

## Chart for Unpacking the Components of Standards

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
List the standards here—one per row.	Indicate here what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts.	Indicate here what concepts or content are included in the standard. Concepts are the information or ideas that learners need <i>to know</i> . These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standard’s skills and concepts, e.g., writing an essay, solving a problem. Not every standard will have a stated context.	Using the selected taxonomy, consider all the information in Columns 2–4 to determine the “level of thinking” or cognitive demand of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at the right level of cognitive demand.