

# Unpack the standard

A practical guide and fill-in planning check for moving from a Florida Health Science benchmark to purposeful instruction.

## Start with the work students must do.

A standard is not a lesson plan. It is a destination. The teacher's job is to identify the thinking, content, language, evidence, and access students need on the way there.

### 1 Find the action

Circle the verb. Does it ask students to identify, explain, compare, apply, evaluate, or create? The verb determines the level of thinking.

### 2 Name the content

List the health science concept, body system, procedure, safety practice, or domain-specific terms students must understand.

### 3 Plan the language

Decide what students will read, say, write, or listen for. Add sentence frames, word parts, visuals, and partner talk when they increase access.

### 4 Choose evidence

Design a quick check that matches the action. If the standard says explain, a matching quiz alone is not enough evidence.

### 5 Add access

Anticipate barriers for multilingual learners, struggling readers, students with disabilities, and students who need more processing time.

### 6 Add extension

Increase complexity for advanced learners through transfer cases, design, justification, patient education, or peer teaching - not extra worksheets.

### A useful test

If a student can complete the activity but still cannot show the standard, the task is probably measuring compliance, recall, or a different skill. Return to the verb and revise the evidence.

# The unpacking map

Use this page to move from the benchmark to a teachable learning target and a visible plan for literacy, practice, and assessment.

**SAMPLE HEALTH SCIENCE LITERACY EXPECTATION**  
Use reading strategies in technical subjects to determine the meaning of domain-specific words and phrases in a Health Science context.

|                  |                                                                                                                                     |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTION</b>    | Students determine meaning - they do more than memorize or match.                                                                   |
| <b>CONTENT</b>   | Domain-specific words and phrases in a Health Science text, chart note, direction, or patient education document.                   |
| <b>LANGUAGE</b>  | Students notice word parts, use context clues, discuss a working definition, and explain the term in a sentence.                    |
| <b>EVIDENCE</b>  | Students annotate a short technical text, define one unfamiliar term, and explain which clue or word part supported the definition. |
| <b>ACCESS</b>    | Chunk the text, preview essential roots, use a visual or audio support, and provide a sentence frame without lowering the target.   |
| <b>EXTENSION</b> | Students compare how the term is used in a new body system or rewrite the explanation for a patient or family member.               |

## Planning prompts

- What will students need to know before they can do the action?
- Which words are barriers to understanding, and how will I teach them explicitly?
- Where will students read, talk, write, demonstrate, or transfer the learning?
- What will I collect or observe before the end of class so I can adjust?

# Am I teaching what I need to?

Use this interactive check after planning and again after the lesson. Type in the boxes and select the statements that are true.

Teacher / course

Date

Class / period

Standard or benchmark

Student-friendly learning target

## Check the plan

The task matches the action in the standard.

Students will read, say, write, listen, or explain the target language.

I identified the essential vocabulary and planned how to make it visible.

Students will use the content in a meaningful Health Science context.

My evidence of learning will show the target, not just completion.

I planned access supports that preserve the same rigorous goal.

I planned an extension that increases complexity or transfer.

I know what I will do if the quick check shows confusion.

**What will students produce, say, or demonstrate?**

# Lesson readiness notes

Finish the plan with the supports and decisions that help students reach the standard in a real Health Science classroom.

**Essential terms and word parts**

Text, chart, direction, case, or clinical context

Access supports: visuals, chunking, frames, audio, partners

Guided practice before independent work

Extension for advanced learners

After the lesson: what will I reteach, extend, or change?

## Remember

A strong Health Science lesson makes the clinical purpose visible, teaches the language students need, gives them a safe way to rehearse it, and collects evidence before the class ends.