**Guiding Questions for Organizing, Sequencing**

**and Pacing Standards**

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| As team members work together to organize and sequence the standards into instructional units, consider the following questions:   * When looking at all the standards for a specific-grade level or course, what type of big ideas or themes emerge? What might be the storyline or big-picture snapshot of the whole year or course? * How might the standards be organized or grouped into instructional units in a way that anchors student learning?   + Possible examples     - Math - grouping standards based on connections across the different domains     - Reading and Writing - Grouping several reading and writing standards around specific literary and informational print and non-print texts and/or text sets     - Social Studies - Grouping standards around compelling questions     - Science - Grouping standards around anchor phenomena * Are there standards that need to be included in multiple units? * How might the standards within a unit be sequenced to deepen understanding over time? * How might the units be sequenced in a way that builds on students’ knowledge, skills and understanding over time? * For standards that appear in multiple units, when will they be assessed for mastery? When will they become supporting standards? * Does the organization and the sequencing of the standards reflect the intent of the *Kentucky Academic Standards* and the articulated philosophy for the specific content area? * Is the pacing appropriate and does it provide flexibility for teachers to respond to student needs? |