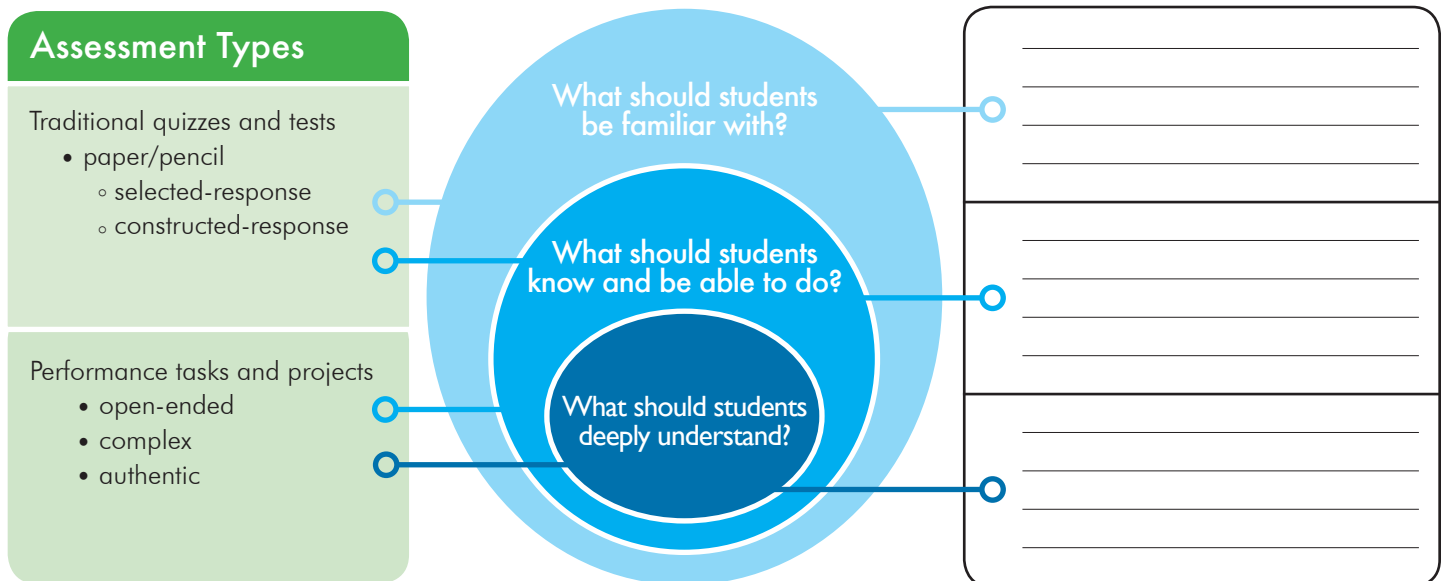


# Content and Skills: Getting the Balance Right

## Exercise: Establishing Priorities

Since there is always more content than can be addressed, teachers have to make hard choices. What is it we want students to know, value, do, and understand?



**Familiarity:** What knowledge (i.e., topics, facts, concepts, principles) will students encounter in readings, films, lectures, and research but will not be expected to have more than a superficial familiarity with?

**Knowledge and Skills:** What knowledge will students be expected to think critically about? What skills (processes, strategies, methods) will they be expected to perform?

**Deep Understanding:** What big ideas will students internalize and apply in other contexts? Something is worth deep understanding if it :

- 1) has enduring value beyond the classroom
- 2) resides at the heart of historical mindedness
- 3) requires uncoverage because it isn't obvious and misconceptions are the norm
- 4) offers potential for engaging students and arousing interest.