



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 that 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

Step 1:

The first step 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.

Example: Introduction to Business and Marketing

Standard 7

- **Compare** and **contrast** the three primary types of **business ownership**: **sole proprietorship**, **partnership**, and **corporation**. **Research** a local business in the community and **compile** a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, **highlight** any changes the business has made to its **operations** in response to **market and population shifts**, **infrastructure development**, **inventions**, **expansion opportunities** and other **market factors**. (TN Reading 2; TN Writing 2, 7)

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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Introduction to Business and Marketing Standard 7		
Standard	Knowledge	Skills
<p>Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)</p>	<p>Types of business ownership</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation <p>Business profile</p> <ul style="list-style-type: none"> • ownership • history • description of products sold • description of services offered <p>Business changes</p> <ul style="list-style-type: none"> • operations • infrastructure • inventions • expansions • other market factors 	<p>Compare and contrast</p> <p>Research</p> <p>Compile</p> <p>Highlight</p>

Step 2:

Once you have identified the knowledge and skills within the standard, reference the aligned Tennessee 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).



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Example: Introduction to Business and Marketing Standard 7

- Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities and other market factors. (TN Reading 2; TN Writing 2, 7)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee 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 that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
 - TN Writing: [Tennessee 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 that 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.
 - 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 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 Writing 2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - TN Writing 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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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 Tennessee State Standards for Reading 2, will assist this teacher in understanding how to teach the skills of “determining the central ideas or conclusion of a text” and “trace the text’s explanation or depiction of a complex process, phenomenon, or concept” identified on the knowledge and skills chart. The Tennessee State Standards for Writing 2 and 7 will assist the teacher in teaching about “writing informative texts “and “conducting short as well as sustained research projects”.

Introduction to Business and Marketing Standard 7		
Standard	Knowledge	Skills
<p>Compare and contrast the three primary types of business ownership: sole proprietorship, partnership, and corporation. Research a local business in the community and compile a profile detailing the type of ownership, history and background of founding, and description of products or services offered. In an informative narrative, highlight any changes the business has made to its operations in response to market and population shifts, infrastructure development, inventions, expansion opportunities, and other market factors. (TN Reading 2; TN Writing 2, 7)</p>	<p>Types of business ownership</p> <ul style="list-style-type: none"> • Sole proprietorship • Partnership • Corporation <p>Business profile</p> <ul style="list-style-type: none"> • ownership • history • description of products sold • description of services offered <p>Business changes</p> <ul style="list-style-type: none"> • operations • infrastructure • inventions • expansions • other market factors 	<p>Compare and contrast</p> <ul style="list-style-type: none"> • R2 Determine central idea <p>Research</p> <ul style="list-style-type: none"> • R2 Determine central idea • W7 Conduct short research project <p>Compile</p> <ul style="list-style-type: none"> • W2 Write informative/explanatory texts <p>Highlight</p> <ul style="list-style-type: none"> • W2 Write informative/explanatory texts • W7 Conduct short research project



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Bridge to Practice

It's your turn!

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

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/copy 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 (Tennessee 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.



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Standard	Knowledge	Skills



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Standard	Knowledge	Skills



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Standard	Knowledge	Skills



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Standard	Knowledge	Skills

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.