Directions for Unpacking the Science Performance Expectations

Point of Clarification: We will use "Performance Expectations" instead of "Standards." Although they are similar in nature, a Performance Expectation indicates what the *students* should ***know*** (Disciplinary Core Ideas) AND what they should be able to ***do*** with that knowledge (Science and Engineering Practices). It also connects to a broader understanding of the world through the integration of the Crosscutting Concepts.

Purpose of the Document: It is difficult to grasp the full scope of the shift in science instruction without spending significant time digging into the Performance Expectations. This process allows us an opportunity to truly understand the Performance Expectations and to begin to brainstorm how the shifts may impact curriculum and/or instruction.

***Remember to keep the phrase Students who demonstrate understanding can: in your head as you are completing this document. It is the first part of every Performance Expectation. ***

Note: The "Unpacking" document is in MS Word. The boxes will expand to meet your needs.

Completing the Document:

1. Use one copy of the "Unpacking the Science Performance Expectations" document per Performance Expectation.
2. Insert the course name in the first box.
3. Insert the Topic into the second box – this will make things easier when organizing the curriculum. The Topic can be found in the left-hand column of the Enhanced Course Maps.
4. Copy the Performance Expectation (Coding Number and Text) into the next box.
5. Answer the questions related to the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts ***in a manner that makes sense to you***!
    a. This is for *your* use only! Bulleted lists, short-hand, complete sentences, video recording, or interpretive dance… it doesn't matter, as long as it will still make sense to you in a month or two.
    b. Note that a single Performance Expectation may address multiple DCIs, Practices, or Crosscutting Concepts. Because they are all part of the same Performance Expectation, they should all be addressed together.
6. Use your notes from the first page to help your brainstorming on the second page.
    a. Pay close attention to potential instructional shifts
    b. Note that none of this is written in stone… ideas recorded here may shift as other Performance Expectations are considered as a part of a whole unit.
7. Don't worry about curriculum development… yet. That comes next.

A Final Note: Each course has between 20 and 30 Performance Expectations, and each Performance Expectation will require some in depth consideration. This will take some time!