

Upgrading Curriculum One Unit at a Time  
VUSD - January 18, 2019



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How can we prepare our learners for their future?



CLASS OF 2030



Learners Create and Share Knowledge  
Differently from Previous Generations

What pedagogy best serves engagement?



Pedagogy

Antiquated

Classical

Contemporary

What to cut?

What to keep?

What to create?



Literate self-navigators | **RESPONSIBLE RISK-TAKING**



Professional Learners | Deerfield USD 214, Illinois



Social contractors | **LISTENING WITH UNDERSTANDING**



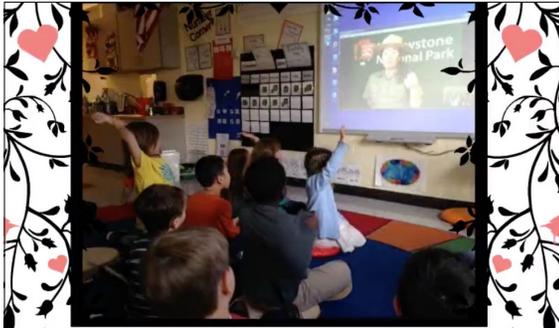
Media critics | **COMMUNICATING WITH CLARITY**



Savvy media makers | **WORKING INTERDEPENDENTLY**



**MEDIA PRODUCERS AND DIRECTORS**  
Portable Green Rooms



Global ambassadors | K's Skype with Yellowstone Park ranger



Innovative designers | Principia School, St. Louis, MO, Hastings and Oliveira Architects

OUR LEARNERS  
NEED  
CONTEMPORARY  
TEACHERS AND  
LEADERS



OUR LEARNERS NEED CONTEMPORARY  
TEACHERS AND LEADERS WHO ARE:

- literate self-navigator
- professional learner
- media critic
- savvy media makers
- mindful citizens
- social contractor
- global ambassador
- innovative designer
- advocate for learning



TURN TO TWO  
OR THREE COLLEAGUES

- Identify and share contemporary roles that need cultivation and development for your learners and for yourself as a professional.

*eight minutes*



## Elements of a Curriculum

Big Ideas  
Essential Questions  
Content  
Skills  
Assessment

**How to modernize each?**

## Content Formats

Discipline-Based	Interdisciplinary	Student-Centered
Focus on subjects: math, science, social studies, literature, arts, physical education, 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

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Upgrading Content:  
*Genre Selection*

TOPICS  
ISSUES  
PROBLEMS  
THEMES  
CASE STUDY

## CONTENT: FIVE GENRE

**Topics:** Subject matter groupings emphasis on information and background

**Themes:** Conceptual emphasis that ties together information and background; frequently interdisciplinary in nature.

**Problems:** Focus on addressing a problem with the goal of a solution; information serves the inquiry.

**Issues:** Examining a point of controversy to consider points of view; perspectives; and consequences.

**Case Studies:** A specific situation or text where considering the granular can shed light on other situations.

Copyright 2016: Jacobs and Alcock

## CONTENT: FIVE GENRE

**Topics:** Solar Energy

**Themes:** Sustainability

**Problems:** How to design a solar collector to run our school.

**Issues:** Conservation vs Jobs (The Rain Forest: Log it or Leave it?)

**Case Studies:** Biosphere II - Tucson, Arizona



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## CONTENT: FIVE GENRE

**Topic:** The American Civil War

**Theme:** National Conflict

**Problem:** How to design a virtual museum of the Civil War

**Issue:** Is the Civil War still going on?

**Case Studies:** The SC Confederate Flag Policy



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## CONTENT: FIVE GENRE

**Topic:** Measurement

**Theme:** On the Job in the World

**Problem:** How to improve the safety and quality experience at our local amusement park?

**Issue:** Safety vs. Thrill (Who decides? What age?)

**Case Studies:** Specific Ride Analysis and Findings



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## ASSESSMENTS ARE DEMONSTRATIONS OF LEARNING

- Assessment is the observable EVIDENCE of standards, mission, purpose.
- Align to skills, content, big ideas, and essential questions.
- They must be listed as discrete nouns:
- Tangible Products or
- Observable Performances



## THREE TIERS OF ASSESSMENT



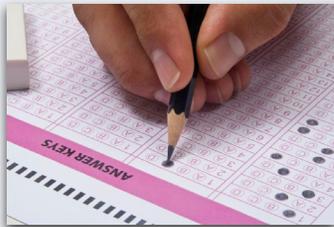
Drill and Practice

Rehearsal / Scrimmage

Authentic Performance



## WHAT DO STANDARDIZED ASSESSMENTS SHOW? WHAT DON'T THEY REVEAL?



## MODERN ASSESSMENT DESIGN



WHAT DO MODERN SCIENTISTS, HISTORIANS, MATHEMATICIANS, AUTHORS PRODUCE?

## Upgraded Assessment Types

3-D Modeling/Printing/  
Scanning  
Animation  
Blogging/Forum  
Broadcasting channel  
Case Studies on Website  
Collaborating  
Database  
Data Visualizing &  
Digital Audio/Podcast  
Digital Game Creating  
Digital Storytelling  
Digital Portfolio  
Digital Video  
Drawing  
E-Publication Creating  
Entrepreneurial plan  
Fact-checking repository  
(snopes.com)

Film study/critique  
Forecasting/Projecting/  
Global Forums virtual  
Graphics/Image  
Graphics Organizer  
Graphing  
Grant proposal  
Infographics  
Info-Database Searches  
Interactive Simulation  
Internet Researching  
Mashing/Remixing  
Mathematical/Modeling  
Media critiques  
Music e-composition  
Photo blogging  
Playlist - annotated  
Podcast -audio  
Presentation- Prezi

Programming/Coding  
Project Planning Tool  
Prototypes  
Researching/Vetting Tools  
RSS Feeding  
Screencasting  
Screenplay  
Sketch-noting with tools  
Spreadsheets analysis  
Station hosting -podcast  
Storyboarding  
Survey design  
Timeline interactive/virtual  
Video Hosting  
Web Authoring/Curation  
Webinar event hosting  
Word Processor  
Word Recognition  
Video/Image Synthesizing

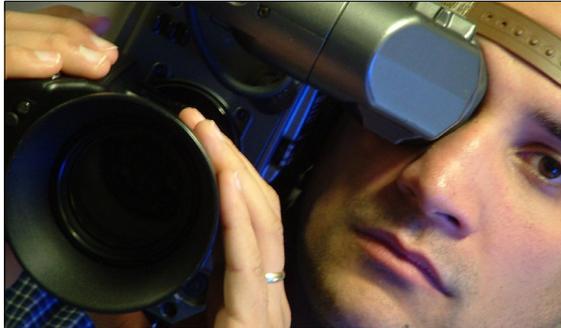
H.H. Jacobs. Active Literacy Across the Curriculum: Connecting Digital, Media, and Global Competence. Routledge Pub. 2017.

## 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



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The new literacies : DIGITAL MEDIA GLOBAL



Connections to Classical Print | Text and Image Interaction

## Digital Literacy

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

## Curation Capability



To tag sites, create a clearinghouse and website .

### Conducting an APP Study:

What criteria might help learners and teachers select, analyze, sort and share digital applications?

- 1) Does the application foster curiosity and fascination?
- 2) Does the digital application encourage active inquiry increasing depth of RE-SEARCH? (That is: "search again")
- 3) Does using the digital tool generate independence and ease of self-navigated learning?
- 4) Is the use of the digital application reflected in improved quality of learner products and performances?
- 5) Is the learner willing to recommend, annotate and share the app in a curated clearinghouse of resources for others?

H.H. Jacobs. *Mastering Digital Literacy*, Solution-Tree, 2014

# Media Literacy

- Receptive Capability
- Generative Capability

## RECEPTIVE CAPABILITY

To make meaning from media formats.

To be an astute critic of the media.

To question sources.

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

Determining criteria that matches the media type: **CONTENT** for Documentary

- Relevance to audience
- Accuracy of information
- Clarity of POV
- Language accessibility of voiceover or speakers
- Imagery chosen and edited to match

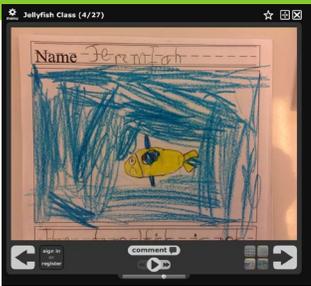


## Employ Media Making Tools

We need to use them WITH our students



## Digital Media Projects



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

## Sigsbee Reflections

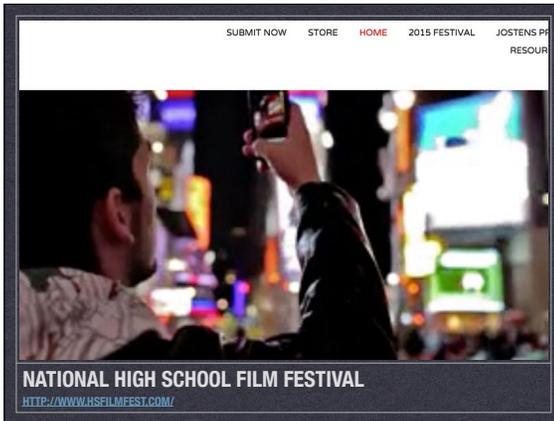


Jordan Reflection.mov



Josh Reflection.mov

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



Podcasting  
Learner  
Engagement

Every school should have a  
podcasting platform

↔

## Global Literacy

➔

Investigate the World

➔

Recognize Perspectives

➔

Communicate Ideas

➔

Take Action

source: CCSSO/Asia Society Global Competency Matrix, 2012



## Globally Competent Learners

INVESTIGATE THE WORLD

RECOGNIZE PERSPECTIVE

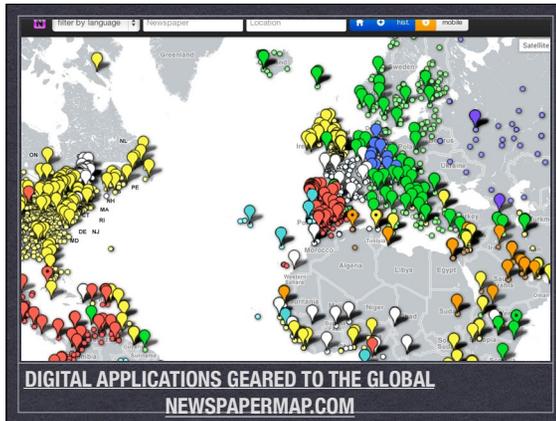
COMMUNICATE IDEAS

TAKE ACTION

EDSTEPS PROJECT, IN PARTNERSHIP WITH THE ASIA SOCIETY PARTNERSHIP FOR GLOBAL LEARNING.

## Digital Applications

Create a Global Clearinghouse

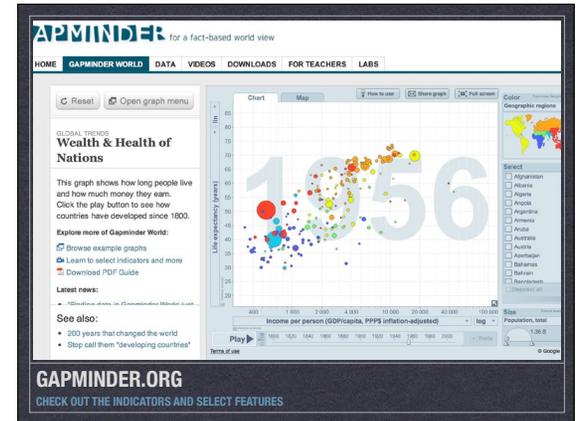


**Google Arts & Culture**  
Explore museums and art collections from around the world

Your daily digest: Thursday 8 September

- THE MUSEUM**  
Discover 8 new items artworks
- HISTORIC LIVES**  
Dorothy Dandridge  
November 6, 1922 - September 8, 1965
- ART MOVEMENTS**  
Constructivism  
Constructing modernity

**GOOGLE ART PROJECT**



0:12 / 2:18

**Skype: Expand the Possibilities** | Scour the curriculum!

About | Blog | Curriculum | Community Guidelines & Tools | Educator Resources & Forum | Monthly Feature

**slow journalism**

Introducing young people to Just Sahag's amazing walk and "slow journalism"

**Formal Project Engagement**

Organizations supporting long term global focus

**TakingITGlobal** | Community | Action Tools | Resources | Youth Media | Global Issues

For Educators | Language | Search

TakingITGlobal empowers youth to understand and act on the world's greatest challenges

**Global Gallery**  
The Global Gallery is a platform for artistic expressions which raise awareness through the arts, promoting cross-cultural understanding and dialogue around major global challenges. The Global Gallery is year...

**DOWNLOAD THIS Guide to Action!**

Connect with the community | Get tools to take action | Find resources | Share your art & writing

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Feb 20 2012

**Getting Started with Skype Info-Flyer**

0 Responses

\*Getting Started with Skype\* Info-Flyer.

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Subscribe

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Newest | Active | Popular

Middle School

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

AROUND THE WORLD WITH 80 SCHOOLS

**Sustainable Development Goals**

1 NO POVERTY  
2 ZERO HUNGER  
3 GOOD HEALTH AND WELL-BEING  
4 QUALITY EDUCATION  
5 GENDER EQUALITY  
6 CLEAN WATER AND SANITATION  
7 AFFORDABLE AND CLEAN ENERGY  
8 DECENT WORK AND ECONOMIC GROWTH  
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE  
10 REDUCED INEQUALITIES  
11 SUSTAINABLE CITIES AND COMMUNITIES  
12 RESPONSIBLE CONSUMPTION AND PRODUCTION  
13 CLIMATE ACTION  
14 LIFE BELOW WATER  
15 LIFE ON LAND  
16 PEACE, JUSTICE AND STRONG INSTITUTIONS  
17 PARTNERSHIPS FOR THE GOALS

**Sources for Quests**

Create a clearinghouse of relevant and timely global issues.

photographer

interviewers

live blogging

data entry

Global Research and Development