



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: Culinary Arts I

Standard 19

Distinguish among the different types of **knives** (i.e. paring, serrated, slicers, utility, and chef’s) and explain their elements of construction. **Identify** and **demonstrate** the **correct use, sharpening techniques,** and **storage options** for each type of knife examined. **Create** a how-to graphic outlining the proper **safety handling techniques** when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)

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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Culinary Arts I Standard 19

Standard	Knowledge	Skills
Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef's) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)	<p>Knives</p> <ul style="list-style-type: none"> • Paring • Serrated • Slicers • Utility • Chef's <p>Elements of Construction</p> <ul style="list-style-type: none"> • Tang • Handle • Rivet • Heel • Edge • Blade • Bolster <p>Correct Uses</p> <p>Sharpening Techniques</p> <p>Storage Options</p> <p>Safety Handling Techniques</p>	<p>Distinguish</p> <p>Identify</p> <p>Demonstrate</p> <p>Create</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: Culinary Arts I

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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 1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise detail of explanations or descriptions.

TN Reading 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or expectations defined in the text.

TN Reading 7: Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.

TN Writing 1: Write arguments focused on discipline-specific content.

TN Writing 9: Draw evidence from information texts to support analysis reflection and research.

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 1, 3, and 7 will assist this teacher in understanding how to teach the



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skills of “citing textual evidence” and follow a “multistep set procedure” identified on the knowledge and skills chart. The Tennessee State Standards for Writing 1 and 9 will assist the teacher in teaching about “writing arguments and “drawing evidence from informational text”.

Culinary Arts I Standard 19		
Standard	Knowledge	Skills
<p>Distinguish among the different types of knives (i.e. paring, serrated, slicers, utility, and chef’s) and explain their elements of construction. Identify and demonstrate the correct use, sharpening techniques, and storage options for each type of knife examined. Create a how-to graphic outlining the proper safety handling techniques when using knives in the kitchen, citing evidence. (TN Reading 1, 3, 7; TN Writing 1, 9)</p>	<p>Knives</p> <ul style="list-style-type: none"> • Paring • Serrated • Slicers • Utility • Chef’s <p>Elements of Construction</p> <ul style="list-style-type: none"> • Tang • Handle • Rivet • Heel • Edge • Blade • Bolster <p>Correct Uses</p> <p>Sharpening Techniques</p> <p>Storage Options</p> <p>Safety Handling Techniques</p>	<p>Distinguish</p> <ul style="list-style-type: none"> • R1 Cite Textual Evidence • W1 Arguments • Explain • R1 Cite Textual Evidence • W9 Draw evidence to support reflection <p>Identify</p> <ul style="list-style-type: none"> • R1 Cite Textual Evidence • W9 Draw evidence to support reflection <p>Demonstrate</p> <ul style="list-style-type: none"> • R3 Multiple step procedure • Create • R7 Translate technical information into visual form • W9 Draw evidence to support reflection <p>Create</p> <ul style="list-style-type: none"> • R1 Cite textual evidence • R3 Multistep Procedure • R7 Translate words into visual form • W9 Draw evidence to support reflection



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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 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.