

2/17/14

A Student-Centered Approach to CCSS

Content Area Reading Grade Level/Course 11-12

Standard: RI11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Complex terms – complicated or intricate as to be hard to understand or deal with Strategies for understanding complex writing	Identify evidence from given text that supports an analysis Identify inconsistencies within a text or among multiple texts Compare the inconsistencies Support a position in a clear and concise manner

Learning Targets: I Can Statements
 I can define complex terms from this reading selection.
 I can understand the text that I read.
 I can find inconsistencies within a writing or multiple writings.
 I can form an opinion about the inconsistencies based on current information and past knowledge.
 I can support my opinion using evidence from text(s) and prior knowledge.

DOK
 Level 1
 Level 1
 Level 2

 Level 2
 Level 3

Resources/Examples (with citation)
COMMON / CASE LAW EXERCISE: READING COMPLICATED APPELLATE COURT DECISIONS AND DISSENTING OPINIONS. THE LEGAL WRITING IS COMPLEX AND THE VOCABULARY USED IS OFTEN INDUSTRY SPECIFIC. THE DECISION & DISSENT OFTEN CONTAIN INCONSISTENT OR CONTRADICTIONARY INTERPRETATIONS OF THE LAW AND HOW THEY APPLY TO A SPECIFIC EVENT.
 RESOURCE: MCLP MANUAL; APPELLATE DECISIONS

- 1 - memory
- 2 - apply
- 3 - utilize across disciplines

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Standard: RI11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
<p>Complex terms – complicated or intricate as to be hard to understand or deal with</p> <p>Strategies for understanding complex processes</p> <p>Paraphrasing – a restatement of a text or passage giving the meaning in another form</p>	<p>Explain complex terms using laymen’s terms</p> <p>Explain complex processes in laymen’s terms</p>
<p>Learning Targets: I Can Statements</p> <p>I can define complex terms from this reading selection.</p> <p>I can understand the technical/program specific text that I read.</p> <p>I can explain complicated information using words that my listener can understand while maintaining accuracy.</p>	<p>DOK</p> <p>Level 1</p> <p>Level 2</p> <p>Level 3</p>
<p>Resources/Examples (with citation)</p> <p><u>CRIMINAL ELEMENT EXERCISE</u>: READ THE CJ I (CRIMINAL JUROR INSTRUCTIONS) IDENTIFY AND UNDERSTAND TERMS; IDENTIFY THE PURPOSE OF THE LAW; PARAPHRASE THE CJ I BY BREAKING DOWN THE CORE ELEMENTS OF THE CRIME; APPLY THEM TO A SPECIFIC EVENT TO OBTAIN PROBABLE CAUSE FOR ARREST.</p> <p>RESOURCE: MICHIGAN CRIMINAL LAW & PROCEDURE</p>	

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<p>Standard: RI11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>DOK: 3</p>	
<p>Content: What do we want students to KNOW?</p> <p>Understand the explanations in the text What the outcome should look like How to follow a procedure What type of analysis is necessary How to perform an analysis</p>	<p>Skills: What do we want students to be able to DO?</p> <p>Perform an analysis Clearly document data Follow step-by-step directions Formulate a conclusion Support the analysis using data</p>
<p>Learning Targets: I Can Statements</p> <p>I can use data to prove my conclusion. I can follow a step-by-step process. I can gather and organize data. I can use the text to determine accuracy of my conclusion.</p>	<p>DOK</p> <p>Level 3 Level 1 Level 2 Level 3</p>
<p>Resources/Examples (with citation)</p> <p><i>FINGERPRINT ANALYSIS REPORTS: READ & UNDERSTAND THE PROCESS FOR DEVELOPMENT & PROTECTION OF LATENT FINGERPRINT; UTILIZE PROCEDURE FOR IDENTIFYING MINUTIA WITHIN A SPECIFIC PRINT PATTERN AND PERFORM ANALYSIS IN EFFORT TO DEVELOP A CONCLUSION ON IDENTITY OF SUSPECT.</i></p> <p><i>RESOURCE: LATENT PRINT DEVELOPMENT TEXT; FINGERPRINT ANALYSIS DOCUMENTATION</i></p>	

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Standard: RI11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Resources for finding/defining terms, symbols, etc. Related background knowledge Textbook/reference materials layout	Using context verbs or cues Utilize written materials
Learning Targets: I Can Statements I can find the definition of a word I don't know. I can determine the correct meaning of a term I don't know. I can use the term correctly in a sentence. I can understand the term, symbols, etc. when I encounter them.	DOK Level 1 Level 2 Level 2 Level 2
Resources/Examples (with citation) INTRODUCTION TO C.J. CHAPTER WORK: UTILIZE TEXT TO IDENTIFY & DEFINE KEY TERMS IN A GIVEN CHAPTER.	
RESOURCE: INTRO TO CJ TEXT; CHAPTER STUDY GUIDES INCLUDING KEY TERMS	

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Standard: RI11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
<p>Hierarchy – any system of persons or things ranked one above another</p>	<p>Fill out a graphic organizer or outline for text. Understand author’s motivation</p>

<p>Learning Targets: I Can Statements I can read a text and restate the key points I can demonstrate how key points are connected or organized</p>	<p>DOK Level 1 Level 2</p>
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Resources/Examples (with citation)
 SEARCH / ARREST WARRANT PROCEDURES: UNDERSTAND THE PROCESS OF OBTAINING AND EXECUTING A SEARCH / ARREST WARRANT; IDENTIFY THE HIERARCHAL SYSTEM OF CHECKS & BALANCE IN THE PROCESS FROM L.E.O INVESTIGATION / DOCUMENTATION ; PROSECUTORIAL REVIEW; JUDICIAL REVIEW & APPROVAL; L.E.O. EXECUTION & DOCUMENTATION
 RESOURCE: INTRO TO CJ TEXT, MCLP, SEARCH & ARREST WARRANT FORMAT

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Standard: RI11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
<p>Procedure – a particular course or mode of action</p> <p>Experiment – a test; an act or operation for the purpose of discovering something</p>	<p>Think critically about their reading</p> <p>Develop questions about the reading</p>

<p>Learning Targets: I Can Statements</p> <ul style="list-style-type: none"> I can identify missing information. I can question the author. I can improve the author's presentation. 	<p>DOK</p> <ul style="list-style-type: none"> Level 1 Level 2 Level 3
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Resources/Examples (with citation)

BLOOD SPATTER / DNA : IDENTIFY PROCEDURE FOR IDENTIFYING INFORMATION FROM CRIME SCENE BLOOD SPATTER EVIDENCE; PERFORM EXPERIMENT TO REPLICATE EVIDENCE IN REPORT TO SUPPORT CONCLUSIONS.

RESOURCE: CRIMINAL INVESTIGATION TEXT; ONLINE CRIME SCENE INV. RESOURCES

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Standard: RI11-12.7 Integrate and evaluate multiple sources of information in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Knowledge about their field of study	Think critically about the accuracy of their sources Interpret graphical presentations (graphs, charts, etc.) Organize the information gathered Understand the question or problem given

Learning Targets: I Can Statements I can interpret graphical presentations I can organize the information gathered I can support my answers with multiple sources of information I can think critically about the accuracy of sources	DOK Level 2 Level 2 Level 3 Level 3
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Resources/Examples (with citation)

CAREER RESEARCH PROJECT: UTILIZE MULTIPLE SOURCES OF INFORMATION TO GAIN GREATER UNDERSTANDING OF SPECIFIC CAREERS.

RESOURCES: CAREER CHOOSING ONLINE RESOURCE

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Standard: RI11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
<p>Hypothesis – a proposition assumed as a premise in an argument</p> <p>Scientific process – a systematic series of actions directed to some end related to science</p> <p>Reliable sources – any thing or place from which something comes deemed accurate</p>	<p>Find resources with similar information</p> <p>Evaluate, compare and contrast, debate, and support using similar information</p> <p>Evaluate sources for accuracy</p>

<p>Learning Targets: I Can Statements</p> <p>I can explain the scientific process.</p> <p>I can determine the accuracy of a source I've found.</p> <p>I can present evidence that either supports or challenges the hypothesis, data, analysis, and/or conclusion.</p>	<p>DOK</p> <p>1</p> <p>2</p> <p>3</p>
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Resources/Examples (with citation)

CSI WEB ADVENTURES: UTILIZE THE SCIENTIFIC METHOD TO GATHER MULTIPLE SOURCES OF EVIDENCE; ANALYZE THE RESULTS; WEIGHT EVIDENCE IN RELATION TO ITS RELIABILITY; DOCUMENT CONCLUSIONS DERIVED FROM EVIDENCE ANALYSIS.

RESOURCES: C.I. TEXT; ONLINE CSI

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Standard: RI11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Background on the material from sources Coherent – logically connected; consistent Phenomenon – a fact, occurrence, or circumstance observed or observable Concept – a general notion or idea	Resolve conflicting information Identify relevant information Synthesize – to form by combining parts or elements

Learning Targets: I Can Statements I can create my own conclusions based on the sources of information. I can support my conclusion with evidence.	DOK Level 2 Level 3
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Resources/Examples (with citation)
SEE EXERCISE FROM RI 12 - 12.8

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Standard: RI11-12.10 By the end of 12th grade, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
How to read Strategies to understand difficult texts	Use appropriate reading strategies to decode texts at an 11-CCR level complexity.

Learning Targets: I Can Statements I can read and comprehend/understand texts at an 11-CCR level complexity.	DOK 2
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Resources/Examples (with citation)
 C.J. MANUALS & TEXTS; UTILIZATION OF COLLEGE LEVEL / PROFESSIONAL LEVEL TEXTS & RESOURCE MANUALS.

RESOURCE: TEXTS (INTRO TO CJ, MCLP, CRIMINAL INVESTIGATION, 10-10 MANUAL, PPCT MANUAL, ETC.)