

PROJECT

21ST CENTURY UPGRADE CURRICULUM CONVERSATIONS

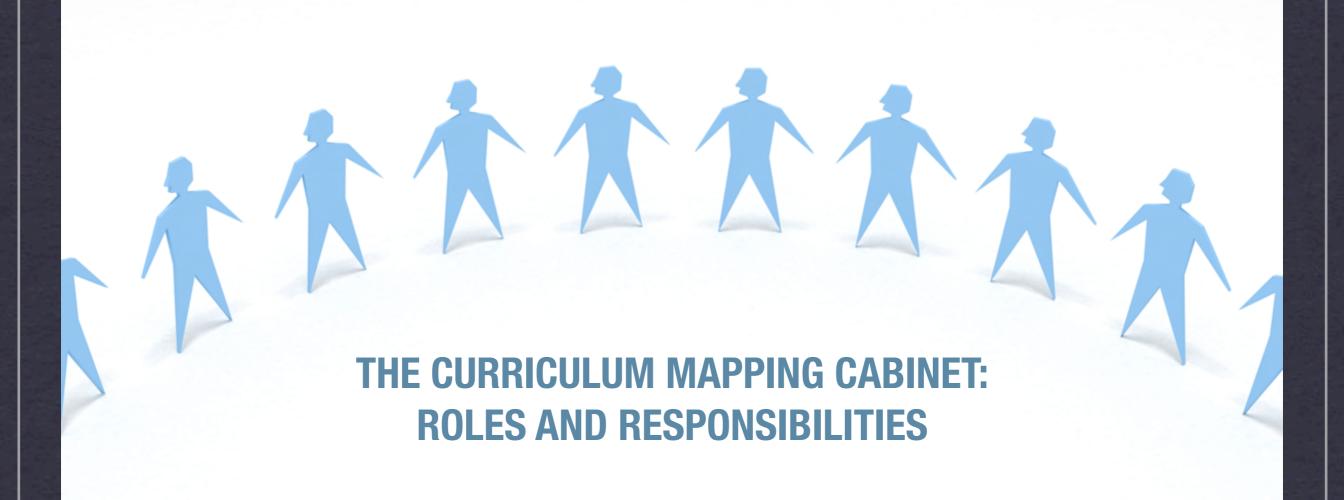
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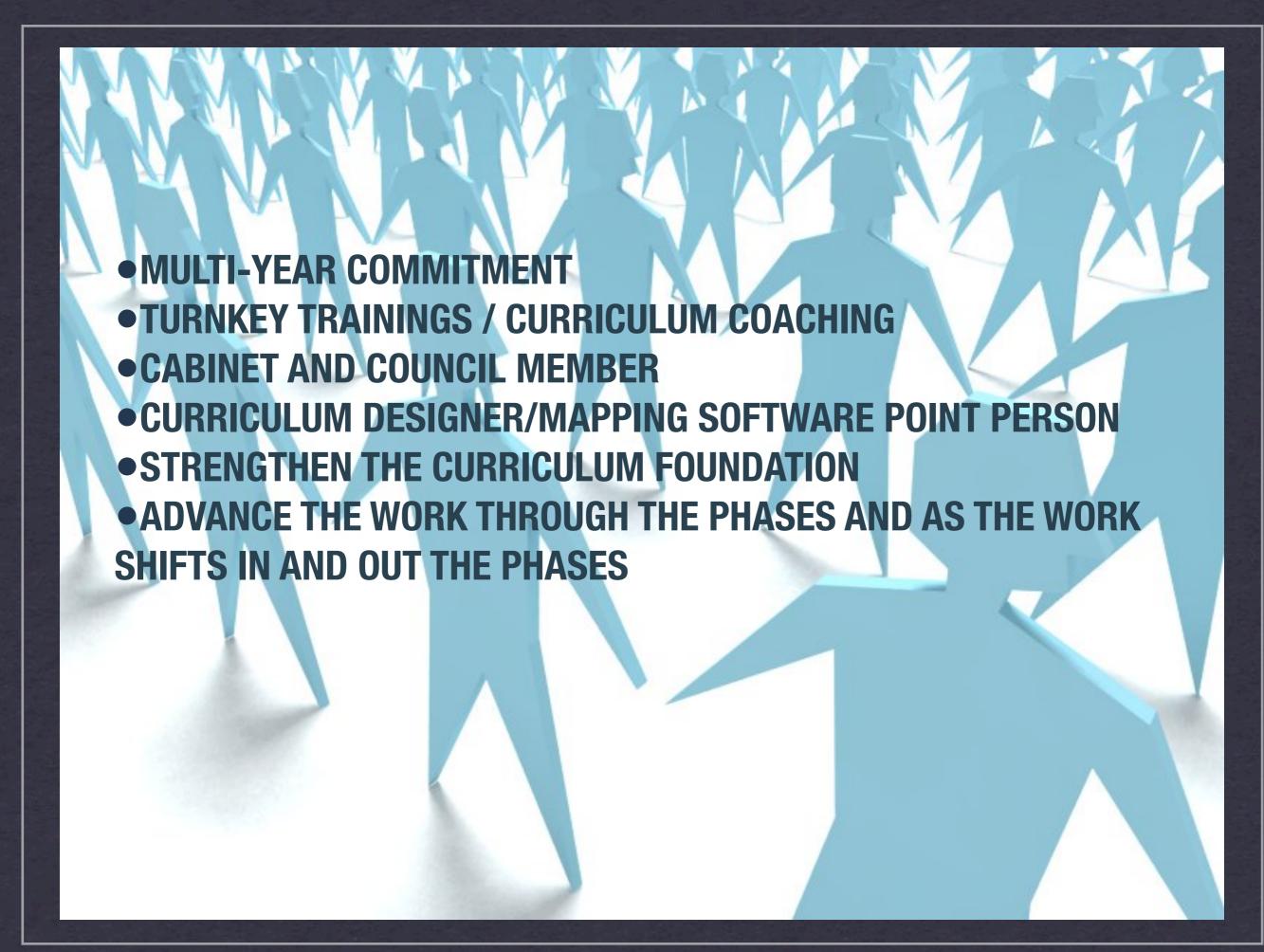
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CLIENT

CHEEKTOWAGA SCHOOLS

Student Benefits Teacher Benefits Common Benefits District Benefits Parent Benefits BENEFITS OF CURRICULUM MAPPING





Four Phase: MAPPING TO THE CORE- Implementation Process

I. Laying the Core Foundation

- Laying the Foundation: Definition and Purpose
- Unpacking and Translating the Standards
- Ensuring Precision and Quality through Core Crosswalks

II. Launching The Mapping Process

- Mapping the Curriculum
- Unit Design
- The Big Picture Consensus Maps

III. Sustaining the Core Mapping Process: Informing Curriculum with Assessment Data

- Informing the Maps through the Review of Data
- Developing Benchmark Assessments
- Integrating 21st Century and Literacy Skills into the Maps
- Five Alignment Perspectives to the Common Core Master Mapping
- Developing an Implementation Plan

IV. Advancing the Work: 21st Century Upgrades

- Upgrading Dated Content, Skills, and Assessments
- Integrating Web 2.0 tools, Digital and Media Literacy
- Versioning: New Structures and Forms
- Responding to the Future

^{*}H. H. Jacobs. (to be released, 2011). *Mapping to the Core: Integrating the Common Core Standards into Your Local School Curriculum*. School Improvement Network Publications: SLC, Utah.



Alignment Lenses:



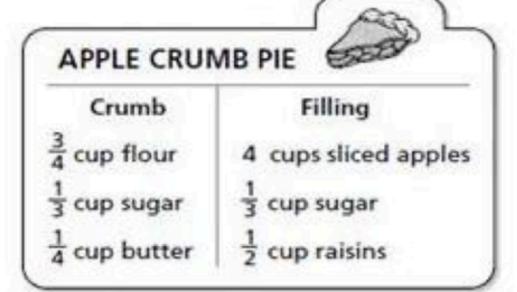


Complexity and Rigor

What this will look like in assessment.

NY State Test Item 5th Grade Math (2005)

12 Pierre is making an apple crumb pie using the items below.



How much total sugar must Pierre use to make the pie crumb and filling?

$$F = \frac{7}{12} cup$$

$$G = \frac{2}{6} cup$$

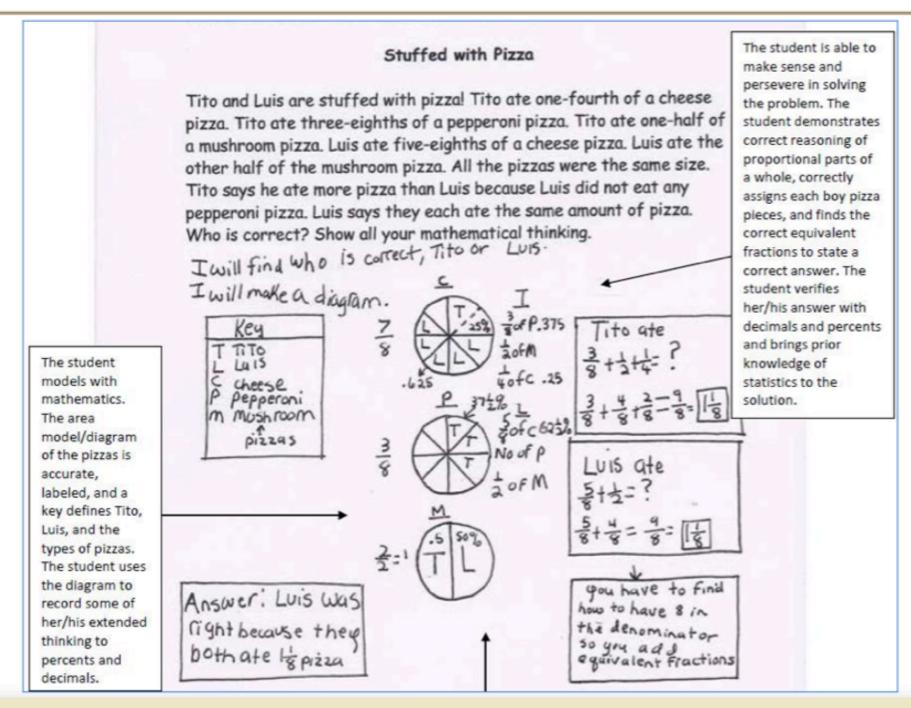
$$J = \frac{2}{3} cup$$

Example Common Core Performance Task 5th Grade Math

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperonipizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

Example Annotated Student Work



Common Language / Intent





Prologue:

Curriculum Design, for many teachers, is a new space. In a general sense, the curriculum design work that is being engaged in right now is far above the instructional practices of the past.

This is also meant to be a baseline from which all future curriculum work will develop. Being thoughtful and transparent in our work allows exponential growth in professional practice and student achievement.

Many, many thanks to the teacher(s) who submitted this plan so that we can nurture the seeds they've planted.

Why do this?

To Support Data Informed Decision Making



Data informs your decisions

Curriculum data aligned to standards

Written curriculum

Taught curriculum

Assessment data aligned to standards

State and National

Local

Curriculum mapping

Analysis of results

Data informed culture to improve student achievement

C.L.E.A.R.



C

Clarity and
Transparency are
important. Is
what you intend
apparent to
others?



L

Is Lively and Dynamic instruction apparent?



Е

Do your assessments provide

Evidence that skills have been mastered? Big Ideas answered?



A

Does your
Alignment
represent a
balance in
content, skills,
and
assessments?



R

Compared to the previous version of your unit, is the new one Robust, Hearty, and Strong?

Common Goals and Language equals Guaranteed and Viable Curriculum

Caveat:

This annotation represents a look through several lenses of opportunities for improvement. The depth of this annotation is specifically for the purpose of this analysis only and does not necessarily represent what would be involved in a curriculum coaching moment. Critical decisions would have to be made around "do now" vs. "explore later" depending on several variables that could include: delivery of the unit plan, collaboration and consensus, alignment of the unit as a whole versus a pinpoint alignment moment, opportunities for growth over time, further fleshing out of details related to curriculum practice vs. design, etc.

Cultures -

What happens when two ways of life come together?

CCR Reading 1 & 3, CCR Writing 1

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
How have other cultures shaped our country today?	Opinion Piece Reading Tasks Drawing Conclusions Sequence of Events Vocabulary/Language Skills Context Clues Word Structure Descriptive Words	Write an opinion piece, providing reasons to support your opinion, incorporating descriptive words. Orally describe characters in the story and explain how their actions effect the sequence of events. Answer questions to demonstrate understanding of the text using facts and background knowledge to draw conclusions.	©TBO	Incorporate a variety of literature, primary sources, and technology during instruction.	"Social Studies textbook "A Lion to Guard Us" by Clyde Robert Bulla "Trunks from Buffalo & Erie Country Historical Society "Scholastic website of virtual tour of Ellis Island and more "Suggested Leveled Readers from Reading A-Z Story of Immigration (Level X) Atlantic Crossing (Level W) The New Soccer Ball (Level Q) The Story of the Statue (Levels JMJP) Success Stories (Level Z)	L.3.4.a ~ Use sentence-leve context as a clue to the meaning of a word or phrase RL.3.3 ~ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. W.3.1 ~ Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.a ~ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.b ~ Provide reasons that support the opinion. W.3.1.c ~ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.d ~ Provide a concluding statement or section.

evidence for that.

Social Studies Standards?

section.

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
today?		Write an opinion piece, providing reasons to support your opinion, incorporating descriptive words. Orally describe characters in the story and explain how their actions effect the sequence of events. Answer questions to demonstrate understanding of the text using facts and background knowledge to draw	©TED .	Incorporate a variety of literature, primary sources, and technology during instruction.	"Social Studies textbook "A Lion to Guard Us" by Clyde Robert Bulla "Trunks from Buffalo & Erie Country Historical Society "Scholastic website of virtual tour of Ellis Island and more Suggested Leveled Readers from Reading A-Z	L.3.4.a ~ Use sentence-leve context as a clue to the meaning of a word or phrase RL.3.3 ~ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		conclusions.			Story of Immigration (Level X) Atlantic Crossing (Level W) The New Soccer Ball (Level Q) The Story of the Statue (Levels JMP) Success Stories (Level Z)	W.3.1 ~ Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.a ~ Introduce the
						topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
•Clarity:	This unit d	oes not have enou	ugh info	mation to	be	W.3.1.b ~ Provide reasons that support the opinion.
replicated	d with fidel		7			W.3.1.c ~ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
suppleme	ental inforn	nation, it seems to	sugges	t that there	may be	W.3.1.d ~ Provide a concluding statement or

•Evidence: No evidence of proficiency with included skills is listed.

opportunities for Lively and Robust instruction, but there is no

•Alignment: See subsequent slides. Connections need to be more in depth.

CCR Reading 1 & 3, CCR Writing 1

Essential Questions Content Skills Assessments Lessons Supplemental Information Writing Tasks **□**TBD How have other cultures Write an opinion piece, providing Incorporate a variety of "Social Studies textbook shaped our country Opinion Piece reasons to support your opinion, literature, primary "A Lion to Guard Us" by today? incorporating descriptive words. sources, and technology Robert Bulla Reading Tasks during instruction. Orally describe characters in the story Drawing Conclusions and explain how their actions effect the Sequence of Events sequence of events. Answer questions to demonstrate agested Leveled Readers understanding of the text using facts and background knowledge to draw Vocabulary/Language Story of Immigration conclusions Atlantic Crossing (Level Vy) Context Clues The New Soccer Ball (Level Q) Word Structure The Story of the Statue (Levels Descriptive Words Success Stories (Level Z) Without the assessments, specific alignment is difficult. All three of the skills translated from the standards are surface level, and could be explored with greater

translated from the standards are surface level, and could be explored with greater depth. For instance, and depending on the assessment, students are asked to describe the characters and explain how the actions affect the sequence of events. They do this orally. If the assessment is of a higher cognitive complexity, i.e., writing with the intent of drawing conclusions based on character descriptions and actions, then they weren't necessarily prepared for the assessment moment. Standards shaded in red need to be represented here specifically. There also seems to be quite a bit of content missing as well, for example: linking words and phrases, writing conclusion statements, organization of writing (beyond just sequencing), and writing introductions. There should be evidence of specific elements of writing instruction and the skills to go with those elements. Additionally, there should be formative evidence of the mastery of skills before the final assessment moment as represented by the opinion piece.

Standards

L.3.4.a ~ Use sentence-level context as a clue to the meaning of a word or phrase

RL 3.3 ~ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

W.3.1 ~ Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a ~ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b ~ Provide reasons that support the opinion

W.3.1.c ~ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d ~ Provide a concluding statement or section. CCR Reading 1 & 3, CCR Writing 1

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information
	Writing Tasks Opinion Piece	Write an opinion piece, providing reasons to support your opinion, incorporating descriptive words.	©TB0	literature, primary	"Social Studies textbook "A Lion to Guard Us" by Clyde Robert Bulla
	Reading Tasks Drawing Conclusions Sequence of Events	Orally describe characters in the story and explain how their actions effect the sequence of events.		during instruction.	*Trunks from Buffalo & Erie Country Historical Society *Scholastic website of virtual tou of Ellia Island and mass.
	Vocabulary/Language Skills Context Clues Word Structure	Answer questions to demonstrate understanding of the text using facts and background knowledge to draw conclusions.			of Ellis Island and more Suggested Leveled Readers from Reading A-Z Story of Immigration (Level X) Atlantic Crossing (Level W) The New Soccer Ball (Level Q)
	Descriptive Words				The Story of the Statue (Levels JMP) Success Stories (Level Z)

A note on Lively and Robust instruction: There are several opportunities here for depth and engagement, differentiated and scaffolded instruction, and authentic / real world learning moments. Know that "lively" and "robust" are somewhat subjective, but it should be apparent to the reader of this unit that attention has been paid to what should be represented in modern instructional practices, meaning that the college and career readiness capacities are highly transparent. There is not enough evidence to support the claims here that this unit is in alignment of CCR capacities 1 and 3.

Standards

L.3.4.a ~ Use sentence-level context as a clue to the meaning of a word or phrase.

RL.3.3 ~ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

W.3.1 ~ Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a ~ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b ~ Provide reasons that support the opinion.

W.3.1.c ~ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d ~ Provide a concluding statement or section.

Endnote:

This unit plan has several areas of improvement. The critical, "do now" zone is definitely making sure that the essential elements from the standards are ALL represented in the content, skills, and assessments. Perhaps in the case of this unit plan, there is a "do next" zone that would address the clear alignment between the assessment moment and the learning moment, and the language between the assessments and skills. Other areas of improvement that would fit in the "explore later" zone would include tweaking the content pieces, alignment to the social studies standards, letting the social studies standards inform the robustness of new considerations for content, skills, and activities, the design of new assessments, more specific and increased quantity of skill statements, and the inclusion of agreed upon lessons and activities that flesh out the writing process from beginning to end. (And perhaps the creation of a common rubric.)

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
Mow does geography Influence culture? What causes people to evolt?	Early Geography Colonial Experience French & Indian War Events leading to the American Revolution War for Independence How have the nation's physical and human characteristics influenced the development of the United States? What was the economic relationship of the colonies to Europe during this period; how was it beneficial to the colonies, how was it detrimental to the colonies? How did Britain's neglect of the colonies gradually lead to independence?	Identify American states, major physical features, and economic zones on US map. Create Venn diagram on different colonial regions. Cite the causes and effects of the French & Indian War. Create a timeline of the events leading to the Revolution. Describe the causes and effects of the War for Independence.	Assignment Unit 1 - Early Beginnings Test		Vocabulary: colony, joint stock company, cash crop, French & Indian War, Proclamation of 1763, salutary neglect, mercantilism, Stamp Act, Boston Massacre, Lexington & Concord, Continental Congress	1.1.1 ~ analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans 1.3.1 ~ compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture 1.1b ~ learn and communicate about the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. 1.1h ~ view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. 3.2.5 ~ develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. 3.1e ~ identify and compare physical characteristics of different regions and people. RH.11-12.4 ~ Determine the meaning of words and phrases as they are used in a text, includin analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH.11-12.8 ~ Evaluate an author's premises, claims, and evidence by corroborating or

gog :

Essential Questions	Content	Skills		Lessons	Supplemental Information
How does geography influence culture? What causes people to revolt?	-Early Geography -Colonial Experience -French & Indian War -Events leading to the American	Identify American states, major physical features, and economic zones on US map. -Create Venn diagram on different	OUS Map Assignment OUnit 1 - Early Beginnings Test		Vocabulary: colony, joint stock company, cast crop, French & Indian War, Proclamation of 1763, salutary neglect, mercantilism, Stamp Act Boston Massacre, Lexington & Concord, Continental Congress
	-War for Independence How have the nation's physical and human characteristics influenced the development of the United States? What was the economic relationship of the colonies to Europe during this period; how was it beneficial to the colonies, how was it detrimental to the colonies? How did Britain's neglect of the colonies gradually lead to independence?	colonial regions. -Cite the causes and effects of the French & Indian War. -Create a timeline of the events leading to the Revolution. -Describe the causes and effects of the War for Independence.			
The second secon	content and skills are (_			

Standards

- 1.1.1 ~ analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
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- 1.1h view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- 3.2.5 ~ develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.
- 3.1e ~ identify and compare physical characteristics of different regions and people.
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- RH.11-12.8 ~ Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- •Evidence: Without knowing what is on the Unit 1 test, there is little written evidence here to support what proficiency looks like. The Map Assignment is not described but seems to support one part of one skill statement.

upgrading the measurable verbs, engaging in specific vocabulary instruction, and

 Alignment: See subsequent slides. Connections need to be more transparent and in depth.

The standards in green are loosely represented in the content and skills. The remainder of the standards do not seem to match what is being developed in this unit. The standards indicate an analysis of the development of culture, Native American and other cultural groups' experiences, and the shaping of the American Society and culture. The content and skills evidenced here point to an exploration of war.

Alignment to the included Common Core standards is not evidenced in this unit plan. The inclusion of the vocabulary words is here, however, they seem to point to supporting the content and skills versus the standards.

Additional note: There seems to be additional moments of Essential Questions in the content column. These exploratory questions may inform additional content pieces, skills, or opportunities for robustness and attention to the College and Career Readiness Capacities.

Standards

- 1.1.1 ~ analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- 1.3.1 ~ compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture
- 1.1b ~ learn and communicate about the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
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RH.11-12.4 ~ Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

RH.11-12.8 ~ Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

America's Beginnings

F3	Content	Skills	Assessments	Lessons	Supplemental Information
influence culture? What causes people to revolt?	Early Geography Colonial Experience French & Indian War Events leading to the American Revolution War for Independence How have the nation's physical and human characteristics influenced the development of the United States? What was the economic relationship of the colonies to Europe during this period; how was it beneficial to the colonies, how was it detrimental to the colonies? How did Britain's neglect of the colonies gradually lead to independence?	Identify American states, major physical features, and economic zones on US map. -Create Venn diagram on different colonial regions. -Cite the causes and effects of the French & Indian War. -Create a timeline of the events leading to the Revolution. -Describe the causes and effects of the War for Independence.	Assessments OUS Map Assignment Ounit 1 - Early Beginnings Test	Lessons	Supplemental Information Vocabulary: colony, joint stock company, cash crop, French & Indian War, Proclamation of 1763, salutary neglect, mercantilism, Stamp Act, Boston Massacre, Lexington & Concord, Continental Congress

Aside from the standards, and based solely on the content and skills evidenced here, there is a lot of information for only two assessments. Without the explanation here, some clarification is needed on what the map assignment is assessing and whether or not the depth and rigor of that assignment is developmentally appropriate. The creation of the Venn diagram, the creation of a timeline of events, and the comparative analysis of cultures are opportunities to engage ALL of the CCR capacities in some way.

Standards

- 1.1.1 ~ analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- 1.3.1 ~ compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture
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- 3.2.5 ~ develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.
- 3.1e identify and compare physical characteristics of different regions and people.
- RH.11-12.4 ~ Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.8 ~ Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Endnote:

While there may be several areas of improvement in this unit plan, the critical "do now" element is a more specific alignment to the standards. Perhaps there are other standards to align the already included content and skills to? When the standards issue is improved, the "do next" moment may include upgrading the measurable verbs, instructional targets, and descriptors to evidence lively and robust instruction. (That could include activities, too!) Further "explore later" moments would include specific vocabulary instruction, more formative assessment opportunities, an analysis and upgrade of the current assessments, and an articulated alignment to the College and Career Readiness capacities.

ACTION PLAN OPTIONS:

- 7 STEP REVIEW PROCESS
- RESULTS MEETING PROTOCOL
- COMMITTING PROTOCOL
- COMMUNICATING PROTOCOL

ABC3

Communicate

Appraise

Cognitive Reflection

Commit

Brainstorm

COLLABORATION!

The Seven-Step Review Process

- 1. Collecting the Data
- 2. First Read-Through
- 3. Small Group Review
- 4. Large Group Comparisons
- 5. Determine Immediate Revision Points
- 6. Determine Points Requiring Research and Planning
- 7. Plan for Next Review

Jacobs, H.H. (1997). Mapping the big picture: Integrating curriculum and assessment K-12. ASCD.



