MAPPING TO THE CORE: INTEGRATING THE CCSS INTO YOUR LOCAL SCHOOL CURRICULUM

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OUR ESSENTIAL QUESTIONS

- How can we design curriculum to prepare our learners for their future?
- How can we integrate the Common Core Standards into our local school curriculum to support student learning?

FOUR PHASES

Implementation Process

WHERE IS YOUR FACULTY?

- Background on CCSS
- Curriculum Mapping
- Culture of Collaboration
- CURRICULUM 21

GREEN FLAG

Culture of Collaborative Inquiry

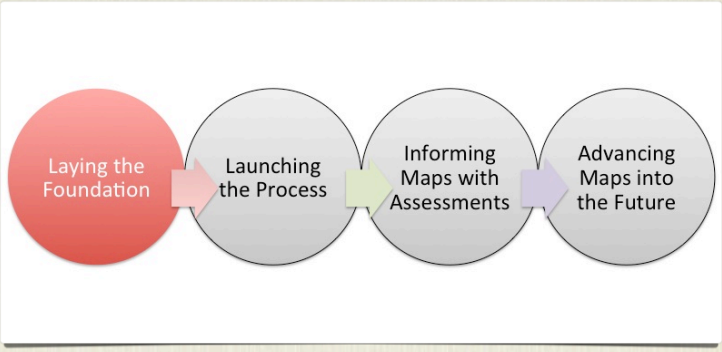
Culture of Strategic Communication

RED FLAG

Culture of Compliance

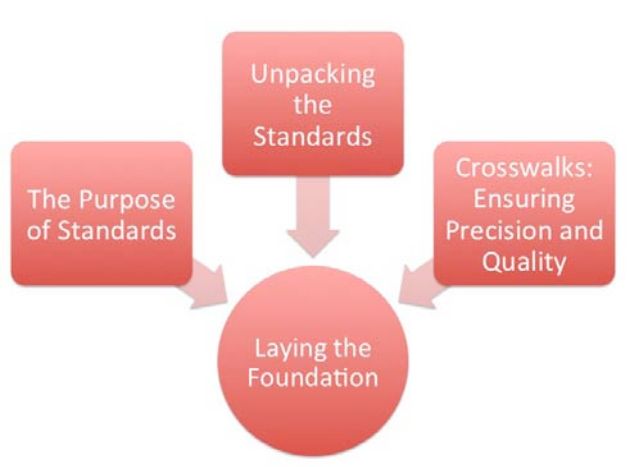
COACHING POINTS

Tips and Strategies to Ensure Success



PHASE I

Laying the Foundation



I. LAYING THE FOUNDATION

Setting up leadership team in each building to LEARN the Fundamentals:

-Unwrapping the Core Standards

-The Prologue to Mapping

CHERRY PICKING

COMMON CORE STANDARDS- BASICS

- **Standards are proficiency targets not curriculum.**
- **Standards do not suggest best practice.**
- **The CC standards potentially can raise practice.**
- **Examining standards by organizational headers in a vertical review is critical.**
- **Unwrapping standards for CURRICULAR translation creates a common language.**

COMMON CORE STATE STANDARDS

http://corestandards.org

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COLLEGE & CAREER READINESS CLIS

1) They demonstrate independence.

2) They build strong content knowledge.

3) They respond to the varying demands of audience, task, purpose, and discipline.

4) They comprehend as well as critique.

5) They value evidence.

6) They use technology and digital media strategically and capably.

7) They come to understand other perspectives and cultures.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

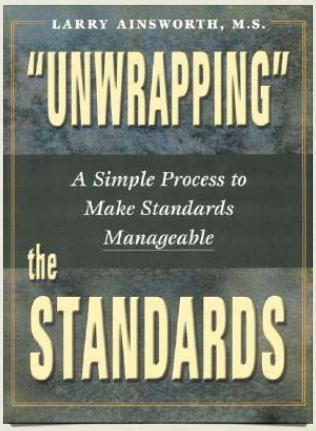
6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning.

LARRY AINSWORTH

Know what your Standards Documents have in them.



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STANDARDS

Definition – Level of quality accepted as norm

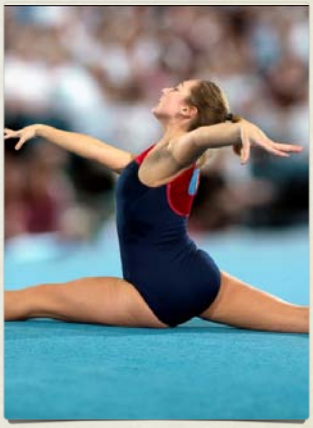
Types of Standards:

Common Core State Standards

College Readiness (ACT)

National Organizations

International (AERO)



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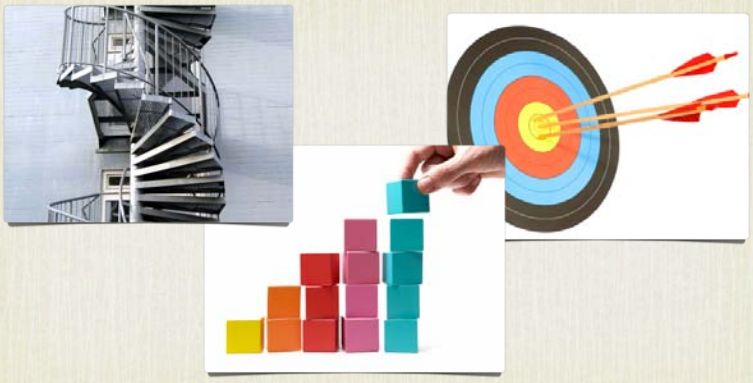

WHY STANDARDS?

-Establish a "staircase" of increasing complexity in content and skills across the grades and subjects

-Provide building blocks for successful classrooms

- Ensure a consistent core curriculum for all students

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ORGANIZATIONAL MARKERS

- In ELA- take one set of standards and begin by identifying the organizational headers as ANCHORS.
- In Math- examine the headers K-8 as ANCHORS.
- In Math- examine the headers within each area of focus.
- ALL FACULTY should be familiar with these anchors whatever subject area they teach.

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UNWRAPPING TO TRANSLATION

- The purpose of unwrapping is to immediately move to curriculum translation.
- For each of the NOUNS we suggest that teachers in small groups give examples of content topics they would address in their curriculum.
- For each of the VERBS we suggest that teachers in small groups give examples of skills and strategies that they would address in their curriculum.

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TEXT TYPE & PURPOSE

Grade 8

- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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PERFORM OPERATIONS WITH MULTI-DIGIT WHOLE NUMBERS & WITH DECIMALS TO HUNDREDTHS

Grade 5

- 5. Fluently multiply multi-digit whole numbers using the standard algorithm.
- 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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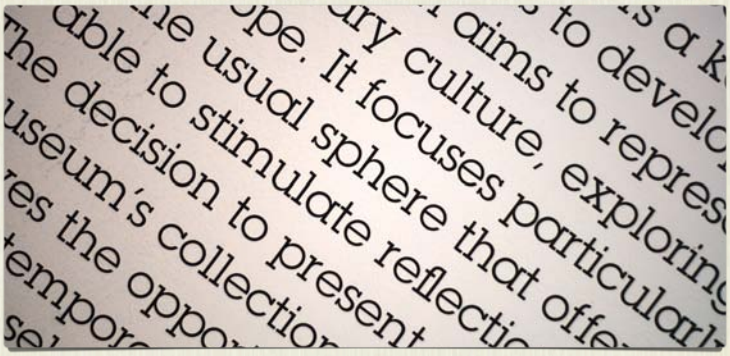

INFORMATIONAL TEXT

Special implications for ALL subject areas, all grades and all teachers

CC INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 4

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

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READING STANDARDS

Grades 11-12

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide a accurate summary that makes clear the relationships between the key details and ideas.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Core Map Template: Strand: _____

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence

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INFORMATIONAL TEXT - KEY IDEAS AND DETAILS

Grade 4

Big Idea/ Major Concept	Essential Questions	Core Content	Skills	Assessment & Evidence of Learning
Determining the key ideas and details in the text can help students determine the author's purpose.	How can I determine the author' s purpose?	•Supporting Details •Specific Examples •Main Idea •Sequence of Events •Process - Drawing Conclusions •Fact and Opinion •Summarization multiple ideas	•Supports statements about the text using specific details and examples •Explain how the supporting details support the main idea •Identifies and summarizes main idea (s) in the text •Orders and explains the sequence of events in the text •Cites evidence from the text to support conclusions	

INFORMATIONAL TEXT - KEY IDEAS AND DETAILS

Grade 10

Big Idea/ Major Concept	Essential Questions	Core Content	Skills	Assessment & Evidence of Learning
Key ideas and details in text can be used to make assertions, inferences, generalizations, and to draw conclusions.	How does interacting with the text provoke thinking and response and help us determine the author's purpose?	•Development of the text •Development of an idea •Techniques used to introduce and justify key points •Connection of ideas to informational texts and life •Influences on authors •Inductive and deductive reasoning	•Explains specific evidence that supports the analysis of the text •Explains the development of the main idea and how specific details support it •Analyzes how the author uses ideas, events, and order to strengthen connections •Analyzes ways in which ideas in informational texts connect to real-life situations and represent a view or comment on life •Researches and analyzes an author's background, culture, and philosophical assumptions to detect and explain possible bias in informational text. •Analyzes main ideas and supporting details within informational text to draw conclusions inductively or deductively	

INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 8

Big Idea/ Major Concept	Essential Questions	Content	Skills	Assessment
•Essays provide a format for a writer to communicate with readers by developing a topic through relevant details and appropriate support. •Writers use a variety of strategies to enhance their message and engage the reader. •The process of writing stimulates the thinking process.	Why do writers pick a particular format/ structure for writing? What strategies can I use to help me be a more effective writer? Why does the process of writing have a positive effect on both the reader and the writer?	•3-5 paragraph essay format •Thesis statement •Focused introductory paragraph •Relevant details and supporting evidence •Logical organization of ideas (e.g., order by chronology, importance…) •Unity/Cohesion •Transitional words and phrases •Personal Writing Style/Voice •Sentence variety •Supportive and evaluative materials **Vocabulary:** Organizational structures, Sentence types (e.g., short, simple, compound, complex, compound-complex), Personal style, •Controlled organization, •Internal Unity, Voice	•Write a 3-5 paragraph using the appropriate format •Develop a clear and precise thesis statement as the main idea for the essay •Design an interesting and focused introductory paragraph. •Support the development of the thesis with relevant details, facts, examples, and other specific information •Select and organizes relevant content in appropriate order •Includes a closing statement that summarizes the information presented •Substitutes general terms with precise language to explain a topic •Use a variety of transitional words and phrases to create cohesion and unity within and between paragraphs •Apply a variety of sentences to create a certain effect in making your writing more interesting (e.g., short, clear sentences to create a sense of speed, longer, more complex sentences to create a sense of leisureliness…) •Employ a variety of sentence structures and types to enhance meaning •Evaluate your writing with the criteria and levels of	5 paragraph essay on focused topic Multiple paragraph essay using two different structures- sequence of ideas and comparison/ contrast Graphic organizer – possible supporting details, information, data, charts, and graphs Essay revision task focusing on improving transitions and precise language. Self-assessment using essay rubric

Unit: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Big Idea	Essential Questions	Content	Skills	Benchmark Assessments
Essays allow a writer to develop a topic through relevant details and support. **Writers use a variety of strategies to enhance their message and engage the reader.**	What strategies can I use to help me be a more effective writer? How can I effectively support my point of view? Why do writers pick a particular structure for writing?	• Thesis statement • Focused introductory paragraph • 3-5 paragraph essay • Relevant details and supporting evidence • Logical organization of ideas (e.g., order by chronology, importance…) • Unity/Cohesion • Transitions • Supportive and illustrative materials • Sentence variety • Style **Vocabulary:** organizational structures, compound-complex, personal style, controlled organization, unity	• Writes a 3-5 paragraph essay with a clear thesis statement and a focused introductory paragraph, • Supports the development of the thesis with relevant details, facts, examples, and other information • Substitutes general terms with precise language to explain a topic • Uses a variety of transitional words and phrases to create cohesions within and between paragraphs • Uses a variety of sentence structures to enhance meaning (e.g., short, simple, compound, complex, compound-complex) • Uses a variety of sentences to create a certain effect in make your writing more interesting • Includes a closing statement that summarizes the information presented • Uses the criteria and levels of performance on the writing rubric to assess your writing	5 paragraph essay on focused topic Multiple paragraph essay using two different structures- sequence of ideas and comparison/contrast Graphic organizer – possible supporting details and information Essay revision task focusing on improving transitions and precise language. Self-assessment using essay rubric

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COACHING POINTS

Tips and Strategies to Ensure Success

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CCLS: MATH, NUMBER & OPERATIONS—FRACTIONS

5.NF Use equivalent fractions as a strategy to add and subtract fractions.

Grade 5

- 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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CCLS: MATH, NUMBER & OPERATIONS—FRACTIONS

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Strand: Numbers and Operations- Fractions 5th Grade

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
		A. Equivalent fractions (Adding and Subtracting) * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * a/b + c/d=(ad +bc)/ bd * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers	**A1. Solve** addition and subtraction problems with fractions with unlike denominators **A2. Solve** addition and subtraction problems using mixed numbers with unlike denominators **A3. Replace** given fractions with equivalent fraction producing like denominators **A4. Solve** word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem **A5. Estimate** mentally and **Assess** reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

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Strand: Numbers and Operations- Fractions 5th Grade

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
A Quantity can be represented numerically n various ways. There are multiple ways to solve a problem.		**A. Equivalent fractions** (Adding and Subtracting) * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * a/b + c/d=(ad +bc)/ bd * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers	**A1. Solve** addition and subtraction problems with fractions with unlike denominators **A2. Solve** addition and subtraction problems using mixed numbers with unlike denominators **A3. Replace** given fractions with equivalent fraction producing like denominators **A4. Solve** word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem **A5. Estimate** mentally and **Assess** reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

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Strand: Numbers and Operations- Fractions 5th Grade

Big Idea(s)/ Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
A Quantity can be represented numerically n various ways. There are multiple ways to solve a problem.	1. Why are there so many different ways to represent something? (MP #7) 2. How do I determine which problem solving strategy to use when solving a problem?	**A. Equivalent fractions** (Adding and Subtracting) * fractions with unlike denominators (including mixed numbers) * equivalent fractions (like denominators) * adding and subtracting fractions with like denominators * a/b + c/d=(ad +bc)/ bd * word problems * visual fraction models or equations as examples * mental estimation * reasoning of answers	**A1. Solve** addition and subtraction problems with fractions with unlike denominators **A2. Solve** addition and subtraction problems using mixed numbers with unlike denominators **A3. Replace** given fractions with equivalent fraction producing like denominators **A4. Solve** word problems involving fraction with unlike denominators. Students must use visual fraction models or equation to represent problem **A5. Estimate** mentally and **Assess** reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answer	

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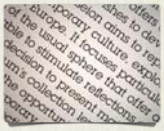
Balancing Informational and Literary Text

Building Knowledge in Disciplines

Staircase of Complexity

Text-Based Answers



Writing from Sources

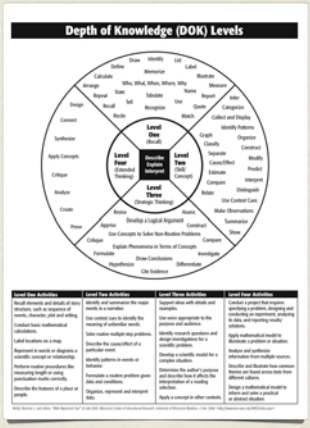
Academic Vocabulary

SIX SHIFTS IN ELA/LITERACY

SIX SHIFTS IN MATHEMATICS

REFERENCE TO DOK

Inquiry based examination of student work in reference to DOK



curriculum 21™

SPECIAL OPPORTUNITY

New Media for Examination and for Production

VERTICAL COLLABORATION

- At the heart of mapping and working effectively with the standards will be vertical collaboration.
- Jigsaw your faculty members for vertical comparisons of the unwrapping process and discuss:
  - What were the common nouns and verbs?
  - How did they scaffold in complexity?

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English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Four	**Reading for Literature**	
	Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**4RPC**-Make meaning through asking and responding to a variety of questions related to text.
	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**4LTE**-Demonstrate comprehension by inferring themes, patterns and symbols. **3LTE**-Identify the theme of a literary text.
	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**4LTA**-Describe and analyze the elements of character development. **4LTB**-Analyze the importance of setting.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	No Aligned Benchmark
	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**4LTF**-Identify similarities and differences of various literary forms and genres.
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**4LTD**-Differentiate between the points of view in narrative text.
	Integration of Knowledge and Ideas	
	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	No Aligned Benchmark
	8. (Not applicable to literature)	
	9. Compare and contrast the treatment of similar themes and topics (e.g.,	**4LTF**-Identify similarities and differences of various literary forms and genres.

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COACHING POINTS

Tips and Strategies to Ensure Success

USE YOUR PHONE, TABLET OR LAPTOP TO PARTICIPATE!

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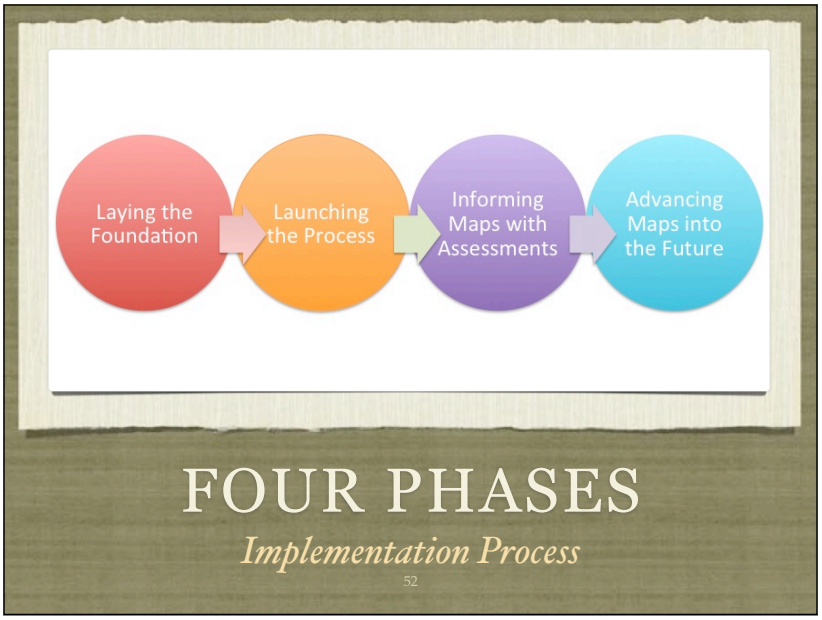
English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Nine-Ten	**Reading for Literature**	
	Key Ideas and Details	
	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**9RPA**-Apply reading comprehension strategies to understand grade-appropriate texts. **10RPA**- Apply reading comprehension strategies to understand grade-appropriate texts.
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.	**9LTD**-Identify similar recurring themes across different works. **10LTD**-Identify similar recurring themes across different works. **9RPA**-Apply reading comprehension strategies to understand grade-appropriate texts. **10RPA**- Apply reading comprehension strategies to understand grade-appropriate texts.
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**9LTA**-Analyze interactions between characters in literary text and how the interactions affect the plot. **10LTA**- Analyze interactions between characters in literary text and how the interactions affect the plot.
	Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning & tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**9AVC**-Recognize the importance and function of figurative language. **10AVC**- Recognize the importance and function of figurative language. **9LTF**-Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. **10LTF**-Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone. **9AVB**-Examine the relationships of analogical statements to infer word meanings. **10AVB**-Examine the relationships of analogical statements to infer word meanings.
	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**9LTE**-Analyze the use of a genre to express a theme or topic. **10LTE**-Analyze the use of a genre to express a theme or topic.



FOUR PHASES

Implementation Process

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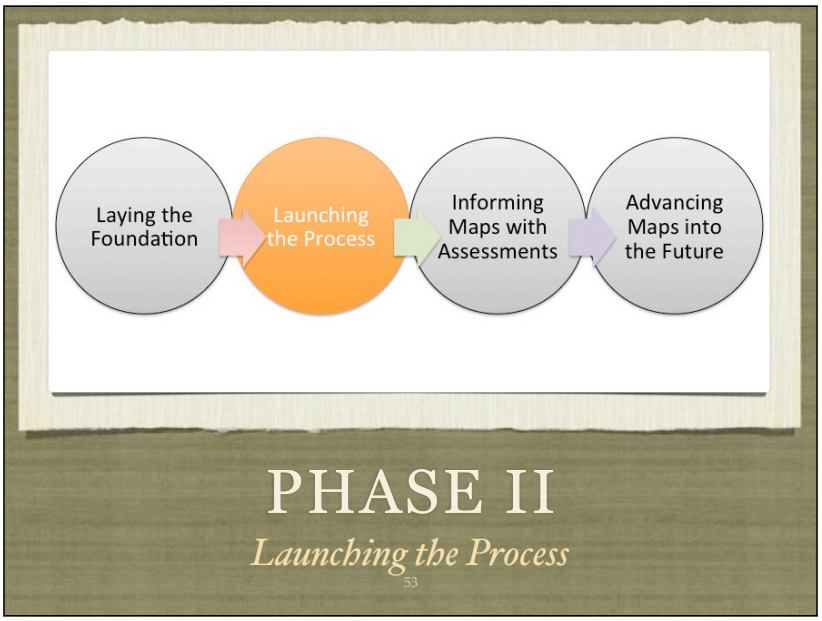

PHASE II

Launching the Process

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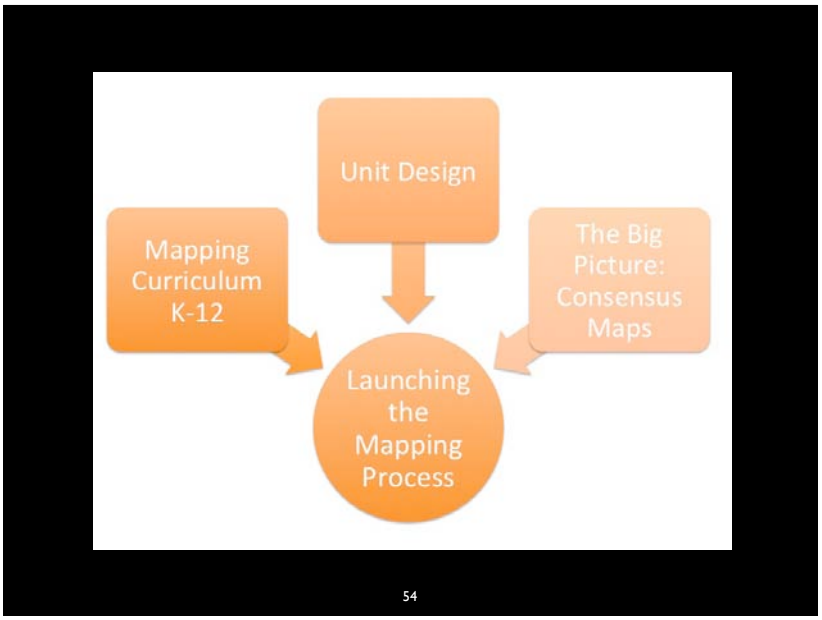

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LAUNCHING THE PROCESS

The leadership team:

- Structures conditions that will make a difference in your planning and initiating.
- Identify and choose a technology format and template
- Identify most valuable forms of assessment.
- Draft an Action Plan (Timeline) for introducing the mapping process to the faculty.

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WHAT IS CURRICULUM MAPPING?

- Calendar-based curriculum mapping is a procedure for collecting and maintaining a data base of the operational curriculum in a school and/or district.
- It provides the basis for authentic examination of the data base.

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MAPPING IS A COIN WITH TWO SIDES

- One side is the documentation –the maps themselves
- One side is the review process – examining and revising map cumulatively between teachers

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TARGET NEEDS: DISCUSSIONS, DEBATES, AND DECISIONS WILL BE BASED ON

- What is in the best interest of our specific clients, the students in our educational setting?
  - Their ages
  - Their stages of development
  - Their learning characteristics
  - Their communities
  - Their aspirations
  - Their needs
  - The need for cumulative learning

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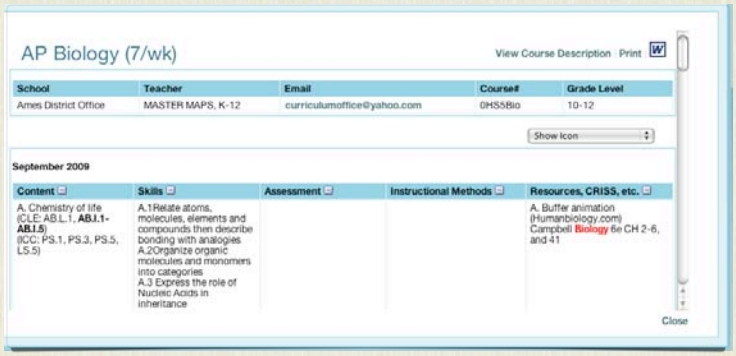

CONSENSUS MAPS:

Integrating benchmark assessments
Collaborative commitments
Consistency

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Curriculum Map 2009-2010
Pelham Union Free School District
Kayser, Emily / Science 3 / Grade 3 (Prospect Hill Elementary School)

	Essential Questions	Assessment	Other Assessments	Content	Skills / Strategie
Living vs. Non-Living (Week 4, 4 Weeks)	•What makes something living vs. non-living? •Can something be considered living but not alive? nonliving.jpg: 	**Preassessment** (Is it Alive Data Recording Sheet) **Other Visual Assessment** (collage of living and non living things) **Other Visual Assessment** (Benchmark assessment: One of these things is not like the other (McRel Standards activity))	Pre-assessment: Diagnostic: Is it Alive? data recording sheet Formative performance based assessment: collage of living and non living things Benchmark assessment: One of these things is not like the other (McRel Standards activity) Bilevel assessment: ability to predict and justify predictions	All living and nonliving things are made of matter, with the most basic unit of matter being the atom. Living is used to describe anything that is or has ever been alive: all living things grow, breathe, reproduce, excrete, respond to stimuli, and have similar basic needs (organic) Non-living is used to describe anything that is not new nor has ever been alive (inorganic) classification for grouping	Study the characteristics of living and nonliving things by viewing ar discussing video clip Predict which items are living and nonliving in TerrAqu Column Observe living and nonliving in TerrAqu Column Record observations in Is it Alive? Data Sheet Document changes predictions Classify things as

DIARY MAPS: VIABLE

Individual classroom teacher- Responsive to students -Flexibility

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Unit: Multiple Paragraph Essays **Grade or Subject: 8th Grade**

Big Idea/ Major Concept	Essential Questions	Content	Skills	Assessments
• Essays provide a format for a writer to communicate with readers by developing a topic through relevant details and appropriate support. • Writers use a variety of strategies to enhance their message and engage the reader. • The process of writing stimulates the thinking process.	• Why do writers pick a particular format/structure for writing? • What strategies can I use to help me be a more effective writer? • Why does the process of writing have a positive effect on both the reader and the writer?	• 3-5 paragraph essay format • Thesis statement • Focused introductory paragraph • Relevant details and supporting evidence • Logical organization of ideas (e.g., order by chronology, importance…) • Unity/Cohesion • Transitional words and phrases • Personal Writing Style/Voice • Sentence variety • Supportive and evaluative materials **Vocabulary:** Organizational structures, Sentence types (e.g., short, simple, compound, complex, compound-complex), Personal style, Controlled organization, Internal Unity, Voice	• Write a 3-5 paragraph using the appropriate format • Develop a clear and precise thesis statement as the main idea for the essay • Design an interesting and focused introductory paragraph. • Support the development of the thesis with relevant details, facts, examples, and other specific information • Select and organizes relevant content in appropriate order • Includes a closing statement that summarizes the information presented • Substitutes general terms with precise language to explain a topic • Use a variety of transitional words and phrases to create cohesion and unity within and between paragraphs • Apply a variety of sentences to create a certain effect in making your writing more interesting (e.g., short, clear	• 5 paragraph essay on focused topic • Multiple paragraph essay using two different structures-sequence of ideas and comparison/contrast • Graphic organizer – possible supporting details, information, data, charts, and graphs • Essay revision task focusing on improving transitions and precise language. • Self-assessment using essay rubric

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ELEMENTS OF CURRICULUM

- Content
- Skills
- Assessment
- Framed by Essential Questions

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CONTENT

The subject matter itself: key concepts, facts, events

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Content Formats

Discipline-Based	Interdisciplinary	Student- Centered
Focus on subjects: math, science, social studies, literature, arts, physical eduction, etc.	Focus on connections between two or more subject examining common organizing center	Focus on student-developed interests
Should be active: students as "scientists", as "artists"	Rigorous; avoiding potpourri	Emerges directly from learner

65

SKILLS ARE DISPLAYED ON A MAP AS:

- Precise skills that can be:
  - Assessed/measured
  - Observed
  - Described in specific terms
- Skills are action verbs…
- Skills scaffold over time
- Unlike general processes

66

PRECISION EXPECTATION IS CRUCIAL TO SKILL DEVELOPMENT.

- THE COACH DOESN'T SAY:
  - "We're working on critical playing skills today."
- THE COACH DOES SAY:
  - "We're working on driving into the basket."

67

ON MAPS, ASSESSMENTS ARE THE MAJOR PRODUCTS AND PERFORMANCES:

- Assessment is the demonstration of learning
- Assessment is the observable evidence of the CC STANDARD
- They must be listed as defined nouns:
- Tangible Products or
- Observable Performances

68

European Exploration Final Exam

Multiple Choice Section:

1. This is the great Spanish conquistador who, with a couple hundred Spaniards conquered the Aztec Empire in Mexico:

a. Hernan Cortes b. Hernando de Soto c. Francisco Pizarro d. Robert La Salle

2. This spice comes from the bark of a tree, either in sticks or powder, and is rusty-brown in color, found in South Asia and the southeast Asian islands, and is used for a variety of medicinal purposes:

a. pepper b. cloves c. ginger d. cinnamon

3. During the Renaissance period the Europeans began to build bigger and better ships that could

SELECTED RESPONSE

Multiple Choice- 50 QMC Quiz

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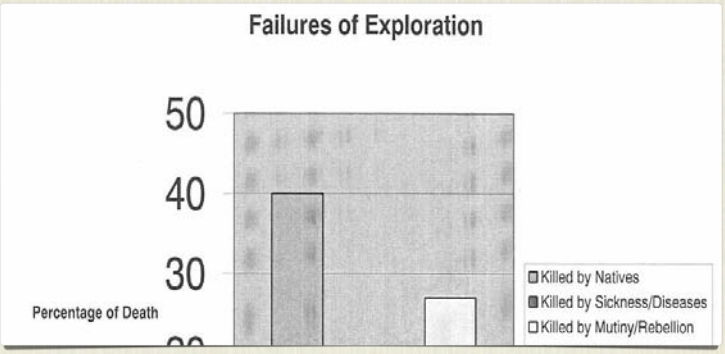

CONSTRUCTED- RESPONSE QUESTIONING

10- 2 Short Answer Test

70

COLLECTION OF ASSESSMENTS:

- Portfolios
- Anthologies
- Recordings of observable performances

71

PERFORMANCE BASED ASSESSMENT

Student developed world wide news service

72

FORMATIVE AND SUMMATIVE ASSESSMENTS REVEAL:

- Proficiency of targeted skill development
- Knowledge and insight into content

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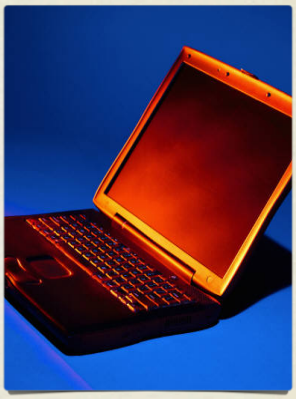
CURRENT TRENDS: MERGING ASSESSMENT DATA INTO MAPS

- New versions in mapping software are linking to assessment data
- Links to assessment data
- Tabs to differentiated curriculum



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- THE ASSESSMENT:

1 ❑ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.**

2 ❑ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.**

3 ❑ Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. **

A unit or longer lesson should:

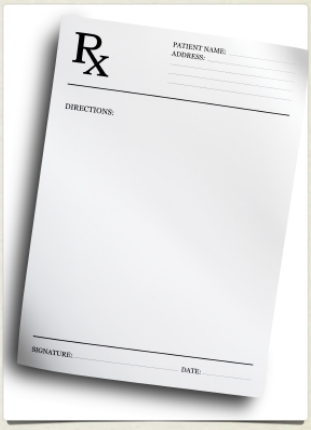
❑ Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.

DIAGNOSIS

finding what our learners need from the assessment data

PRESCRIPTION

revising our maps collaboratively to respond to those targeted needs



LET'S REMEMBER

- **Content** - is the subject matter; key concepts; facts; topics; important information
- **Skills** - are the targeted proficiencies; technical actions and strategies
- **Assessment** - is the demonstration of learning; the products and performances used as evidence of skill development and content understanding

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ESSENTIAL QUESTIONS

Essential questions provide focus and direction to engage learners in fulfilling the mission.

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ESSENTIAL QUESTIONS ENCOURAGE:

- New thinking
- Genuine inquiry
- Fresh insights
- Stimulating ideas
- Motivated learners
- Active debate
- Intellectual engagement

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ESSENTIAL QUESTIONS

A Form of

Mental Velcro

- A literacy tool
- An instructional focus
- An aid for knowledge retention

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HOW CAN WE ORGANIZE AND FRAME ESSENTIAL KNOWLEDGE?

Key Concepts and Enduring Understandings

- Supported by specific and salient facts, information, findings, observations
- IMPORTANT to note that these very facts, information, findings, observations will change with time
- KNOWLEDGE grows

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ESSENTIAL QUESTIONS SHOULD ALIGN WITH KEY CURRICULUM ELEMENTS

- Content
- Assessment
- Skills

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Framing connections between content, skill, and assessment choices

Long Term Recall

Lack of

Clarifying Purpose

Potpourri Problem

WHY DO WE NEED ESSENTIAL QUESTIONS?

Communication between Student & Teacher

Communication between Teachers

85

WHAT IS A BIG IDEA?

Why is it so critical to learning & mapping?

86

A "big idea" is a concept stated as a relational statement that provides the focus and basis for acquiring knowledge.

Concept based learning sustains long term recall of facts vs. isolated fact base learning.

A concept is synonymous with the enduring understanding or big idea from UbD.

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EXAMPLES OF CONCEPTS

A history unit on Ancient Egypt might focus on the concept:

The geographical location of a culture largely determines its social, political and economic possibilities.

A science unit on the Rainforest might focus on the concept:

In the natural world there are systems comprised of interdependent component parts.

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REFINING THE CONTENT IDEA

- Revisiting the content section .
- Revisiting it whether it is based on a topic, theme, issue, problem, or work.
- REFINING and FOCUSING the content using a set of essential questions.

89

DESIGNING ESSENTIAL QUESTIONS

- Structure the unit around 2 to 5 essential questions
- Use questions as the scope and sequence of unit
- Embrace the appropriate standards

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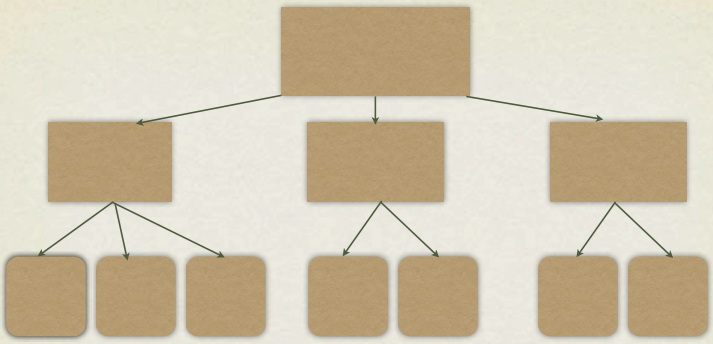
MOTIVATING & ENGAGE STAFF

Best Practice:

- Introduce CM as a tool to solve a specific teaching and learning problem at the school for the "child" in the empty chair
- Introduce CM as a hub for integrating building and district initiatives

ESSENTIAL QUESTIONS AS AN ORGANIZER



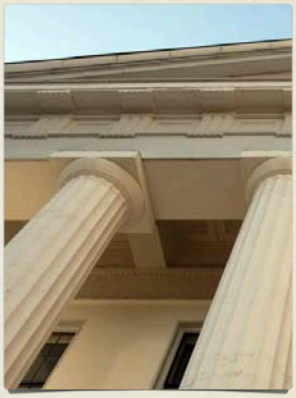
ESSENTIAL QUESTIONS ARE CURRICULUM CHAPTERS

CRITERIA FOR ESSENTIAL QUESTIONS:

- Realistic set of time
- Highlights conceptual priorities
- Language of Organization
- Distinct Section
- Connects a range of disciplines (if…)
- Understood by each child
- Posted by All
- Logical Sequence
- Non-repetitive set
- Open for Investigation
- Fulfills Outcomes
- 2-5 Questions

SUPPORTING ROLES IN THE MAPPING PROCESS

- In your team, identify the key individuals or committees who will help support and lead mapping in your school.
- Define their roles and responsibilities.
- Also, identify the training needed to for them to be successful in that role.



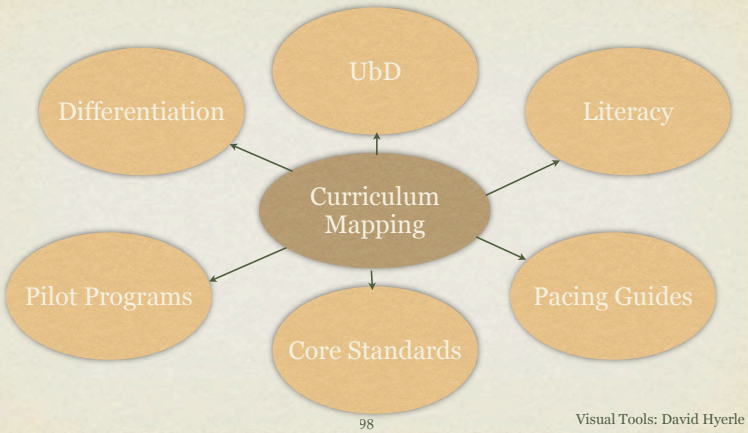
RETHINKING LEADERSHIP STRUCTURE

Possible leaders and/ or committees	Potential Roles and responsibilities	Training needed to be successful

RETHINKING LEADERSHIP STRUCTURE

Possible leaders and/ or committees	Potential Roles and responsibilities	Training needed to be successful
Principal	•Co-facilitate training with teacher leaders •Collaboratively develop a vision and implementation plan •Coordinate training and remove obstacles for successful implementation •Coach teachers	•Overview of Mapping •Training in developing a map •Training in developing an implementation plan •Facilitation training
Curriculum Review Committee	•Develop Consensus Map based on best practice, select materials •Informally coach colleagues in process •Develop a roll out plan	?

MAPPING AS A HUB



Visual Tools: David Hyerle

CONNECTING INITIATIVES

Team Exercise

COACHING POINTS

Tips and Strategies to Ensure Success

100

BRAINSTORM

1. Ask school or district teams to brainstorm a list of key current building initiatives. Write each initiative on a separate post-it note.
2. Brainstorm two or three value added points for students from implementing that initiative. Add those as bullet points under the initiative and place it on the table.
3. Write the term Curriculum Mapping in the center of one of the post-it note.
4. List the value added to students as bullet points under Curriculum Mapping and place it in the center of the table.
5. As a team, discuss the connections. How do they support each other?

101

POTENTIAL TASKS TO ADDRESS SCHOOL/DISTRICT/ COMPLEX PROBLEMS:

- Gain information
- Avoid repetition
- Identify gaps
- Locate potential areas for integration
- Match with learner standards
- Examine for timeliness
- Edit for coherence

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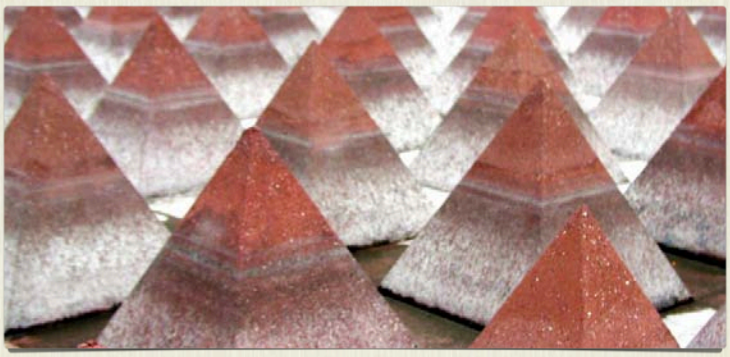
TO GAIN TASK INFORMATION ON MAPS

- Highlight something new you have learned about the operational curriculum.
- When sharing with colleagues, this process expands a teacher's understanding of the students' experience.



EDIT FOR REPETITION

Recognize the difference between meaningless redundancy and powerful spiraling.

EDIT FOR GAPS

Examine maps for gaps in:

Content, Skills, Assessments

EMBED & VALIDATE COMMON CORE STANDARDS

- Search the maps for places where students are completing Performance Tasks related to Skills and Content that match the CCSS

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EDIT FOR TIMELINESS

- Be vigilant about technology in all aspects of learning.
- Review the maps for timely issues, breakthroughs, methods, materials, and new types of assessments.

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INTEGRATE CURRICULUM

- Find natural points of integration between subjects for either content connections, cross disciplinary skills, or shared assessment designs.

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EDIT FOR COHERENCE

- Scrutinize the maps for a solid match between the choice of Content, the featured Skills & Processes, and Assessments.

GREEN FLAG

Culture of Collaborative Inquiry

Culture of Strategic Communication

- THE ASSESSMENT:

1 ❑ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.**

2 ❑ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.**

3 ❑ Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. **

A unit or longer lesson should:

❑ Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.

"TEAM LEARNING IS VITAL BECAUSE TEAMS, NOT INDIVIDUALS, ARE THE FUNDAMENTAL LEARNING UNIT IN MODERN ORGANIZATIONS"

Peter Senge: The Fifth Discipline

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WHAT IS COLLABORATIVE INQUIRY?

Collaborative inquiry is a sustained process of investigation and action that empowers teachers to improve student learning, close the achievement gap and develop school wide leadership.

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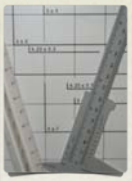
THE COLLABORATIVE INQUIRY PROCESS IS:

Data Driven by demographics, assessment, previous maps

Lead by Strategic Selection of Teachers



Structured to Promote Distributed Leadership

Focused on Student Learning through a Range of Assessments

Designed to engage teams in creating researched based learning

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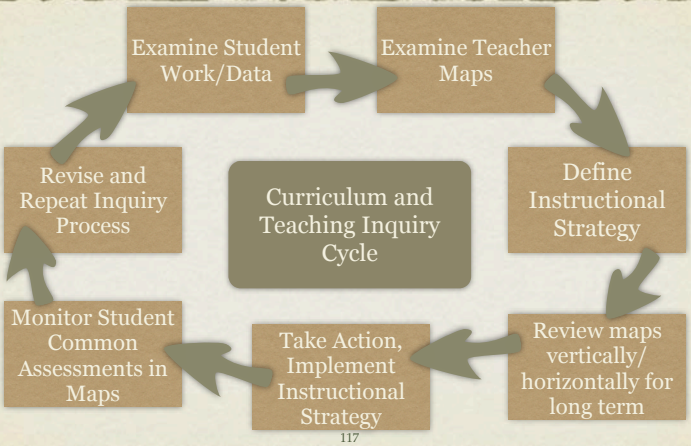
BENEFITS OF COLLABORATIVE INQUIRY

- Engages 21st Century Learners
- Develops Teacher Research Skills
- Enlivens Professional Culture
- Builds School Capacity

COLLABORATIVE INQUIRY AND MAPPING

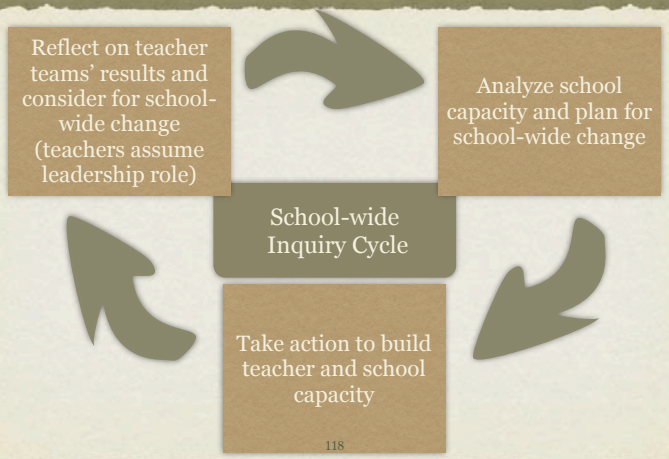
- The collaborative inquiry process supports each phase of the mapping process.
- Key element in sustaining the mapping process on both a school and district level.
- Focuses teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.

COLLABORATIVE INQUIRY PROCESS



* Source: NYC DOE

COLLABORATIVE INQUIRY PROCESS



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- THE ASSESSMENT:

1 ❑ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted AUSTRALIAN CURRICULUM GENERAL CAPABILITIES.**

2 ❑ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.**

3 ❑ Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. **

A unit or longer lesson should:

❑ Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.

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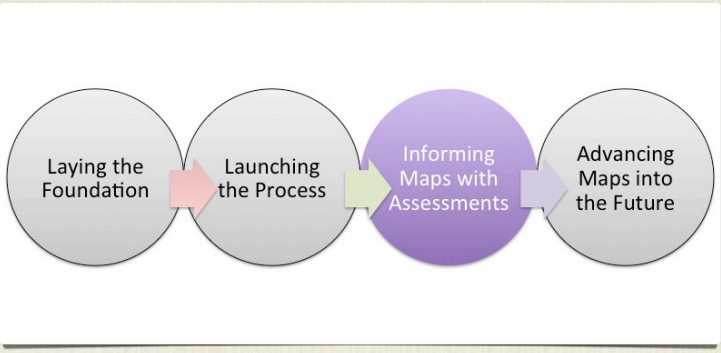

PHASE III

Informing Maps with Assessments

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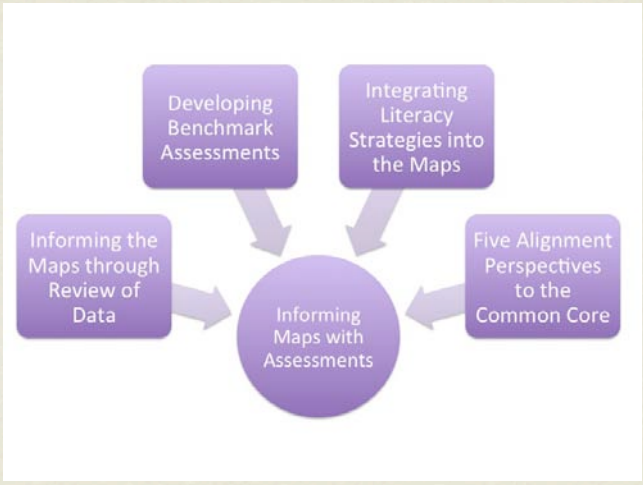


ONLY THE STUDENT CAN IMPROVE HIS OR HER PERFORMANCE

INFORMING MAPS WITH ASSESSMENT

Sustaining and Integrating the System:

- Consensus mapping
- Establishing benchmark assessments to monitor CCSS
- Informing maps with assessment results

What policies are governing your school practice in assessment?

Text

FORMAL BENCHMARKS

Smarter Balanced - *http://www.smarterbalanced.org/smarter-balanced-assessments/*

PARCC - *http://www.parcconline.org/parcc-assessment-design.*

CM REVIEW & REVISION PROCESS

The procedures for mapping are best presented in a seven-phase model for teachers.

7 STEP REVIEW PROCESS

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

(from Mapping the Big Picture: Integrating Curriculum and Assessment K-12; 1997, ASCD, Jacobs, HH.)

What are quality demonstrations of student learning? What do exemplary maps look like?

DEFINE QUALITY

COACHING POINTS FOR FIRST EXPERIENCES

- Do not overwhelm teachers with an initial task entry that is too large!
- One discipline in an elementary school; preferably one in need of attention given student performance.
- One prep per secondary teacher.

1. COLLECTING DATA

- Eventually each teacher in the building completes a first-draft of a projected or diary map
- The format is consistent for each teacher, but reflects the individual nature of each classroom
- Important Note: Technology simplifies the publishing of data collection

REMEMBER WHEN COLLECTING CONTENT DATA

May Be Listed:

Configuration

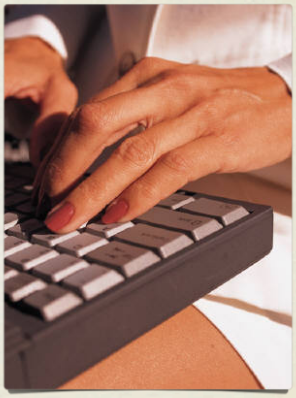
Discipline-Field Based
Interdisciplinary
Student-Centered

Type of Focus

Topics
Issues
Works
Problems
Themes

RECORDING & COLLECTING SKILL & ASSESSMENT DATA

- Enter the Skills and Assessments fore grounded for each unit of study or course
- Enter the Skills and Assessments that are on-going through the course of a year
- Portfolio Checks
- Early Childhood Assessments
- Precision is the key



IS HONESTY AND ISSUE?

- How will the maps be used?
- Who will see the maps?
- How will my peers react to my map?
- Does my name need to be on my map?

TIME FRAMES FOR A FIRST DRAFT OF PROJECTED MAP

- Primary: Approximately 1 hour for Content; 2-3 hours for Skills and Assessment per subject . (exception is ELA for ages 4-7)
- Secondary: Approximately 45 minutes for Content; 2 hours for Skills and Assessments per prep.

2. FIRST READ THROUGH

- Each teacher reads the entire grade-level, discipline, or school-wide maps as an editor and carried out the prescribed "tasks."
- Places where new information is gained are noted/recorded. Places requiring potential revision are also noted/ recorded.

SETTING UP PROFESSIONAL REVIEW

- Identifying the best grouping patterns for review.
- Using productive communication for feedback and decision making.

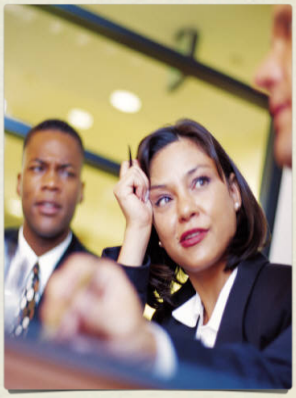
3. MIXED SMALL GROUP REVIEW

- Groups of 5 to 8 faculty members are formed – BASED ON PURPOSE
- Groups can be from diverse configurations (i.e., different grade levels and departments)
- Meetings should run approximately 1-1/2 hours
- The goal is to simply share individual findings
- No revisions are suggested at this time

PURPOSE OF REVIEWS

Horizontal & Vertical

- To identify the areas or priorities in need of monitoring or changing
- To examine maps for gaps, absences, and redundancies
- To raise central or extended questions and issues concerning on-going mapping discoveries



STRATEGIC

Grouping for Professional Reviews

STRATEGIC GROUPING FOR PROFESSIONAL REVIEWS

- **Vertical – K-12** ; extended departmental meetings
- **Targeted Vertical**- examples: K-1; 3-6 ; 7-11; 10-12
- **Across grade level**- all third grade; all teachers of freshmen
- **Targeted cross grade level**- interdisciplinary 7th grade team
- **Extended team**- special area teachers, special ed staff, ESL
- **Feeder pattern**- in larger districts only those sharing same students; within school following student groups
- **Expanded local team**- virtual groupings (online); parents; community; internships
- **Global team**- Feedback and collaboration with meaningful worldwide educators and students.

4. LARGE GROUP REVIEW

- All faculty members come together and examine the compilation of findings (based on recorded notations) from the smaller group meetings
- Session is facilitated by principal and/or teacher-leader(s)

5.DETERMINE AREAS OF IMMEDIATE REVISION

- The faculty identifies those curricula decisions/areas that can be handled by the site with relative ease.
- The specific faculty members involved in those revisions determine a timetable for action.

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READ THROUGH: AREAS OF FOCUS

1. Possible Gaps?	2.Possible Repetition?
3. Progression of Skills (Level of Understanding)	4. Questions?

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6. DETERMINE AREAS THAT REQUIRE LONG-TERM PLANNING

- Faculty members identify those areas that have implications beyond the site and into/with other sites.
- Faculty members identify those areas where more research is needed.

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USING MAPS TO IMPACT LEARNING

Review timeline to determine when they are taught

Review maps to determine where and with what frequency skills are taught

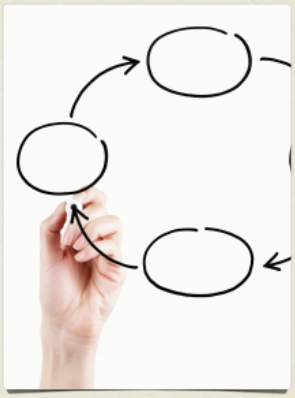
Develop goal plans and timelines

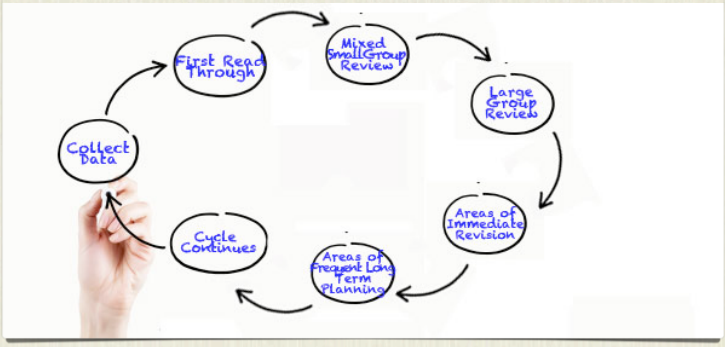
Make needed changes or revisions

Develop staff-development plan (s) and timelines

7. THE CYCLE CONTINUES

- Once CM is established, the District CM Cabinet meets approximately three to four times annually for review updates.
- Task forces report on their timetables.
- The site-based CM Councils continue with ongoing review of progress on CCSS





CYCLE OF

Review Process

LONG TERM TIME FRAMES

- Data Collection: Within 3-5 months of initially learning the mapping elements and process of map recoding
- First Reviews: Try to have within 2 months after initial data collection
- First Minor Revisions: Immediately after first reviews
- Major R & D Review: Planned within first year
- Begin On-going Review Site Councils: Second year

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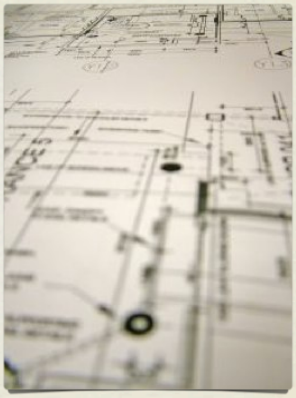
LESSONS FROM AN ARCHITECT

- Choices for the design
- Limits and possibilities
- Local zoning laws
- Meeting the needs of the users
- Quality of Construction
- Communication is essential
- Alignment !!!



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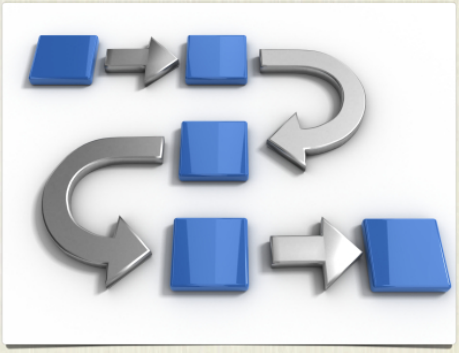

5 TYPES OF *Alignment*

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INTERNAL

The elements in a teacher or district consensus curriculum map align to one another.

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CUMULATIVE

The curriculum maps build year to year; class to class K-12

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TO STUDENTS

Curriculum and assessment maps are specifically designed to match the needs of specific learners in specific locations.

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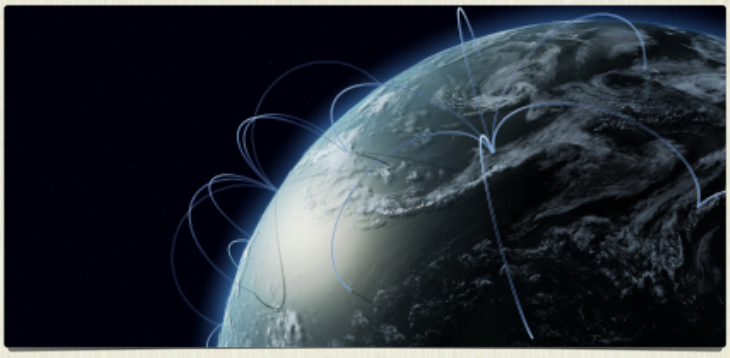

GLOBAL

The aims and actions of our school curriculum and programs will help our learners connect to global communities.

154

EXTERNAL

The curriculum and assessment maps align to external standards and expectations.

155

SITE BASED STAFF DEVELOPMENT

- Cumulative decision-making patterns
- Targeted groups of teachers building on-going assessment review collectively
- Based on a range of assessment data

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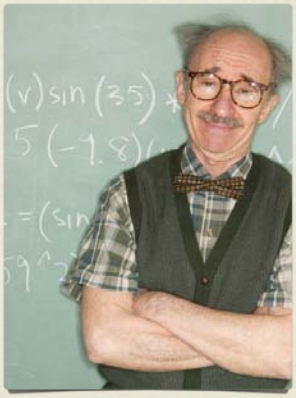
DIFFERENTIATED STAFF DEVELOPMENT

- According to experience with curricula and technology
- According to demonstrated competence
- According to what will best help the learners



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CM. LANGUAGE: Low → HIGH	TECHNOLOGY: Low → HIGH
#2 Low Technology High CM. Language	#1 High Technology High CM. Language
#4 Low Technology Low CM. Language	#3 High Technology Low CM. Language

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CONSIDER A RANGE OF PD VENUES

- Various Groupings
- Hands-On Labs
- Small Workshops
- Work Sessions
- On-line Courses
- Staff Development Days Based On Data
- Observing Mentors
- Peer Coaching
- Video Conferencing

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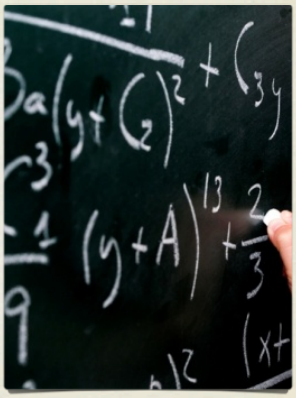
INDICATORS OF CC STANDARDS-BASED TEACHING AND LEARNING IN THE CM PROCESS:

- Standards apply to all students with high expectations for their success
- Benchmark Assessments are developed collaboratively as a school wide effort
- Feeder patterns between schools share benchmark assessment findings
- The teacher knows how each units and activities relates to the CCSS



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CURRICULUM MAPPING PROVIDES THAT:

- Students know what they are learning, what standards are related to it, and why they are learning it.
- Standards are constant, curriculum units, instructional strategies and time are the variables.
- Planning begins with standards rather than materials.

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CURRICULUM MAPPING ALLOWS FOR:

- Practice activity to be clearly aligned to standards with the student as worker and the teacher as coach.
- Students know how the teacher expects than to show what they've learned.
- Students frequently evaluate their own work before the teacher does, using the same criteria

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CURRICULUM MAPPING IS BASED ON:

- Feedback to students is related to performance levels on standards, not based on comparison with other students.
- Student performance data is used to revise curriculum and instruction.
- The assessment system includes a balance of external tests for program evaluation and classroom assessments for individual student diagnosis and instruction.

CURRICULUM MAPPING SUPPORTS

- Students have multiple opportunities to demonstrate achievement of standards.
- Assessment of student achievement is consistent across teachers and schools, using common performance indicators.
- Teachers work with colleagues to share and compare scoring of classroom-based assessments

THIS LEADS US TO

developing consensus maps with scaffolded benchmark assessments for review.

SCHOOLS AND DISTRICTS

are developing Master Maps to replace guidelines

WRESTLING WITH CONSENSUS

"acknowledging of truths" (Latin Roots)

ALL MEAN THE SAME…

You need to determine what terms you will use at your school

- Master Map
- Consensus Map
- Essential Map
- Core Map
- Collaborative

POLICY CONCERNING:

- Where is consistency critical for our students' learning?
- Where is flexibility equally as important?

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TWO BASIC APPROACHES

1. Using individual diary maps
2. Revising and reacting to an already existing set of guidelines

170

1. USING INDIVIDUAL DIARY MAPS

have grade-level or course teachers develop a subject or course's Essential Map by identifying:

- The core curriculum concepts
- The critical focal skills
- Benchmark assessments
- Common essential questions
- Essential learnings/Power standards

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2.REVISING & REACTING TO EXISTING SET OF GUIDELINES

- Reviewing an agreed-upon school's guideline and modifying
- Monitoring the individual classroom to see how the drafted Essential Map plays out
- Re-visiting the first-draft Essential Map and converting it to an active Essential Map

REACH NEW GROUND AS A TEAM

Guiding staff to benchmark assessments on our consensus maps

NEW LEADERSHIP APPROACHES

Mapping is collaborative leadership in action

STRATEGIC GROUPING FOR PROFESSIONAL REVIEWS

- **Vertical – K-12** ; extended departmental meetings
- **Targeted Vertical**- examples: K-1; 3-6 ; 7-11; 10-12
- **Across grade level**- all third grade; all teachers of freshmen
- **Targeted cross grade level**- interdisciplinary 7th grade team
- **Extended team**- special area teachers, special ed staff, ESL
- **Feeder pattern**- in larger districts only those sharing same students; within school following student groups
- **Expanded local team**- virtual groupings (online); parents; community; internships
- **Global team**- Feedback and collaboration with meaningful worldwide educators and students.

175

MAPPING CORNERSTONE & BENCHMARK ASSESSMENT

- The task should merge with the on-going curriculum naturally.
- Student products can then be evaluated both vertically and horizontally.
- Revisions in the curriculum map should reflect a few targeted skills needing help.
- Revisions should be applied thoughtfully to developmental characteristics of the learner.

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BENCHMARK ASSESSMENTS

- Benchmarks can be designed on multiple levels: state tests, district, classroom tasks.
- A school establishes a common set of skills needing development.
- An internally generated benchmark assessment task is developed by teachers with the same protocols; the same timetable.

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No common end of unit assessments
Teach units when choose

Common end of unit assessments
Teach units within quarters
Free choice of instructional materials

Common end of unit assessments
Teach units in required order & month
Limited choice of instructional materials

Common end of unit and during unit assessments
Teach units in required order and month
Common lesson plans & instructional materials

FLEXIBLE — **CONSISTENT**

Hamburg, NY

Kau Keaau Pahoa, HI

Glendale Unified HS District, AZ

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PROGRAM AREA

Content Standards

Overarching Understanding

Overarching Essential Question(s)

Cornerstone Assessments

Course 1 | Course 2 | Course 3 | Course 4

Unit 5

179

SELECTED RESPONSES

Choose from options that have already been determined and are provided for the student.

- Multiple Choice
- True/False
- Matching
- Short Answer Fill in

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EXTENDED WRITTEN RESPONSE

Student is asked to respond in written form with complete sentences that could range from a small number of sentences to a complete written work depending upon the task assigned.

- Personal Essay
- Persuasive Essay
- Analytic Essay
- Descriptive Essay
- Simple research paper
- Complex research paper
- Brief Response

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PERFORMANCE ASSESSMENT PRODUCTS

- Can be observed from three perspectives: observation during work, observation of work in process to final product of work.
- It must include scoring criteria in advance of the observation.
- Assessment of process would be dictated from the standard and the inherent learning process required to meet that standard.

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TYPES OF PERFORMANCE ASSESSMENTS

- Story Boards
- Story lines
- Graphs
- Charts
- Observational drawing
- Note cards
- Artifact analysis
- Photo essay with text
- Comparative observations
- Blue prints
- Power point presentation
- Thinking Maps & Graphic Organizers

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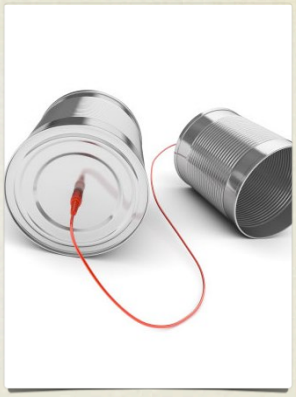
PERSONAL & PUBLIC COMMUNICATION

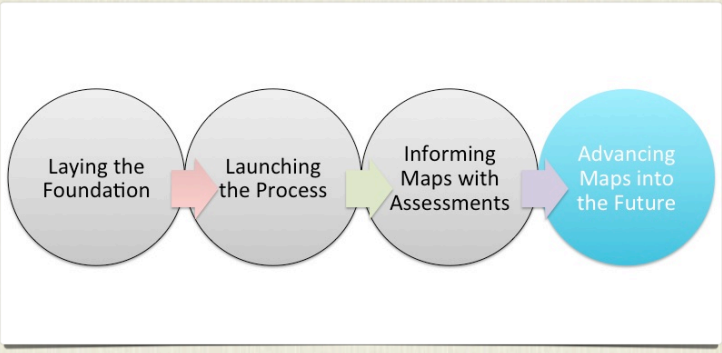
- Conversation
- Journal
- Portfolio
- Letter writing
- Email
- Oral examination
- Documentaries
- Running Records
- Log
- Interactive Notebook



Highly structured and systematic opportunity for students to convey their learning either from student to student, student to teacher, and/or student to other assessor or through their reflections.

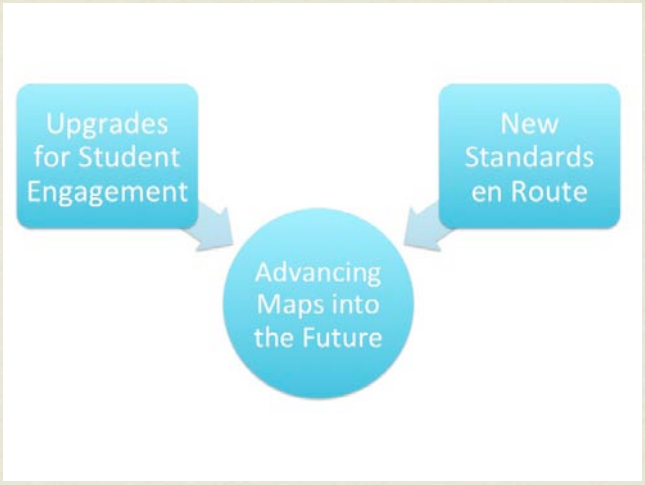
SEVEN STRATEGIES

- #1
- #2
- #3
- #4
- #5
- #6
- #7



PHASE IV

Advancing Maps into the Future



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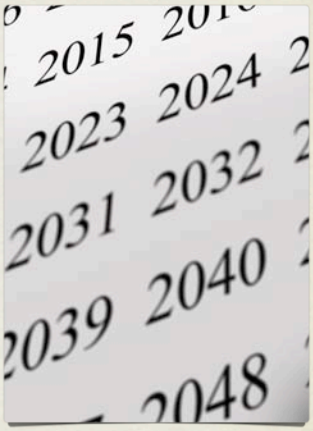
ADVANCING MAPS INTO THE FUTURE



- Preparing for next standards from CCSSO
- Integrating 21st century skills
- Replacing dated content
- Upgrading to contemporary assessment types
- Map professional development
- Rethinking school formats and leadership protocols

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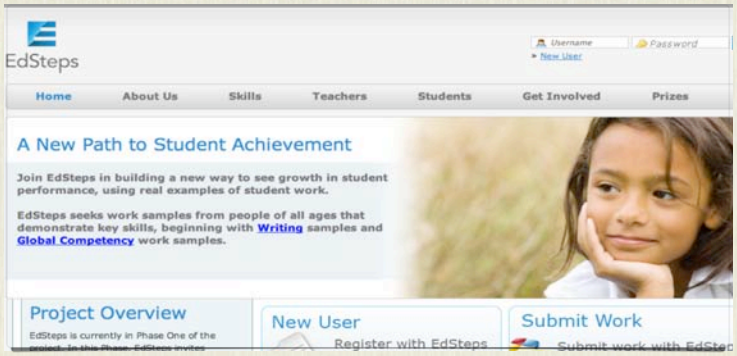

NEXT STANDARDS

and Work from CCSSO

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EdSteps

Global Competence Matrix

Asia Society

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspective.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students can: • Generate and explain the significance of locally, regionally or globally focused researchable questions. • Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages. • Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems.	Students can: • Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective. • Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives. • Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena. • Articulate how the consequences of	Students can: • Recognize that diverse audiences may perceive different meanings from the same information. • Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. • Explain how effective communication impacts understanding and collaboration in an interdependent world. • Select and effectively use appropriate technology and media	Students can: • Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally. • Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference. • Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others.

GLOBAL COMPETENCIES

EdSteps & Asia Society

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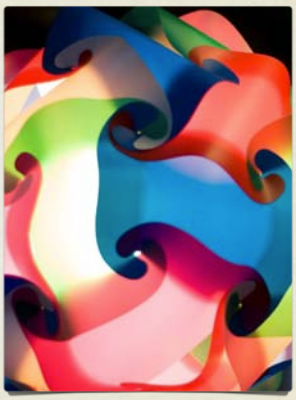
WHAT IS NEEDED?

- SHORT TERM- UPGRADES- "revision and replacement" of dated curriculum and assessment types with more vital contemporary forms.
- LONG TERM- VERSIONING to new versions of the program structures in our school institutions that house curriculum and instruction.



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UPGRADING MAPS FOR LEARNER ENGAGEMENT

- Screenplays
- Teleplays
- Podcasts
- Broadcasts
- Documentaries
- Email
- The SKYPE grandmothers
- Self publishing
- Facebook pages of historical figures
- text messaging as notetaking
- Video conferences in world language classes
- My space as biography
- Grant proposals
- Web page
- Spreadsheets
- CAD blueprints
- Forecasts
- Media criticism
- Webquests
- Second life technology
- Digital portfolios

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RECAST CONTENT FOR TIMELINESS

- Breakthroughs
- Contemporary issues
- International perspectives
- Modern forms of expression
- ..A deliberate need to replace and to shed dated curriculum.

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Module 3: Creating a Vision for Your School or District

Essential Questions	• **How can Mapping be used as a tool to develop a vision for improved student achievement?** • **What are the potential benefits of Curriculum Mapping?** • **How can feedback systems be structured to improve student achievement?**		
Content	**Concept: The Mapping process can be used by a school or district to create a vision for the future and serve as a connector to focus all aspects of the system on school improvement.** • Value Added Changes	• Setting Goals • TIME • Differentiated Professional Development • The Support Structure • Feedback Structure	• Benefits of Mapping • Technological Support – A Comparative Examination • **TERMS** Differentiated professional development, support structures
Skills	• Identify possible value added changes that could occur in your school or district if Curriculum Mapping were implemented. • Develop possible short and long-term goals. • Identify time that can be used for training. • Brainstorm the different types of professional development	needed to ensure successful implementation. • Identify potential school or district leaders who could help implement the Mapping process. • Clarify roles and responsibilities for leadership groups. • Identify training the leaders would need to provide support for Mapping. • Develop an evaluation structure to provide ongoing feedback to modify	and strengthen the implementation process. • Identify potential benefits for different stakeholders in the school or district groups. • Develop essential questions to guide the selection of Curriculum Mapping software.
Evidence of Learning	• List of value added changes • Short and long term goals • Brainstorm list of possible ways to find time • List of training needed to ensure successful implementation	• A grid that shows a possible leadership structure including: groups or individuals, roles and responsibilities, and training needs • Types of feedback and possible tools, processes, or structures that could be used to collect it	• Graphic Organizer that identifies potential benefits for each stakeholder group • Essential Questions to guide technology selection
Activities	**Value Added Changes (small group discussion)** • In small groups, identify what might be different in 1-3 years if you were to implement Curriculum Mapping. What would it look like? What would be in place? What would be different in classrooms? • Share thoughts in the large group. • Identify tentative goals for year 1, year 2, and long term. List the goals on a sheet of paper • After each goal, identify what you would accept as evidence	that the goal has been successfully achieved? **Dealing with Time (large group and individual and/or team activity)** • Begin as a large group and brainstorm chunks of time that could be used for training in schools and/or district. Think creatively. • In your teams, discuss alternatives that might work best for your school or district. • Identify specific chunks of time that could be used in your school or district.	• Go back and revisit your goal for year 1. Based on the amount of time you have available to focus on Mapping, is it realistic? • Make any needed adjustments based on the actual amount of time you will have to devote to Mapping. **Professional Development team and group exercise)** • In your school or district teams, brainstorm the different types of training that members of your staff would need to be successful in (Continued)

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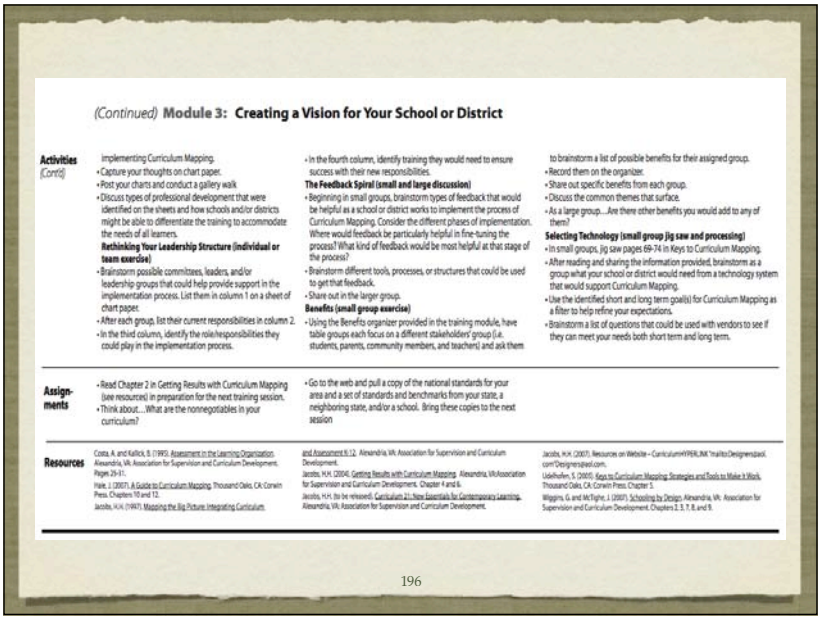

(Continued) **Module 3: Creating a Vision for Your School or District**

Activities *(Cont'd)*

implementing Curriculum Mapping.
- Capture your thoughts on chart paper.
- Post your charts and conduct a gallery walk
- Discuss types of professional development that were identified on the sheets and how schools and/or districts might be able to differentiate the training to accommodate the needs of all learners.

Rethinking Your Leadership Structure (individual or team exercise)
- Brainstorm possible committees, leaders, and/or leadership groups that could help provide support in the implementation process. List them in column 1 on a sheet of chart paper.
- After each group, list their current responsibilities in column 2.
- In the third column, identify the role/responsibilities they could play in the implementation process.
- In the fourth column, identify training they would need to ensure success with their new responsibilities.

The Feedback Spiral (small and large discussion)
- Beginning in small groups, brainstorm types of feedback that would be helpful as a school or district works to implement the process of Curriculum Mapping. Consider the different phases of implementation. Where would feedback be particularly helpful in fine-tuning the process? What kind of feedback would be most helpful at that stage of the process?
- Brainstorm different tools, processes, or structures that could be used to get that feedback.
- Share out in the larger group.

Benefits (small group exercise)
- Using the Benefits organizer provided in the training module, have table groups each focus on a different stakeholders' group (i.e. students, parents, community members, and teachers) and ask them to brainstorm a list of possible benefits for their assigned group.
- Record them on the organizer.
- Share out specific benefits from each group.
- Discuss the common themes that surface.
- As a large group....Are there other benefits you would add to any of them?

Selecting Technology (small group jig saw and processing)
- In small groups, jig saw pages 69-74 in Keys to Curriculum Mapping.
- After reading and sharing the information provided, brainstorm as a group what your school or district would need from a technology system that would support Curriculum Mapping.
- Use the identified short and long term goal(s) for Curriculum Mapping as a filter to help refine your expectations.
- Brainstorm a list of questions that could be used with vendors to see if they can meet your needs both short term and long term.

Assign-ments
- Read Chapter 2 in Getting Results with Curriculum Mapping (see resources) in preparation for the next training session.
- Think about....What are the nonnegotiables in your curriculum?
- Go to the web and pull a copy of the national standards for your area and a set of standards and benchmarks from your state, a neighboring state, and/or a school. Bring these copies to the next session

Resources

Costa, A. and Kallick, B. (1995). Assessment in the Learning Organization. Alexandria, VA: Association for Supervision and Curriculum Development. Pages 29-31.

Hale, J. (2007). A Guide to Curriculum Mapping. Thousand Oaks, CA: Corwin Press. Chapters 10 and 12.

Jacobs, H.H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H.H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA:Association for Supervision and Curriculum Development. Chapter 4 and 6.

Jacobs, H.H. (to be released). Curriculum 21: New Essentials for Contemporary Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H.H. (2007). Resources on Website – Curriculum HYPER_INK "mailto:Designers@aol.com"Designers@aol.com.

Udelhofen, S. (2005). Keys to Curriculum Mapping: Strategies and Tools to Make It Work. Thousand Oaks, CA: Corwin Press. Chapter 5.

Wiggins, G. and McTighe, J. (2007). Schooling by Design. Alexandria, VA: Association for Supervision and Curriculum Development. Chapters 2, 3, 7, 8, and 9.

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PROFESSIONAL DEVELOPMENT MAP

Dates	
Essential Questions	
Content	
Skills	
Evidence of Learning	
Assignments	
Resources	

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IMPLEMENTATION (PD) MAP GOAL(S):

Dates	In-Service 12:30-3:30 pm	In-Service 9:00-11:30 am
Essential Questions	What is Curriculum Mapping? How can it serve as a HUB or school improvement?	How can you upgrade your assessment to address 21st century skills? How can you replace dated assessment types with more contemporary forms?
Content	Mapping is a two-sided coin:diagnosis & prescription *Definition of mapping *Components of examples *Connections *Possible products that could be produced in the process	Curriculum Design requires deliberate choices reflecting the time in which we live. *Sample Contemporary assessments *Digital 2.0 Tools *Alignment to skills in maps and level of understanding
Skills	*Identify the components of a map *Review different maps and determine the specific elements that provide more information *determine connections with other initiatives *identify the reasons for mapping	*View 21st century classroom projects and brainstorm possible applications for your maps *identify skills in maps that could best be demonstrated using 2.0 tools *unpack assessments to crosscheck alignment with skills, content, and level of understanding.
Evidence of Learning	*Graphic organizer distinguishing between old and new terms *Graphic organizer connecting initiatives *List of reasons for mapping *List of products that can be produced in the process.	Upgrade classroom assessments incorporating appropriate digital tools. Brainstormed assessment ideas with a partner Mini projects using 21st century classroom
Assignments	Identify a unit you wish to map and identify the most important concepts you want students to understand.	Upgrade assessments in two more units before next session.

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MAPPING TO THE CORE:

- **Integrating the Common Core Standards into Your Local School Curriculum K-12**

TOP TEN REASONS

for Curriculum Mapping

TOP TEN REASONS TO CURRICULUM MAP

- #10- Mapping is a systems wide planning approach: each teacher and administrator maps
- #9- Mapping provides immediate and strategic access to all maps in a school and between schools

- #8- Mapping is time efficient and eliminates unnecessary meetings by providing a virtual platform for information.
- #7-Collaborative Inquiry is the heart of the mapping process creating genuine PLC's for vertical/cross grade level reviews.

- #6- Maps ensure all critical elements are designed to support learning: content, skills, assessments, essential questions, vocabulary
- #5- Common Core Standards are visibly aligned in each element for a consistent and guaranteed curriculum.

- #4- Consensus Maps provide the "place" to monitor student performance assessments: the diagnosis
- #3- Consensus Maps are revised according to what assessment data reveals about students: the prescription

- #2- Diary maps are tailored to the specific needs of your students to provide a viable, differentiated curriculum.
- #1- Mapping keeps a school modern as they are upgraded to prepare learners for their future.

PLAN FOR THE FUTURE

http://curriculum21.com

1. **Make sense** of problems and **persevere in solving** them.
2. **Reason abstractly and quantitatively**.
3. **Construct viable arguments** and critique the reasoning of others.
4. **Model** with mathematics.
5. Use appropriate **tools strategically**.
6. Attend to **precision**.
7. Look for and make use of **structure**.
8. Look for and express **regularity in repeated reasoning**.

MATH PRACTICES

Independent, collaborative, self-directed
Strong Content Knowledge
Adapt and Adjust Communication
Comprehend and Critique
Value Evidence
Tech & Media Literate
Cultural Understanding

The College and Career Ready Student in ELA CLIs

The College and Career Ready Studnet

Operations and Algebraic Thinking