



Upgrading Curriculum and
Assessment Through the CCSS

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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 2028-
This Year's
Preschool

9 1988
87 1996
95 1996
2003 2004
2011 201
2019 20
5 2027
4 2035

What year are
you preparing
your learners
for?

Amend your Mission Statement

8 1962
6 1977
4 1985
2 1993
0 2001
8 2009
6 2017
2025



Choosing our century



Great Classical Teaching



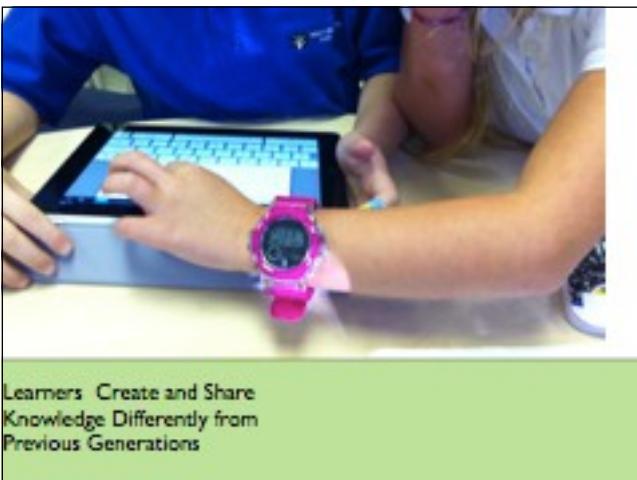
The days of the binder are over
replaced by the
Clearinghouse

STEM Teachers

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



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

i.



The new DIGITAL
MEDIA
literacies : 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



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: CCGSSO 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

Around The World with 80 Schools

OPENING THE WALLS OF YOUR CLASS

Home

About

Join AWARENESS

Activity

Groups

Blogs

Members

Shopping

Looking for Professional Development?

Visually Connected LEARNING

Contact

Area Research Teams

Area Research Presentations

How to globally connect

PIC20 Faculty and

Students, Video

Conference sessions

available

Groups

Newest, Active, Popular

Skype

Mobile School

Getting Started with Skype Info-Flyer

View Document

Getting Started with Skype® Info-Flyer

What is Jane?

Jane is high school

student, sophomore

aggravated her to

skyping with her

classmate, Jennifer.

After Jennifer

asked Jane if she

had ever used a

calculator in class,

Jane responded

yes by voice.

Email Address

Subscribe



[HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET](http://www.aroundtheworldwith80schools.net)

AROUND THE WORLD WITH 80 SCHOOLS

Recognize Perspectives



voicethread





Global
Research and
Development



Globalizing the local.
Knowledge about
global issues.
Making a difference.
Small moves.
Research
and
Development
Share Results

Take Action

A photograph of a person's hand holding a small, green, translucent globe. The globe shows a map of the world, with continents visible through the green material. The hand is positioned palm-up, cradling the globe.

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





MAPPING TO THE CORE: AN OPPORTUNITY TO MODERNIZE CURRICULUM AND TEACHING

Four Phase Implementation Process

WHERE IS YOUR FACULTY?

- Phase 1: Background on CCSS
- Phase 2: Curriculum Mapping
- Phase 3: Culture of Formal Collaboration
- Phase 4: Curriculum 21 Approaches



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 what 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 problem-solving based and curriculum centered.
- Standards do not suggest best practice.
- Each STATE's policy will influence assessment and curriculum planning.
- Increasing research by organization teachers is a critical role to consider.
- Using map standards for CCRSS is a great transition process to common core geog.
- 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)

Name	Teacher	Email	Searched	Grade Level
AP Biology Course	David F. Morris, Ed.D.	d.f.morris@msusd.k12.wa.us	Unsearched	10-12

September 2008

Content: [Biology](#) **Assessment:** [Assessment](#) **Instruction Methods:** [Resources](#) **Links:** [AP Bio](#), [AP Bio](#)

AP Bio

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

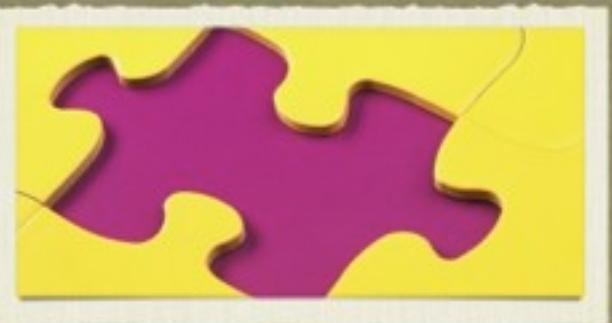
Informing Maps with Assessments

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 components of the unwrapping process and discuss:
 - * What were the common nouns and verbs?
 - * How did they scaffold in complexity?



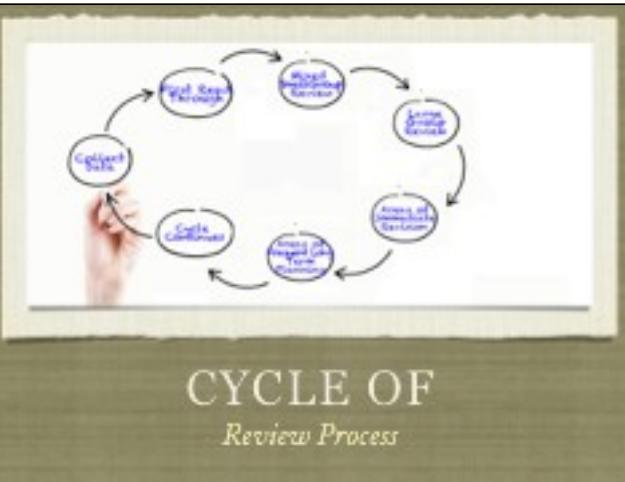
WHAT IS COLLABORATIVE INQUIRY?

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:





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

Schools Graduate School Projects Videos

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.



http://www.littletablets.com/tablet/story_story_id_221594 http://www.littletablets.com/tablet/story_story_id_221595 http://www.littletablets.com/tablet/story_story_id_221596

Individual Tales http://www.littletablets.com/tablet/story_newstory_id_221597 Team Tales http://www.littletablets.com/tablet/story_newteam_id_221598

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](#)

Sigbee Charter School-
Key West, Florida



<http://www.lumi-book.com>

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