# Essential Skills for the Unit of Study – Worksheet

Complete this form prior to starting the unit that has an essential skill in it.

**Purpose:** To determine as a PLC in the unit of study what is essential for students to know and be able to do, what is nice to know, and what to omit.

# **Guiding Questions:**

- Does the essential have endurance? Do we really expect our student to retain the knowledge and skills over time as opposed to merely learning it for a test?
- 2. Does it have leverage? Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines?
- Does it develop student readiness for the next level of learning? Is it essential for success in the next unit, course, or grade level? -Learning By Doing, DuFour, 2006

## Resources to help in making decisions:

- Standards
- Former lesson plans (what was taught vs. intended)
- Unit books
- PARCC test samples
- Item Analysis
- A list of prerequisite skills that colleagues at the next course or grade level have established as essential for success at that level

### Essential to know in this unit: (think: not more than 10 essentials per year)

Circle 1: What do we want students to know and be able to do?

Describe different forms of government and how they relate to their citizens.

Nice to know:

Discuss advantages and disadvantages of living in an interconnected world

Examine changes and connections in ideas about citizenship in different times and places.

Analyze political issues from both a national and global perspective over time.

Omit:

Compare the economic components of different forms

of government compare various governments' and the liberties of their citizens

Describe how groups and individuals influence the government and other nations.

Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.

Use another sheet if necessary