

UNIT UNPACKING

TO METHODICALLY DRIVE STUDENT ACHIEVEMENT

Purpose:

The Unit Unpacking protocol is intended help teachers engage with the unit materials in order to:

- Develop a deep understanding of the necessary end outcomes of the unit and how those to fit within the yearlong sequence and the three year vertical articulation of the standards.
- Understand the flow of the unit, particularly the key points for assessment in order to adjust instruction
- Identify and plan strategies to address the key prerequisite skill gaps that scholars may have coming into this unit and the potential misconceptions they may develop
- By engaging in this protocol, teachers are able to better leverage curricular materials to plan instruction that meets the needs of their scholars and to make adjustments throughout the unit with an understanding of the key outcomes.

Phases of the Protocol

The unit unpacking process is multi-faceted. The UU team will need time to build their analytic muscles and to learn as a team to become more efficient with the process. We always recommend proceeding through the phases in order but distribution of time may vary

Unit Unpacking Protocol

	My Notes	My Next Steps
<p>Phase 0: Warm Up/ Connecting to Deeper Purpose (5-10 minutes)</p> <ul style="list-style-type: none">• What about this unit material can be leveraged to engage students? teach character? cultivate identity? deepen connections to the world?• What about this is relevant to students or how can I make it relevant?• What about this unit material built your sense of curiosity? How can you leverage that with your scholars?		
<p>Phase 1: Deeply Understanding the Unit Outcome (30-40 minutes)</p> <ul style="list-style-type: none">- <i>Step 1: Understand the Unit Outcomes and Vertical Articulation</i><ol style="list-style-type: none">a. Based on the unit overview (enduring understandings/ goals) and the focus standards for this unit, identify what students will know, understand, and be able to do at the end of this unit.b. Articulate how this outcome fits in the 3 year trajectoryc. Articulate how this outcome fits in the yearlong trajectory.- <i>Step 2: Unpack the Rigor and Expectations for the Concrete Unit Deliverables</i><ol style="list-style-type: none">a. Identify the end of unit deliverable and articulate how the task reflects the unit outcomes shared in step 1.b. Norm on the bar for excellence for this outcome.		

Phase 2: Understanding the Flow of the Unit
(15-25 minutes)

- *Step 3: Marking the Building Blocks*
 - a. Starting for beginning of the unit identify the building blocks of the unit. *Building blocks should not be daily aims; they should represent larger chunks of knowledge.* Then mark the “do not pass go” checkpoints in the sequence of the unit to assess progress and make decisions about proceeding through the rest of the unit.

- *Step 4: Highlight the Critical Lessons*
 - a. With the end outcomes in mind, identify the most critical aims for reaching those outcomes. These are the lessons that cannot be shortened or cut from the sequence.

- *Step 5: Highlight Instructional Strategies*
 - a. Plan for instructional strategies that will ensure scholars learn those building blocks. Name the strategy and if possible model or practice delivery.

Phase 3a: Planning for Gaps and Misconceptions (15-25 minutes)

- *Step 6: Identifying Pre-requisite Gaps*
 - a. Identify the most critical pre-requisites that a large group of students might not have.
 - b. Plan for the appropriate supports to address these gaps

- *Step 7: Identifying Misconceptions based on Building Blocks*
 - a. Identify what misconceptions might hold scholars back from understanding the key building blocks. Identify what faulty logic might develop or what logic students may apply. *At the unit level, focus on conceptual misunderstandings over error based misunderstandings.*
 - b. Plan for potential strategies to address those misconceptions.

Phase 3b: Planning for Classroom Specific Differentiation (Time permitting)

- *Step 8: Making Adjustments Based on Your Scholars*
 - a. Considering the data and needs of your scholars including specific pre-requisite gaps or misconceptions they are likely to have, plan for any adjustments to the flow of the unit.

Close Out & Next Steps (5 min)

Criteria for Unit Unpacking Facilitation

- **Ensures broad participation:** Employs a range of strategies including *everybody writes*, *cold call*, *whip arounds*, *turn and talk*, *finger votes* or *fist to fives* as well as *wait time* to ensure broad and even participation. Has an eye for noticing and engaging quieter participants to ensure a breadth of voices have been heard and that true consensus has been achieved.
- **Balances urgency with deliberation:**
 - Uses a timer and holds to time stamps.
 - Notes for the group when they are off on a tangent or spinning their wheels (redundant, going in circles).
 - At the same time, adjusts when necessary to allow for vigorous debate, rich discussion and careful deliberation.
 - Models economy of language and clarity of ideas.
- **Maintaining focus:** Steers the group around “rabbit holes” – questions that are hard to solve in a UU or overly cerebral, philosophical issues. Allows for humor, fun and personal interactions but keeps the group’s eyes on the prize.
- **Ensures fidelity to the protocol:** Makes specific reference to the protocol and ensures that all participants have copies to refer to and are versed in the document.
- **Pushes for clarity**
 - Draws out tensions and challenges the group to reconcile them.
 - Periodically summarizes and synthesizes.
 - Assigns a note-taker and makes sure next steps are captured and distributed to the team.
 - Uses CFU and stretch-it questions to probe for clarity and insight.
- **Fosters a sense of “Team and Family” via a positive, upbeat and joyous tone.**

