standard. For example, looking at the Common Core Standard for Reading 2 will assist this teacher in understanding how to teach the skill “drawing conclusions” identified on the knowledge and skills chart, while Common Core Standard for Writing 4 will assist this teacher in developing communication tools to share with the community to improve health.

Medical Therapeutics Standard 23

Synthesize charts, statistics, and other health-related data to understand the distribution and determinants of disease in target populations as related to therapeutic services (such as heart disease in women), and communicate this knowledge to the public through ~~role plays, written materials, or other informational resources~~ to improve the health of the community. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 7, 8, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN A&P: Tennessee Science: [Anatomy and Physiology](#)
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

TN CCSS Reading 2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon or concept; provide an accurate summary of the text.

TN CCSS Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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Bridge to Practice

It's your turn!

Follow the two-step process outlined above with a course of your choosing using the green templates in the following pages.

- **Step 1:** Write down each standard for the course in the *Standard* column of the worksheet. Looking at the standard carefully, underline the nouns ("what"/knowledge) and verbs ("how"/skills) embedded in each standard in your course. Capture these concepts in the *Knowledge* and *Skills* columns of the worksheet.
- **Step 2:** Reference the aligned standards (Common Core State Standards for Technical Subjects, general education, national industry, etc.) referenced at the end of each standard (if applicable) and add additional clarifying statements or details to your *Knowledge* and *Skills* columns as necessary. If you are having trouble finding the standards, follow the links at the end of the Course Description Document.

You're done!

The unpacking is complete! This detailed chart will be useful when you move on to creating strong objectives and student outcome-focused lessons.

Questions about this process or need assistance? Please contact CTE.Questions@tn.gov.



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| Standard | Knowledge | Skills |
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