


## 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.
- 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



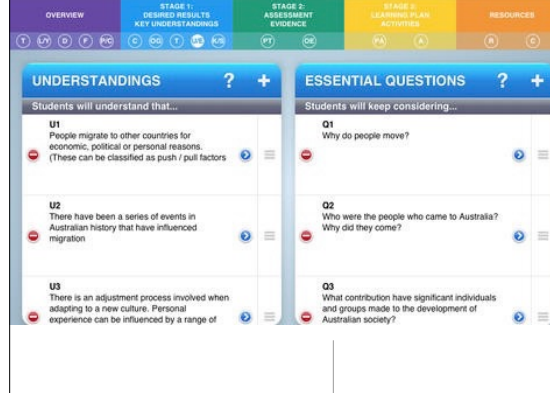
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## ELEMENTS OF CURRICULUM

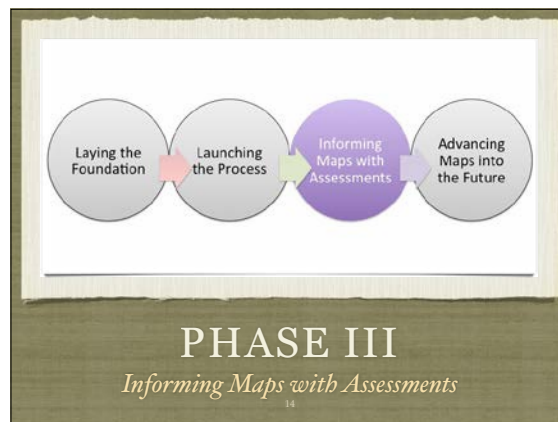
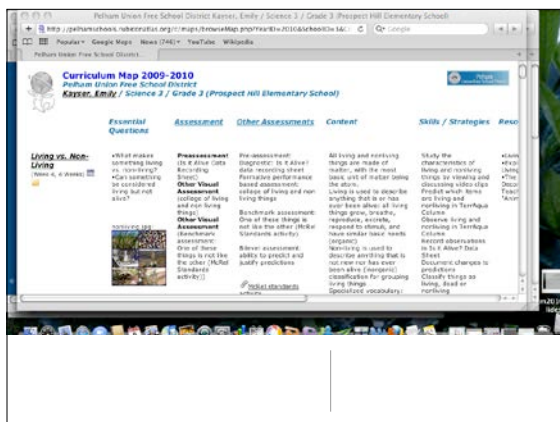
- Big Ideas
- Essential Questions
- Content
- Skills
- Assessment



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## INFORMING MAPS WITH ASSESSMENT

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

## THE COLLABORATIVE INQUIRY PROCESS IS:

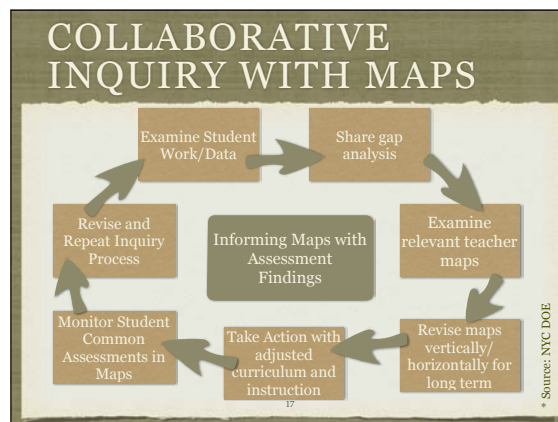
**Data Driven**  
by demographics, assessment, previous maps

**Lead**  
by Strategic Selection of Teachers

**Structure d**  
to Promote Distributed Leadership

**Focused**  
on Student Learning through a Range of Assessments

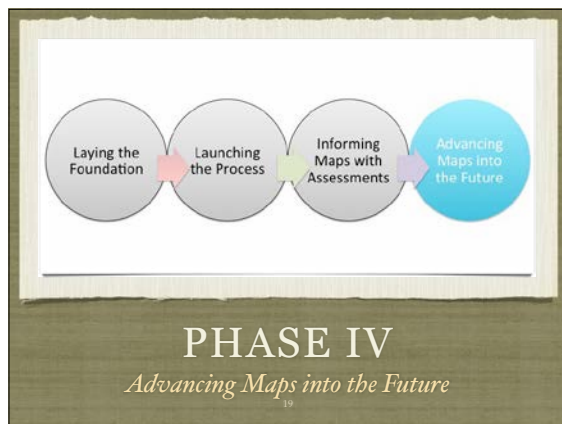
**Designed**  
to engage teams in creating researched based learning



## STRATEGIC GROUPING FOR PROFESSIONAL REVIEWS

- **Vertical – K-12** : extended departmental meetings
- **Targeted Vertical**- examples: K-1; 3-6 ; 7-11; 10-12
- **Across year level**- all third year; all teachers of freshmen
- **Targeted cross year 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.





## 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.

Literacy is making meaning

photo from Rosalind

Literacy is communication.

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.

## TAGS

Presentation  
Social Communities  
Role-based  
Subject Area  
Writing  
Media Making  
Vocabulary  
Event-based  
Timelines  
Research Archives  
Visual Graphics

containing title or description

CD 2012 Assessment Audio  
Content Resources Curriculum  
Early Childhood eCoaching  
Government Grades 3-5 Health  
Interdisciplinary Issues IPa  
Math Media Arts Media Sharing  
Professional Development Provocation  
The Arts Theatre Theology

## Curation Capability

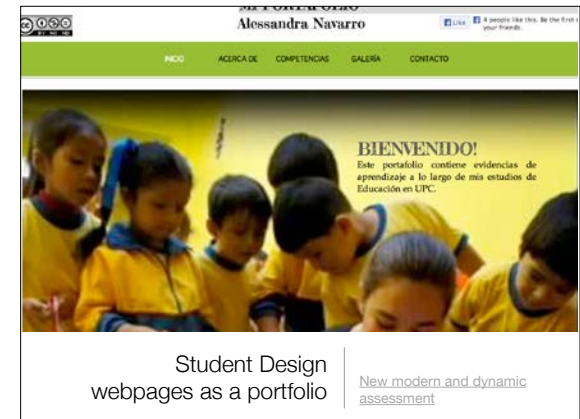
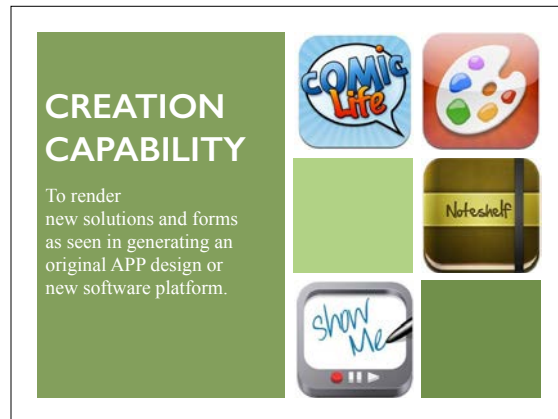
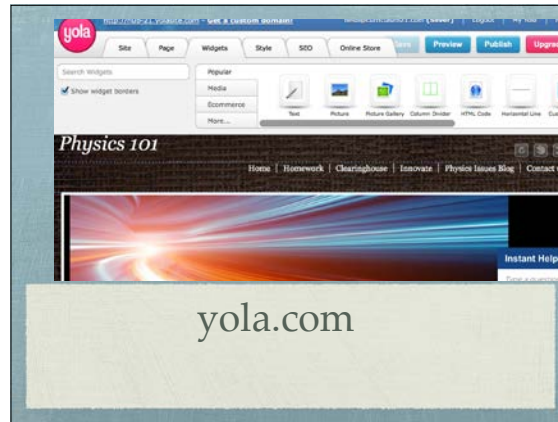


To tag sites, create a clearinghouse and website.

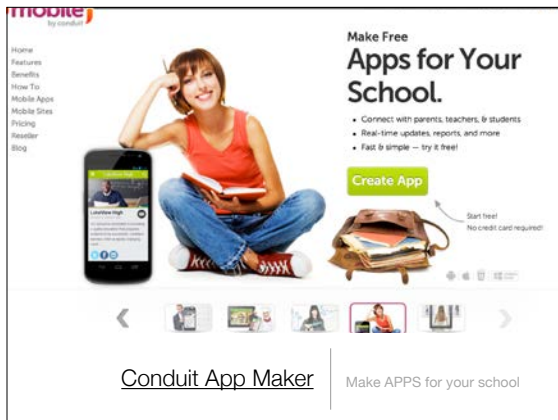
## TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING



LIVEBINDERS.com - RESOURCE SHARING







**mobile**  
by conduit

Home  
Features  
Benefits  
How To  
Mobile Apps  
Mobile Sites  
Pricing  
Register  
Blog

**Make Free Apps for Your School.**

- Connect with parents, teachers, & students
- Real-time updates, reports, and more
- Fast & simple — try it free!

**Create App**

Start free!  
No credit card required!

Conduit App Maker | Make APPS for your school



**CSI Twitter**

Creating Social Networks

Expanding Research and POV

Twitter feed snippets:

- @fangwitches I have veterinarians on the case :)
- @fangwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?
- @fangwitches here with some biologists from the MN DNR- our guest is a opossum
- @fangwitches http://twitpic.com/can-king-kilntwif/brevardschools.org - might be someone to try - has herpetology website and is a HS teacher
- @fangwitches That was just a guess. Sent link



**Kiddblog**

**More than simple Blogs for Your Students**

Over 4 million K-12 students have a voice at Kiddblog. We're trusted by teachers around the world. Set up your class for free in 20 seconds - no student email addresses, no ads.

**Teachers**

Free teacher signup.

**Students** **Parents**

Enter "secret code" | Contact Us

**For K-12 Teachers, Students and Schools**


Built for Teachers | Easy for Students | Great for Schools

**Kiddblog on Twitter**

Tweets

- Christina Brunson @mrsbrunson My favorite part about Kiddblog is that I can create, share and respond from anywhere. It's priceless. #
- Margaret Simon @margaret2001 @Kiddblog The line I'll stick in the new hours of the morning. #comment4kiddblog


Creating communication opportunities



**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.



**The Film Canon Project**

Home | Film | Submit Your Film | About | Contact

Welcome to the Film Canon Project


Recent Posts

Categories

Featured Film Trailer

**Film Canon Project**

<http://www.filmcanonproject.com>



**RUBRIC:**  
FROM "RUBRICA" - LATIN - HIGHLIGHT IN RED



**Creating Quality Media:**  
**Collaboratively Designed Rubrics**  
Building on our collective experience


## Collaborative Rubric Design

- Viewing or listening to agreed upon PROFESSIONAL digital media
- podcast
- film narrative
- trailer
- documentary



## Determining "unique" characteristics for criteria

- FORM
  - vocal presentation
  - intro -outro
  - branding
- TECHNICAL
  - sound
  - editing
- CONTENT




## EarthFlight -PBS

- <https://www.youtube.com/watch?v=Dc0abOA1R6k&index=3&list=PL1ZsfpcuD5ulLcS160cmz23CIIWr4Ek9b>

## Generative Capability

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





Rubric for Evaluating Animoto®				
	1	2	3	4
Content	Content was not identified.	The product lacked direction and the information was not clear.	The product shared clear content but it was not clear what the author was trying to convey.	The product shared clear content and it was well thought out and the author was trying to convey a message.
Sound	Content did not contain video or sound.	Background, with a background, delivery that usually holds the audience's attention. Narration can be heard over the audio. Voice quality is clear and audio is consistent.	Delivery is not smooth, but holds the audience's attention. Narration may be difficult to hear. Voice quality is clear and audio is consistent.	Delivery is smooth and holds the audience's attention. Narration is clear and audio is consistent.
Images	Images did not match the content of the presentation.	Some of the images conveyed the intent with some citations listed.	Most of the images were relevant to the content.	All images supported the content and conveyed the intent of the presentation.
Flow	Presentation did not flow in a manner that could be understood by the viewer.	Use of text, color, and overall presentation of images was distracting and did not convey the content.	There was an effective use of text, color, and overall presentation of images that conveyed the content.	Effective use of text, color, and overall presentation of images that conveyed the content.
Use	Content included a few citations but contained errors.	Content included multiple citations and references but contained errors.	Content included multiple citations and references but contained errors.	Content included multiple citations and references but contained errors.


**TOOL SPECIFIC RUBRIC DESIGN IS CRITICAL**  
FOR EXAMPLE: WHAT MAKES A QUALITY ANIMOTO VERSUS A QUALITY PRESENTATION

Rubric for Evaluating Glogster®		
1	2	3
There was no use of writing strategies in the project.	Some writing strategies were seen but they were not coherent.	Good use of learned writing strategies was demonstrated creating a coherent project.
Content or purpose of the blog was not clear.	Writing touch on a couple of content areas but it was unclear as to the focus of the blog.	It was understood what the content or purpose of the blog was but it was not sustained.
Images did not use of images.	Use of an image that does not match content of topic.	Use of an image that ties into the content.
Many errors but the user still expands the idea.	Still some errors but easier to understand.	Basically well written but still has some errors.


**OR.... WHAT MAKES A QUALITY GLOGSTER?**

## Employ Media Making Tools

We need to use them WITH our students




## Digital Media Projects




<https://voicethread.com/?#q.b5629344.i28889632>


by  
Share  
ent  
k  
videos in



## Sigsbee Reflections

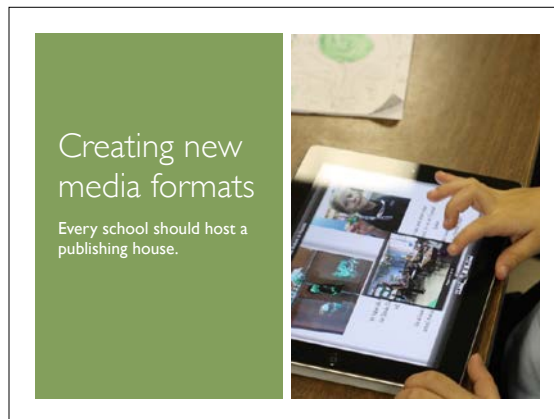
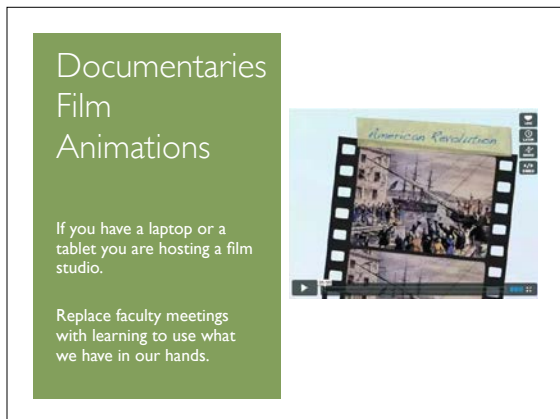
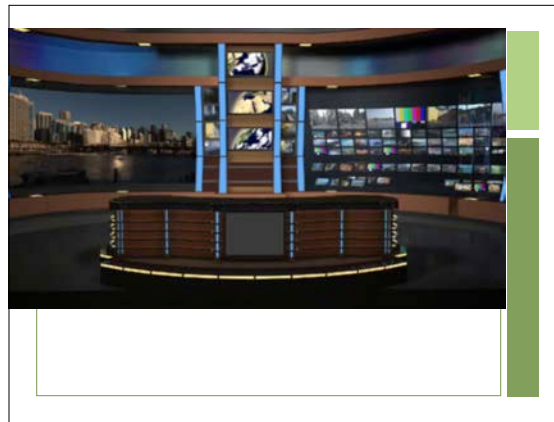
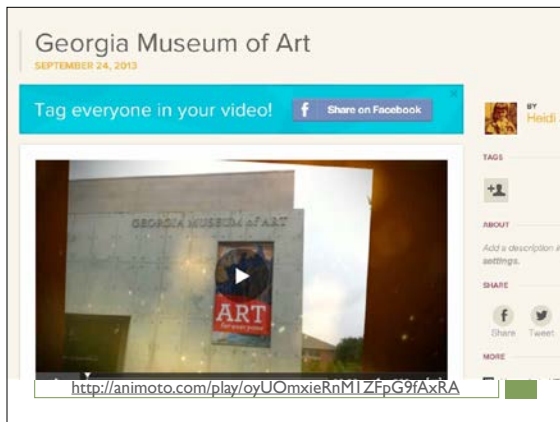


Jordan Reflection.mov



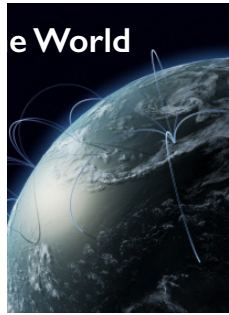
Josh Reflection.mov

<http://vimeopro.com/sigsbee/library>

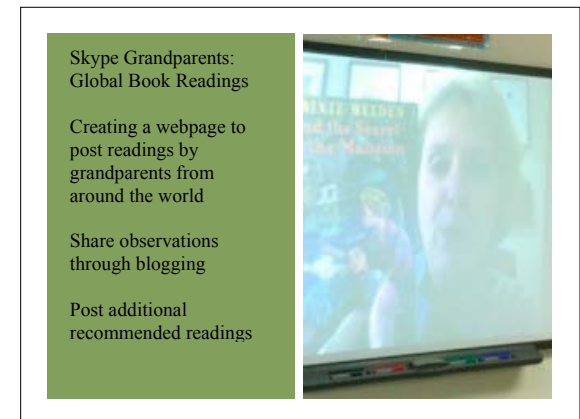
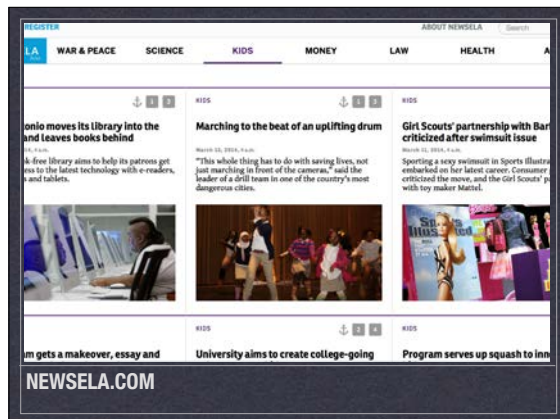
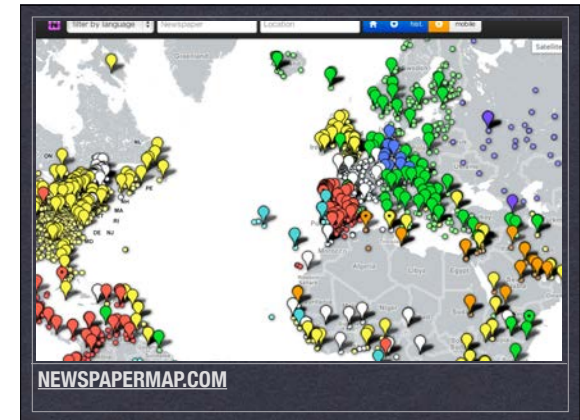


## Investigate the World

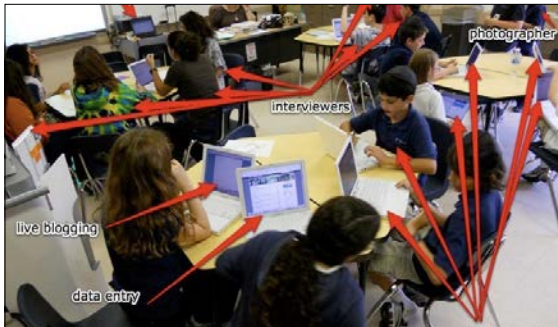
- ▶ Recognizing the relationship between place and people
- ▶ Integration of active geography and the prefix: GEO in every subject
- ▶ World Language instruction



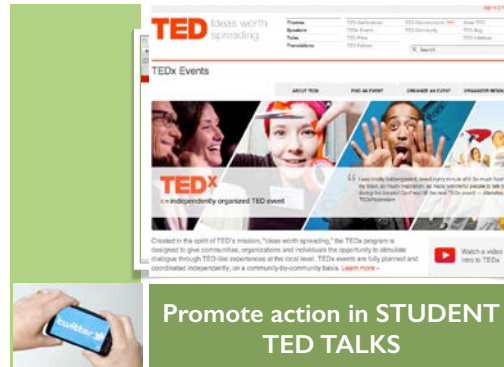
Global Literacy







Global Research and Development



Promote action in STUDENT TED TALKS

Globalizing the local

Knowledge about global issues

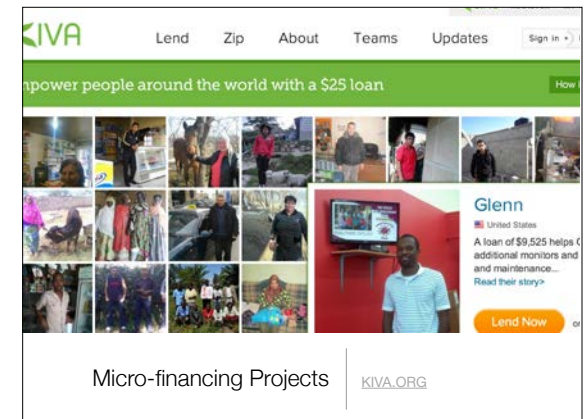
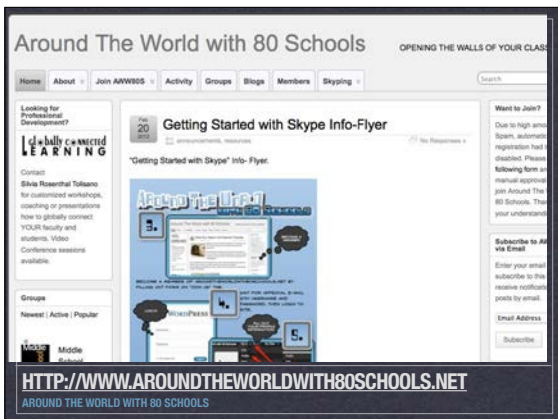
School/ Class Global Projects

Small moves

Research and Development

Share Results

Take Action



Micro-financing Projects

KIVA.ORG

Report on local and global issues  
Take a stand  
Create media reports to share  
Critique and compare stories



## World Wide Student News Service



## Five instructional options

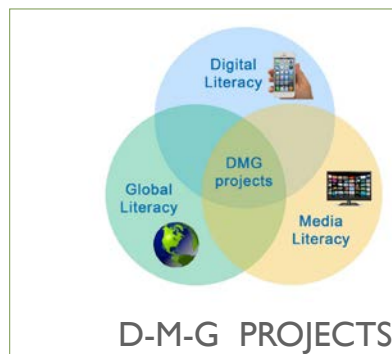
- DIGITAL APP- (newspaper map)
- POINT-TO-POINT (skype; google hangout)
- SOCIAL MEDIA (Twitter; Facebook; Network)
- PROJECT (Pulitzer, 100 People Project)
- TRAVEL/RESIDENCY



Nancy Dressel 10th  
5th graders interviewing @HedHyeJacob - Amazing  
challenge! #edtech #innovates  
gpc.hellfire.com/X5g2xW9GgQ  
Reply Retweet Favorite



Happy teachers have access!



### 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.

Category	Author	URL
JELLYFISH	Lydia and Joni	<a href="http://www.littlebirdtales.com/tales/view/story_id/221868">http://www.littlebirdtales.com/tales/view/story_id/221868</a>
	Scarlett	<a href="http://www.littlebirdtales.com/tales/view/story_id/221908">http://www.littlebirdtales.com/tales/view/story_id/221908</a>
	Kegan	<a href="http://www.littlebirdtales.com/tales/view/story_id/221933">http://www.littlebirdtales.com/tales/view/story_id/221933</a>
LOBSTERS	Lydia and Joni	<a href="http://www.littlebirdtales.com/tales/view/story_id/221868">http://www.littlebirdtales.com/tales/view/story_id/221868</a>
	Scarlett	<a href="http://www.littlebirdtales.com/tales/view/story_id/221908">http://www.littlebirdtales.com/tales/view/story_id/221908</a>
	Kegan	<a href="http://www.littlebirdtales.com/tales/view/story_id/221933">http://www.littlebirdtales.com/tales/view/story_id/221933</a>
SEA STARS	Lydia and Joni	<a href="http://www.littlebirdtales.com/tales/view/story_id/221868">http://www.littlebirdtales.com/tales/view/story_id/221868</a>
	Scarlett	<a href="http://www.littlebirdtales.com/tales/view/story_id/221908">http://www.littlebirdtales.com/tales/view/story_id/221908</a>
	Kegan	<a href="http://www.littlebirdtales.com/tales/view/story_id/221933">http://www.littlebirdtales.com/tales/view/story_id/221933</a>

### 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

# High Tech High

San Diego, California  
11 schools  
Long term projects  
Teachers Publish



A new kind of learner needs a new version of school.