

MAPPING AN INNOVATION CURRICULUM:
INTEGRATING DIGITAL, MEDIA, AND GLOBAL LITERACIES

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www.curriculum21.com

Our Essential Question

How do we prepare our learners for their future?
How can we map curriculum and instruction to support the contemporary student?

livebinders.com

Math Resources for High School

HippoCampus.org
Algebra & Geometry

Selected Topics:

- Algebra: An Open Course (2011)
- Calculus: Algebra (2011 in Spanish)
- Developmental Math - Beginning Algebra
- Developmental Math - Intermediate Algebra
- Developmental Math - Geometry
- Art of Problem Solving Collection: The Algebra
- Introduction to Algebra
- Geometry

Laying the Foundation → Launching the Process → Informing Maps with Assessments → Advancing Maps into the Future

FOUR PHASES

Implementation Process

Laying the Foundation → Launching the Process → Informing Maps with Assessments → Advancing Maps into the Future

PHASE I

Laying the Foundation

Australian Curriculum

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the basis for future learning, growth and active participation in the Australian community. ACARA develops the Australian Curriculum through rigorous, consultative national processes.

Using the website:

- User guide
- Website redesign
- Contact us

What's new

- Primary Matters: Please find the latest version of Primary Matters tags.

Australian Curriculum Standards



MISSION: Your Specific Learners
Their needs/ Their time



PHASE II

Launching the Process

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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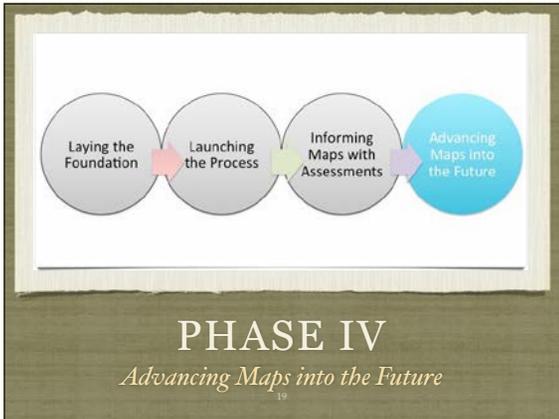
ELEMENTS OF CURRICULUM

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



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OVERVIEW	STAGE 1: DESIRED RESULTS KEY UNDERSTANDINGS	STAGE 2: ASSESSMENT EVIDENCE	STAGE 3: SHARED LEARN ACTIVITIES	RESOURCES
	<p>UNDERSTANDINGS ? +</p> <p>Students will understand that...</p> <p>U1 People migrate to other countries for economic, political or personal reasons. (These can be classified as push / pull factors)</p> <p>U2 There have been a series of events in Australian history that have influenced migration</p> <p>U3 There is an adjustment process involved when adapting to a new culture. Personal experience can be influenced by a range of</p>	<p>ESSENTIAL QUESTIONS ? +</p> <p>Students will keep considering...</p> <p>Q1 Why do people move?</p> <p>Q2 Who were the people who came to Australia? Why did they come?</p> <p>Q3 What contribution have significant individuals and groups made to the development of Australian society?</p>		



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 Rosar/Bosch

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

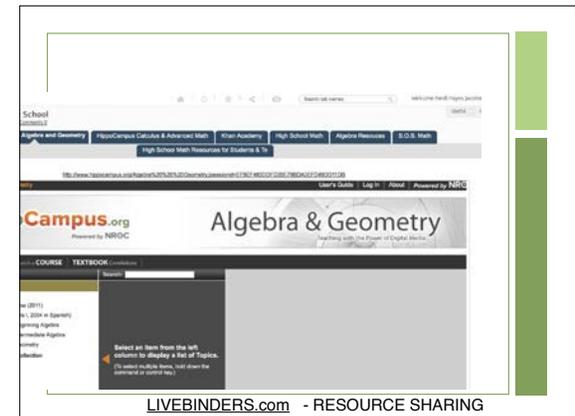


Curation Capability



To tag sites, create a clean house and website.

TEACHER WEB-PAGE AS A MARKETPLACE FOR LEARNING





CREATION CAPABILITY

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

Student Design webpages as a portfolio

[New modern and dynamic assessment](#)



mobile
by conduit

Home
Features
Benefits
How To
Mobile Apps
Mobile Sites
Tracing
Reseller
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

Examples of tweets:
 @langwitches I have veterinarians on the case :)
 @langwitches I sent it to my colleagues in the Environmental Studies dept here at Antioch University New England. Maybe they can help?
 @langwitches here with some biologists from the MN DNR - our guest is a opossum
 @langwitches http://twitpic.com/2zen-King-Kristin@forewardschools.org - might be someone to try - has herpetology website and is a HS teacher
 @langwitches That was just a guess. Sent link



Kidblog

More than 100,000 Blogs for Your Students

Over 4 million K-12 students have a voice at Kidblog. 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 sign-up.

Students **Parents**

Enter "secret code" [Contact Us!](#)

For K-12 Teachers, Students and Schools

Built for Teachers | Easy for Students | Great for Schools

My favorite part about kidblog is that I can create, share and respond from anywhere. It's priceless. #

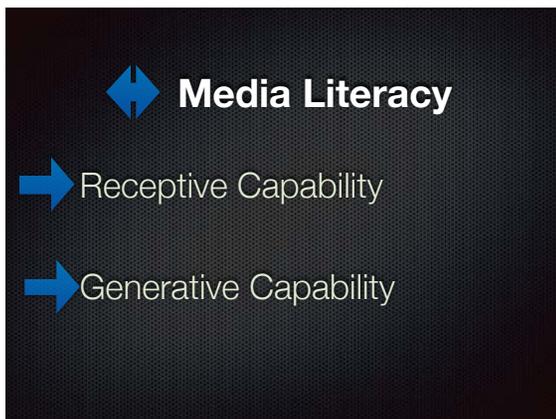
Kidblog on Twitter

Tweets

Christina Brennan @brennanfore1 Done :) [kidblog.org/turningnear...](#)

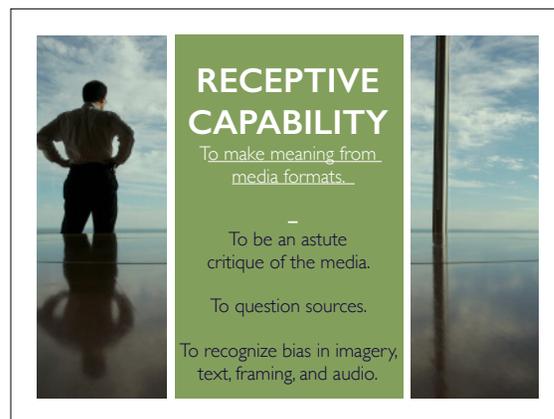
Margaret Simen @margaret020mer @320grah The line filler stuck in the wee hours of the morning. [@comments@kidskidblog.org/320008_nfl2m...](#)

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 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

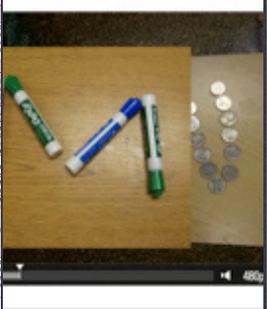
EarthFlight -PBS

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

Generative Capability

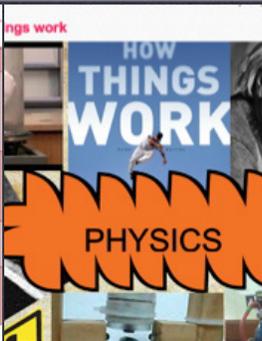
- To express both informational and narrative perspectives using a wide range of media.
- To cultivate technical expertise in developing quality media products.

Rubric for Evaluating Animoto®			
	1	2	3
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 clear content but it was well thought out and the delivery was clear.
Content did not contain video or sound.	Refocused, with a focus around delivery that usually holds the audience attention. Narration can be heard over the audio. Voice speed, volume and audio, monotones. Audio, near distract from the project.	Delivery is not focused, but holds audience attention a portion of the time. Narration may be difficult to hear. Voice shows some speed, volume, and audio, monotones. Audio, near distract from the project.	Increasing and refining audio, monotones, del. holds audience attention. It has some audio, monotones, audio, near distract from the project.
Images did not match the content of the presentation.	Some of the images conveyed the intent with some creative ideas.	Most of the images were relevant to the content.	All images supported content and conveyed it of the project.
Presentation did not flow in a manner that could be understood by the viewer.	Use of fonts, color scheme and overall presentation of images was distracting and did not convey understanding of the content.	There was an effective use of fonts (great overall), appropriate organization of color scheme and graphics to help convey content.	Effective use of fonts, color and images convey understanding content.
Copyright Use	Content included a few creative but contained errors.	Content included multiple creative and references but contained errors.	Content included project for copyright and 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 touched 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 but does not match content of topic.	Use of an image that ties into the content.
Many errors but the author still conveys 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

Share your videos in



Sigsbee Reflections



Jordan Reflection.mov



Josh Reflection.mov

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

Georgia Museum of Art
SEPTEMBER 24, 2013

Tag everyone in your video! Share on Facebook



<http://animoto.com/play/oyUQmxieRnMlZFpG9fAxRA>

BY Heidi J

TAGS

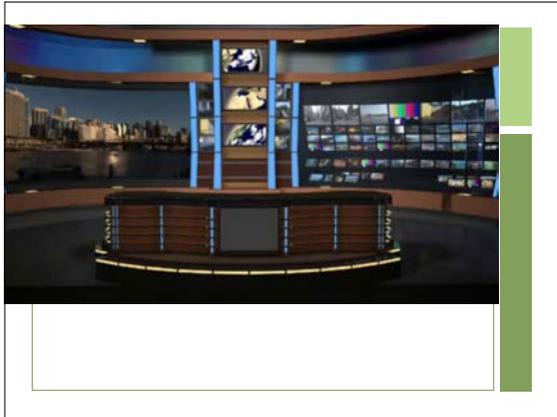
ABOUT

Add a description in settings.

SHARE

Share Tweet

MORE



Podcasting
Learner
Engagement

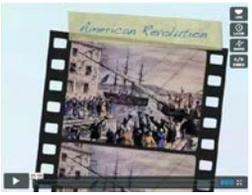
Every school should have a podcasting platform



Documentaries
Film
Animations

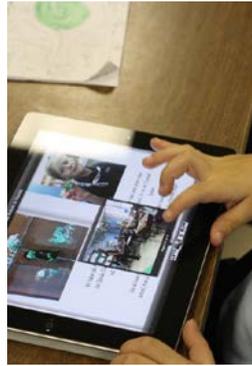
If you have a laptop or a tablet you are hosting a film studio.

Replace faculty meetings with learning to use what we have in our hands.



Creating new
media formats

Every school should host a publishing house.



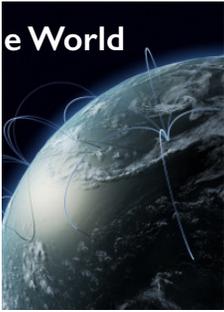
Global Literacy

Investigate the World
 Recognize Perspectives
 Communicate Ideas
 Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012

Investigate the World

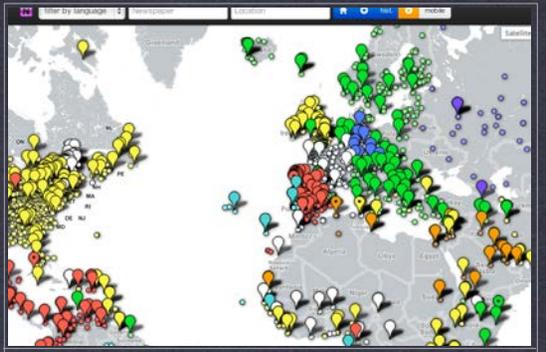
- ▶ Recognizing the relationship between place and people
- ▶ Integration of active geography and the prefix: GEO in every subject
- ▶ World Language instruction



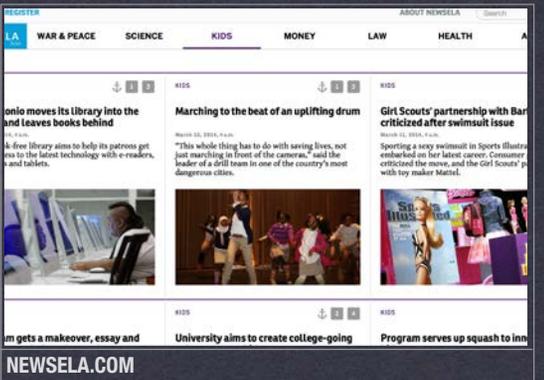
Global Literacy



GOOGLE EARTH



NEWSPAPERMAP.COM



NEWSELA.COM

Recognize Perspectives




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



photographer

interviewers

live blogging

data entry

Global Research and Development

TED Ideas worth spreading

TEDx Events

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

Around The World with 80 Schools

OPENING THE WALLS OF YOUR CLASS

Getting Started with Skype Info-Flyer

HTTP://WWW.AROUNDTHEWORLDWITH80SCHOOLS.NET

PeaceJam

What is PeaceJam?

Upcoming Events

PEACEJAM.ORG

KIVA

empower people around the world with a \$25 loan

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

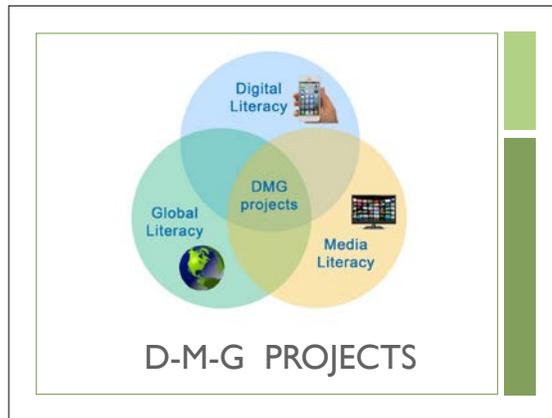


Five instructional options

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



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.

BELLYWISH	LOBSTERS	SEA STARS
http://www.littlebirdtales.com/tales/view/story_id/221864	http://www.littlebirdtales.com/tales/view/story_id/213758	http://www.littlebirdtales.com/tales/view/story_id/223148
Individual Tales	Lydia and Josie Scarlett	Smith Kegan
http://www.littlebirdtales.com/tales/view/story_id/221919	http://www.littlebirdtales.com/tales/view/story_id/221908	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

High Tech High

San Diego, California
11 schools
Long term projects
Teachers Publish



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