Course One - Grade Level Standards

▸ **Audience:** *Certified Teachers and Long-Term Substitutes*
▸ **Type:** *Self-Paced with Rolling Enrollment*
▸ **Duration:** *June 1, 2022-November 20, 2022*
▸ **Number of Non-Degree Graduate Credits:** *One*

Description: In Grade Level Standards, Course One of an Examining Standards Program of Study, teachers review content standards and deepen their understanding of the differences among standards, curriculum, and instructional resources. Teachers begin to analyze standards and recognize the cognitive performance required of the standards.

Course Goals:

▸ *Articulate why standards are a necessary component of a strong educational program.*
▸ *Locate the most recent versions of their grade-level or course specific standards.*
▸ *Describe how the organizational structure (domains, clusters, topics, areas, etc.) further refines the intention of the standards.*
▸ *Describe the difference between standards, instructional resources, and curriculum.*
▸ *Determine additional resources needed so the curriculum addresses all parts of the standards.*
▸ *Describe the difference between the categories of Bloom's Taxonomy.*
▸ *Classify learning outcomes associated with content standards with Bloom's Taxonomy.*
▸ *Recognize the action statements in standards and align those actions with the various cognitive processes in Bloom's Taxonomy.*
▸ *Identify the skills and concepts in standards.*
▸ *Categorize grade-level standards to the cognitive process in Bloom's Taxonomy.*

Module Overviews

▶ **Topic 1 - The West Virginia College- and Career-Readiness Standards**
In this module, participants will begin an analysis of your grade-level or course specific standards. Participants will learn how to best access the most up-to-date versions of those standards, and participants will begin to explore the cognitive processes associated with each standard so they can plan effective, engaging learning experiences for students.

▶ **Topic 2 - Standards, Curriculum, and Instructional Resources**
In this module, participants will determine the difference between Standards, Curriculum, and Instructional Resources. Participants will complete a quiz to assess their understanding of the information presented this module.

▶ **Topic 3 - The Cognitive Processes Associated with Standards**
In this module, participants will review Bloom's Taxonomy and examine the cognitive processes descried in the WVCCR Standards. Participants will complete a quiz to assess their understanding of the information presented this module.

▶ **Topic 4 - Analyzing Grade-Level and/or Course Standards**
In the module, participants will complete two graphic organizers where they:
1. Choose a standard,
2. Find, capitalize, and make bold all verbs in the standard,
3. Find and underline the nouns and noun phrases in the standard,
4. Determine the Bloom's Classification of the verb(s)/skill(s) from the standard.
5. Create a list of the concepts (nouns and noun phrases). Organize the list in a way that makes sense to you. Consider the organizational structure of your standards.

Course Grades

All grades in the course gradebook must be a checkmark or 100% for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment

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