



DUCC

**Developing and Using Critical
Comprehension (DUCC)**

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Key Elements in the DUCC Curriculum

Standards Alignment

Each lesson has been backward designed to align with the International Society for Technology in Education Standards for Students (ISTE), Collaborative for Academic, Social, and Emotional Learning (CASEL) social-emotional framework, the Common Core State Standards in English Language Arts & Literacy (CCSS), and alignment with the International Baccalaureate (IB) Primary Years Programme (PYP) is under way and will be completed at launch. Specific standards alignment per lesson is listed on each grade level's cover page. Each grade level offers family/caregiver-facing questions that align with the [American Academy of Pediatrics \(AAP\) 5 C's of Media Use](#) and are specific to the topics covered in that grade level's lessons.

Essential Questions

Each lesson includes up to 3 unique, thought-provoking essential questions (EQs) that guide student learning and promote deeper thinking. They are open-ended (not yes/no answers); intellectually engaging; address core concepts in the discipline; connect to students' lives; lead to enduring understanding; and are revisited throughout the unit.

Objectives

Learning objectives are specific, measurable statements that describe what students should know, be able to do, or demonstrate after completing a lesson or unit. The objectives for each lesson are aligned with EQs and assessments.

Assessment

Each lesson offers multiple opportunities for students to demonstrate progress toward the stated objectives. Formative assessment aids in monitoring and guiding student learning during instruction. Summative assessment evaluates learning after instruction to measure achievement and make decisions about student progress. All lessons include an exit ticket exercise that can be used as a summative assessment.

Vocabulary

Each lesson includes about three targeted vocabulary words: tier 2 or tier 3. Tier 2 words appear across content areas; Tier 3 words are subject-specific. Tier 2 words are essential for comprehension across subjects; Tier 3 words are essential for specific subject comprehension. Tier 2 words have multiple meanings; Tier 3 words typically have a single, precise meaning. Lessons are designed to include direct vocabulary instruction.