

Curriculum Writing

Protocol

Office of Staff Services
2014-2015

Curriculum

This is the name of the class, such as:

- Kindergarten Art
- 6th Gr. Social Studies
- World History
- Honors English I

Curricular Unit

The Strand or Unit being taught , such as:

- Reading
- Geometry
- Properties and Principles of Matter and Energy
- Safety in the Workplace
- Joint Designs and Welding Terms

These are overarching objectives being taught. Sometimes this is merely the CCSS or GLE/CLE objective, but more often it is just a unit.

Instructional Unit

The Standard being taught, such as:

- Matches pitch with good singing technique while singing alone or in a group
- Analyzing the legislative process
- Evaluate the geography of the region and geographic barriers to development
- Demonstrates an understanding of the practices and perspectives of the culture studied

These are what we formerly called standards, or objectives.

Instructional Unit

Beginning with the 2015-2016 school year, every course will need to identify Essential Standards (Instructional Units) for their curriculum

Standard Alignments

When aligning each area, please keep in mind that you will need to use the information that was included for other focuses (e.g., strategies, assessments, resources, etc.) *along* with the targets as these will help to identify all areas used in instruction. As our district instruction moves toward integrated courses, it is important to identify how our current classes already integrate cross-curricular instruction. When instruction/expectation includes culture, geography, currency, artwork, or health issues then the appropriate alignments need to be reflected in all areas

GLE/CLE

Unless it is an ELA or Math course (or one that aligns best to the CCSS, e.g., Speech, certain SPED courses, etc.) all curricula will include GLEs/CLEs aligned to the targets (except certain AP classes). Due to cross-curricular connections, many objectives will address expectations outside of the norm for that class. Targets and Instructional Strategies will drive these alignments

Show-Me Standards: Knowledge

All targets need Knowledge Standards aligned to them. As with the CCSS, please include *all* areas covered in the curriculum. This component should help drive your Cross Curricular Connections. For example, if you are an art class that is working on Kachina Dolls, you will want to use the Social Studies Knowledge Standards, possibly 5 (...elements of geographical study...) or 6 (...cultural traditions). This is obviously a Social Studies (possibly World Language), Cross Curricular Connection. Another example is Textiles for Living. When sewing there are various skills employed to accomplish certain tasks. When picking out material, there is a choice of fibers. The structures of certain natural fibers create a distinct texture (e.g., linen, silk, etc.) that does not work for every design. Science is touched upon when talking about the living organisms involved in the natural fiber used (e.g., sheep for wool, worms for silk, etc.). You might choose Science Standards 3 or 8. However, when laying out a pattern to cut the pieces for the item being made, the teacher uses math concepts to explain how to get the job done using the least amount of material possible (e.g., computation and measurement when figuring the yards to purchase, geometry using rotations, reflections and translations, etc.) In this case Math Standards 1 and 2 would apply

ELA Common Core State Standards

CCSS

This alignment needs to include all Common Core State Standards that align to the targets (K-12) including the Literacy Strands for Science, Social Studies and Technical Subjects (secondary only). Make sure if you are using both fiction and nonfiction text in your instruction of a particular target, that you are also aligning the “RL” *and* “RI” strand of the CCSS. Finally, the coding is specific with the grade span listed first, the concept listed second and the standard number listed last (e.g., 6-8.RL.2)

Math Common Core State Standards CCSS

The High School Math CCSS are coded differently than ELA or math courses K-8. For HS, the first coding indicates the course instead of the grade level (e.g., Number and Quantity, Algebra, Geometry, etc.), then the concept, and finally the standard number (e.g., N-RN.3, A.CED.4, or F.BF.1a,c) Make sure to include the sub-standard coding so only the alignment that pertains to the targets are used

National Educational Technology Standards: NETS

Our district has taken the initiative to integrate technology into our classroom instruction (i.e., iPads, SMART Boards, etc.) and our curriculum needs to reflect that. There are 6 standards with each having 4 sub-standards. Please only include the ones that apply (e.g., 1a; 2b,c; 4d, etc.)

Show-Me Standards: Performance

All targets need Performance Standards aligned to them. Please keep your list to a maximum of 4 to 5 of the most applicable standards

Learning Targets

These are the standards/concepts broken down into formative, measurable objectives

Examples:

- Develop a logical argument on the importance of “Holy Cities” as related to the geography of the Middle East
- Performs scarfing and gouging operations to remove base and weld metal, in flat and horizontal positions, on carbon steel
- Distinguish between prokaryotic and eukaryotic cells
- Demonstrate or model how organisms turn stored energy in food into cellular energy to power life processes

Instructional Strategies

These need to be well developed. We want to emphasize instructional strategies rather than the activity. It is perfectly acceptable to list activities, but how the objective is being taught should be the primary focus. Student outcome is essential and the expectation for that needs to be included

Instructional Strategies

Examples

Strategy Submitted: Vocabulary work

Better Strategy: The teacher will introduce domain-specific vocabulary while the student takes notes

Strategy Submitted: Graphic organizer

Better Strategy: The teacher will provide a graphic organizer for the students to select vocabulary that is new and important to the piece being studied

Strategy Submitted: Partner work

Better Strategy: The teacher will pair students to practice presentations and gain feedback. The students will work with their partner to:

- practice
- edit
- revise
- polish

final presentations

Assessments/Evaluations

These can be formative, summative or both. When listing a particular assessment/evaluation, please remember to include how it is measured (e.g., scoring guide, teacher observation, etc.)

Sample Assessment Questions

These are questions you might use to show mastery of a particular target. It may be as simple as a question, or as complex as a multi-step directive or scoring guide

Instructional Resource/Tools

All targets must include Instructional Resources/Tools. All technology used can be listed here (e.g., iPads, SMART Boards, DVDs, websites, etc.) along with tools (e.g., microscopes, document cameras, modeling clay, etc.) that you may choose to use during instruction

Literacy Connections

ELEMENTARY: These are literature/text used for instruction. There may be a few occasions that you do not use reading of any kind (fiction or nonfiction), but any time you do read alouds, shared reading, textbook assignments, research, etc., there needs to be a literature connection. For those that align books, please try to include the author(s) and an accurate title

SECONDARY: Since moving to Schoolnet and aligning to the ELA Literacy Strands, this is no longer necessary for grades 6-12

Cross Curricular Connections

These are course skills outside of the class being taught that are employed during instruction. A good guide for completing this section is to use the Knowledge Standard and CCSS/GLE/CLE information that you aligned to the targets. If you used the alignment (FA) 4 then you could also include a Cross Curricular Connection of music, art, computer graphics, dance, drama, etc. For example, consider World Languages: When using maps to locate Spanish-speaking countries, the Cross Curricular Connection would be: Social Studies – Geography. If you were calculating exchange rates between the US and another country, you would use: Math – Ratios. Another example is Physical Education. The teacher may take advantage of the game of baseball to explain math concepts such as statistics (batting average, earned run average, etc.) and geometry/trigonometry (the triangulation of the distances between home plate, the pitcher's mound and 1st base to calculate if the runner or the pitcher has a longer distance to travel in reaching first base.) Most targets taught in the district do cross over to other areas of study and our curriculum needs to reflect that

Depth of Knowledge: DOK

Every objective must be aligned to a DOK and there should only be one DOK listed for each objective. Please only include the highest level that you expect your students to accomplish for that skill

All curriculum-writing resources can be found on the Curriculum and Staff Services web page at:

<http://www.jcschools.us/Page/11409>

* All curriculum is due to our office by
March 2, 2015