Curriculum 21: Preparing the 21st Century Learner

Dr. Heidi Hayes Jacobs

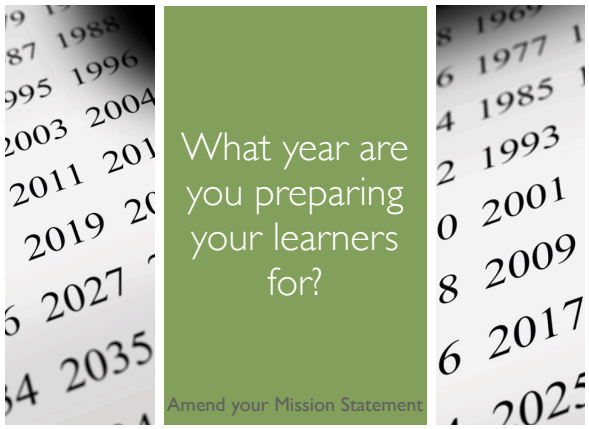
www.curriculum21.com

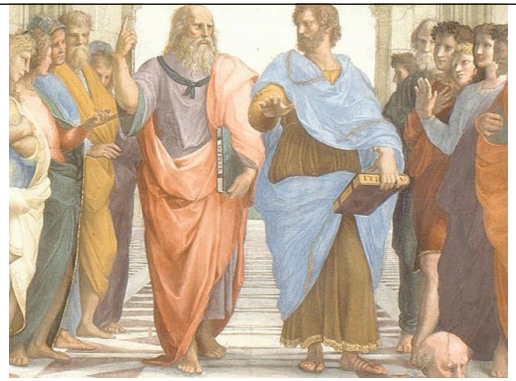
Our Essential Questions

How do we prepare our learners for their future?

How can we design curriculum and instruction to support the contemporary student?

Class of 202
This Year's
Preschool





Great Classical Teaching

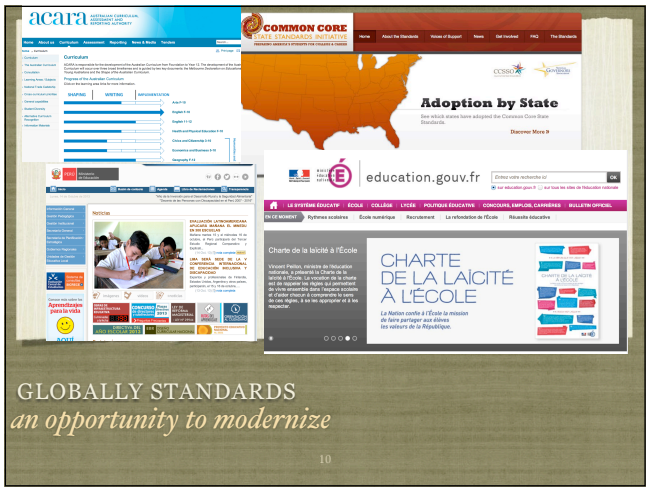
The days of the binder are over
replaced by the Clearinghouse

A New Kind of Learner Needs:

The best of CLASSICAL teaching approaches and Learning21 approaches.

Student as self-navigator and collaborator in:
SPS= shared physical space
SVS=shared virtual space

Learners Create and Share Knowledge Differently from Previous Generations

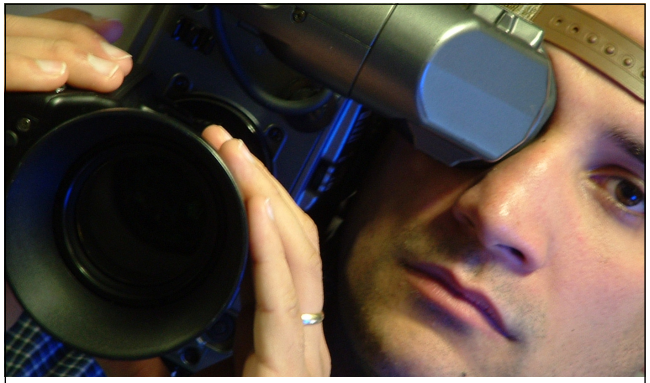


GLOBALLY STANDARDS
an opportunity to modernize

10

Literacy is communication.
Literacy is accessing language and making meaning.

i.



The new literacies : DIGITAL
MEDIA
GLOBAL

Digital Literacy

- Accessing Capability
- Selection Capability
- Curation Capability
- Creation Capability

ACCESSING CAPABILITY

To develop proficiency:

keyboarding fluency

touch and effect

voice activated

Selection Capability:

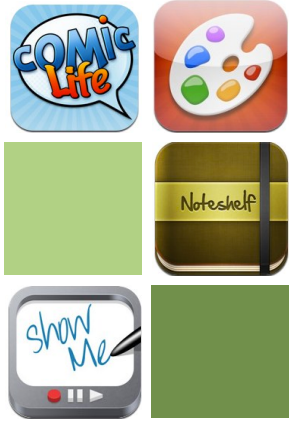
The strategic selection and TAGGING of web 2.0 digital tools, applications, social media and repository sites to match research and development tasks.

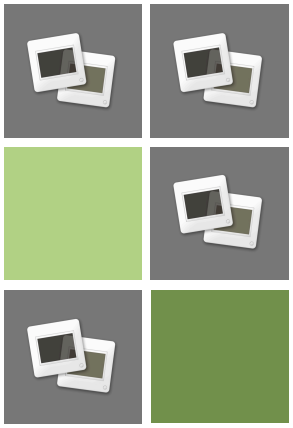
Curation Capability

To tag sites, create a clearinghouse and website.

CREATION CAPABILITY

To render new solutions and forms as seen in generating an original APP design or new software platform.





Media Literacy

- Receptive Capability
- Generative Capability

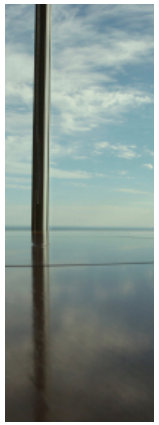
RECEPTIVE CAPABILITY

To make meaning from media formats.

To be an astute critique of the media.

To question sources.

To recognize bias in imagery, text, framing, and audio.

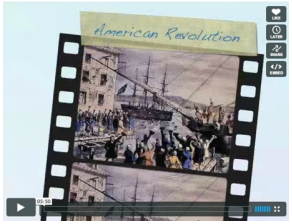


Generative Capability

- To express both informational and narrative perspectives using a wide range of media.
- To cultivate technical expertise in developing quality media products.

Upgrading Maps for Learner Engagement

Video Trailer for Upcoming Unit

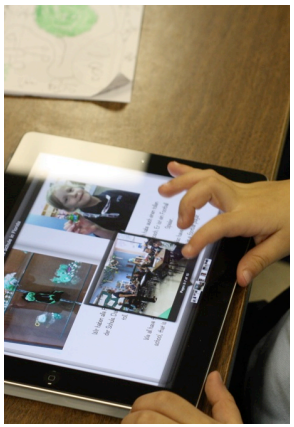


Podcasting Learner Engagement

Every school should have a podcasting platform

Creating new media formats

Every school should host a publishing house.



Global Literacy

Investigate the World
Recognize Perspectives
Communicate Ideas
Take Action

source: CCSSO/Asia Society
Global Competency Matrix, 2012

Investigate the World

- Recognizing the relationship between place and people
- Integration of active geography and the prefix: GEO
- Using applications to
- World Language instruction

Global Literacy

HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET

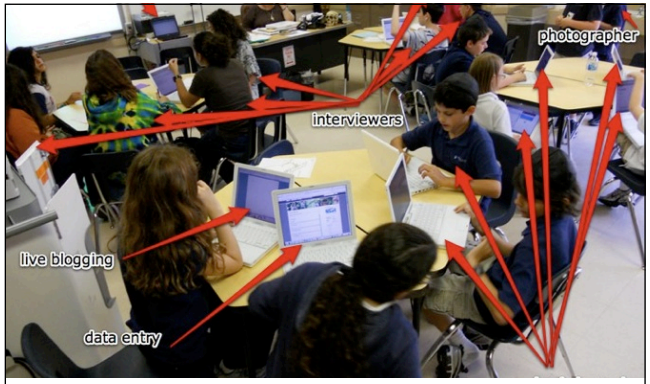
AROUND THE WORLD WITH 80 SCHOOLS

Recognize Perspectives

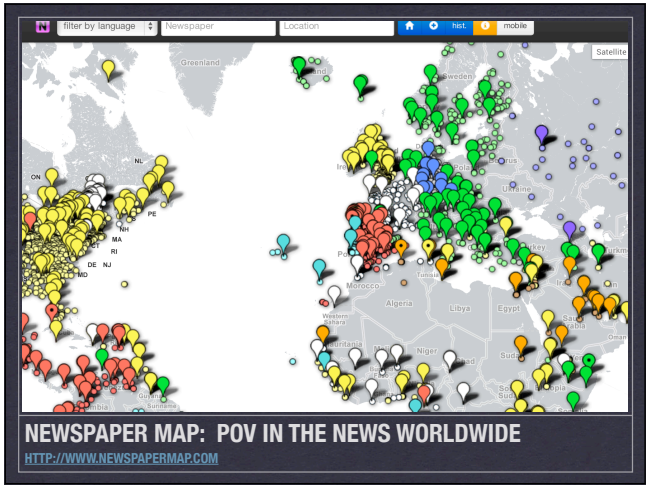
skype

diigo

voicethread



Global Research and Development



Globalzing the local.

Knowledge about global issues.

Making a difference.

Small moves.

Research and Development

Share Results

Take Action

Skype Grandparents: Global Book Readings

Creating a webpage to post readings by grandparents from around the world

Share observations through blogging

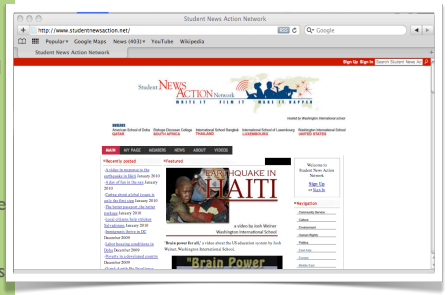
Post additional recommended readings

Report on local and global issues

Take a stand

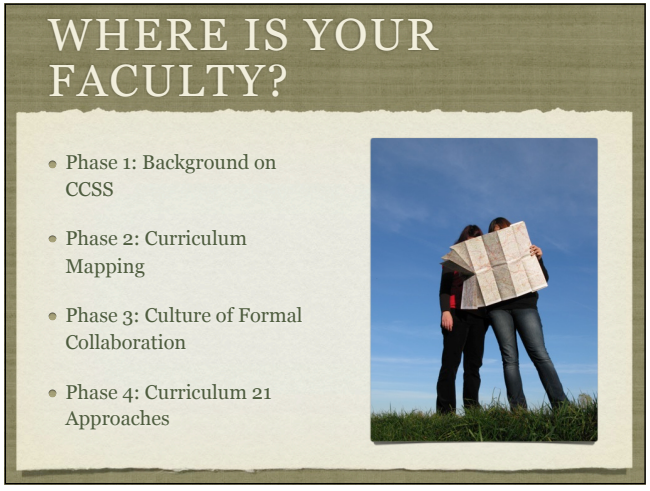
Create media reports to share

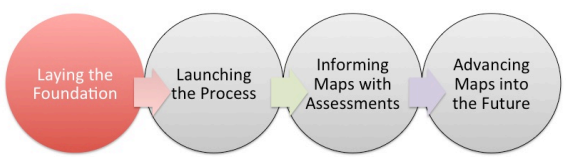
Critique and compare stories



World Wide Student News Service

GLOBAL PARTNERSHIP HUB





PHASE I

Laying the Foundation

Shifts in ELA/Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts

WHAT IS SHIFTING?

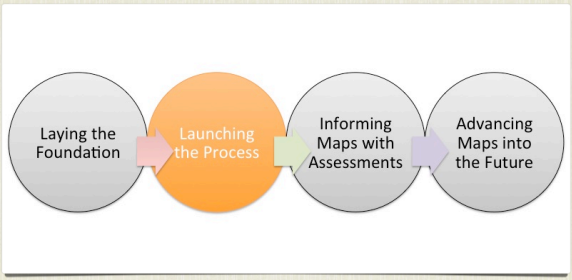
Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

WHAT IS SHIFTING?

CHERRY PICKING

STANDARDS- BASICS

- Standards are proficiency targets not curriculum
- Standards do not suggest best practice.
- Each STATE's policy will influence assessment and curriculum planning
- Examining standards by organizational headers in a vertical review is critical.
- Unwrapping standards for CURRICULAR translation creates a common language
- Standards will assist the transition.



PHASE II

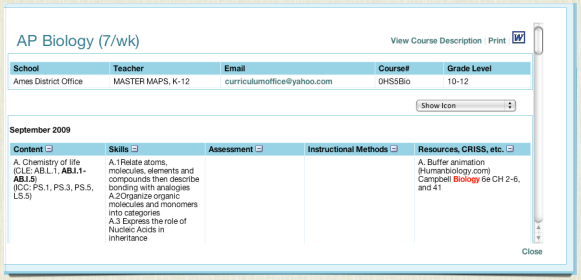
Launching the Process

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

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.


AP Biology (7/wk)

View Course Description Print

School	Teacher	Email	Course#	Grade Level
Ames District Office	MASTER MAPS, K-12	curriculumoffice@yahoo.com	0HS5Bio	10-12

Show Icon

September 2009

Content	Skills	Assessment	Instructional Methods	Resources, CRISS, etc.
A. Chemistry of life (CLE: AB.L.1, **AB.I.1-AB.I.5**) (ICC: PS.1, PS.3, PS.5, LS.5)	A.1Relate atoms, molecules, elements and compounds then describe bonding with analogies A.2Organize organic molecules and monomers into categories A.3 Express the role of Nucleic Acids in inheritance			A. Buffer animation (Humanbiology.com) Campbell **Biology** 6e CH 2-6, and 41

Close

CONSENSUS MAPS:

Integrating benchmark assessments
Collaborative commitments
Consistency

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

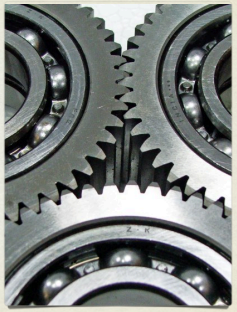
	Essential Questions	Assessment	Other Assessments	Content	Skills / Strategi
Living vs. Non-Living (Week 4, 4 Weeks)	•What makes something living vs. non-living? •Can something be considered living but not alive? nonliving.jpg: 	**Preassessment** (Is it Alive Data Recording Sheet) **Other Visual Assessment** (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 a discussing video cli Predict which items are living and nonliving in TerrAq Column Observe living and nonliving in TerrAq Column Record observation in Is it Alive? Data Sheet Document changes predictions Classify things as

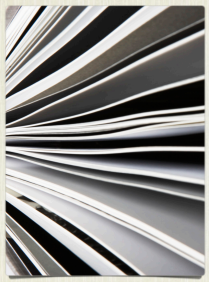
DIARY MAPS: VIABLE

Individual classroom teacher- Responsive to students -Flexibility

ELEMENTS OF CURRICULUM

- Content
- Skills
- Assessment
- Framed by Essential Questions





CONTENT

The subject matter itself: key concepts, facts, events

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

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

LET'S REMEMBER

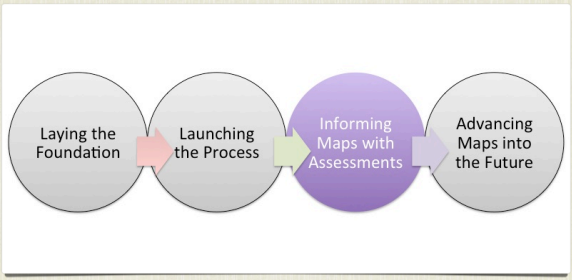
- **Content** - is the subject matter; key concepts; facts; topics; important information
- **Skills** - are the targeted proficiencies; technical actions and strategies
- **Assessment** - is the demonstration of learning; the products and performances used as evidence of skill development and content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

ESSENTIAL QUESTIONS

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

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



PHASE III

Informing Maps with Assessments

INFORMING MAPS WITH ASSESSMENT

Sustaining and Integrating the System:

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

EDIT FOR GAPS

Examine maps for gaps in:

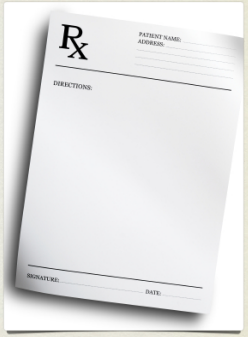
Content, Skills, Assessments

DIAGNOSIS

finding what our learners need from the assessment data

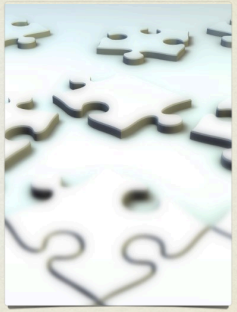
PRESCRIPTION

revising our maps collaboratively to respond to those targeted needs



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?



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.

THE COLLABORATIVE INQUIRY PROCESS IS:

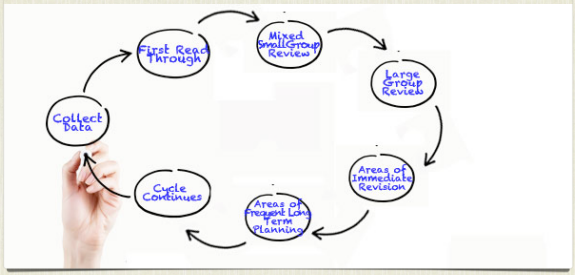
Data Driven by demographics, assessment, previous maps

Lead by Strategic Selection of Teachers

Structured to Promote Distributed Leadership

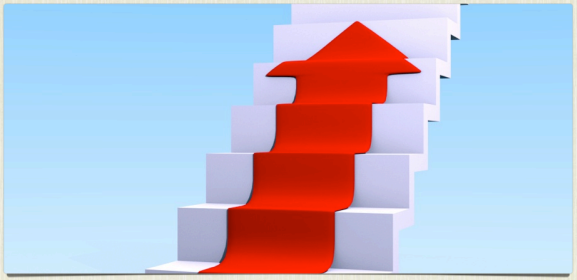
Focused on Student Learning through a Range of Assessments

Designed to engage teams in creating researched based learning



CYCLE OF

Review Process

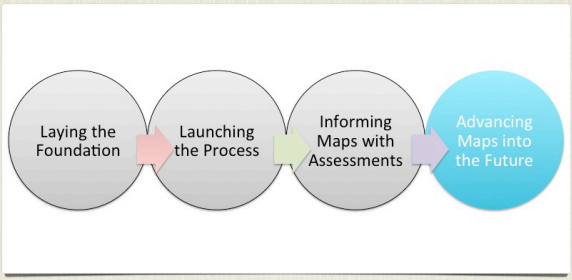


THIS LEADS US TO

developing consensus maps with scaffolded benchmark assessments for review.

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.

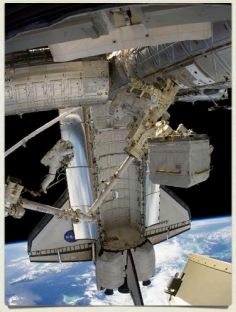


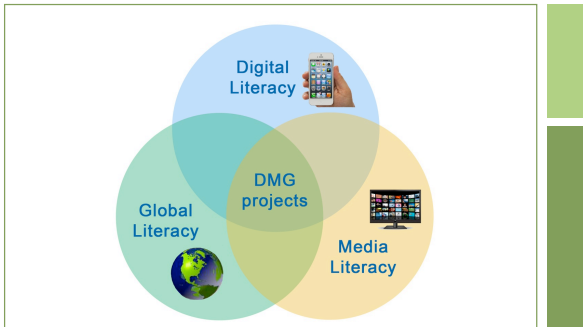
PHASE IV

Advancing Maps into the Future

RECAST CONTENT FOR TIMELINESS

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

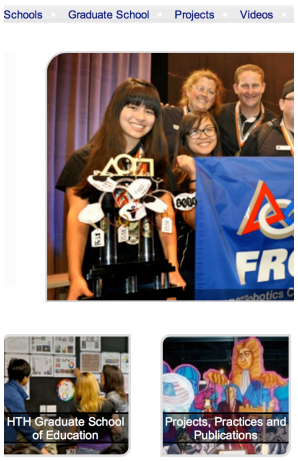




D-M-G PROJECTS

High Tech High

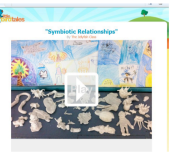
San Diego, California
11 schools
Long term projects
Teachers Publish



1st Grade Little Bird Tale Books

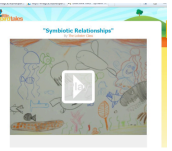
1st grade students used their knowledge of symbiotic relationships in marine environments to build little bird tale books online. While completing the tales, students became illustrators, authors and speakers.

JELLYFISH



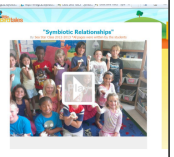
http://www.littlebirdtales.com/tales/view/story_id/221864

LOBSTERS



http://littlebirdtales.com/tales/view/story_id/213758/

SEA STARS



http://littlebirdtales.com/tales/view/story_id/223148

Individual Tales	Lyla and Jessi	http://www.littlebirdtales.com/tales/view/story_id/221919	Smith	http://www.littlebirdtales.com/tales/view/story_id/221910
	Scarlett	http://www.littlebirdtales.com/tales/view/story_id/221908	Keegan	http://www.littlebirdtales.com/tales/view/story_id/221933

2nd Grade Podcasts

The 2nd grade classes studied the health of the coral reef during the Study of the Sea. Students cre-

Elementary/Primary Projects

Sigsbee Charter School-
Key West, Florida

http://www.lumi-book.com

curriculum 21

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