

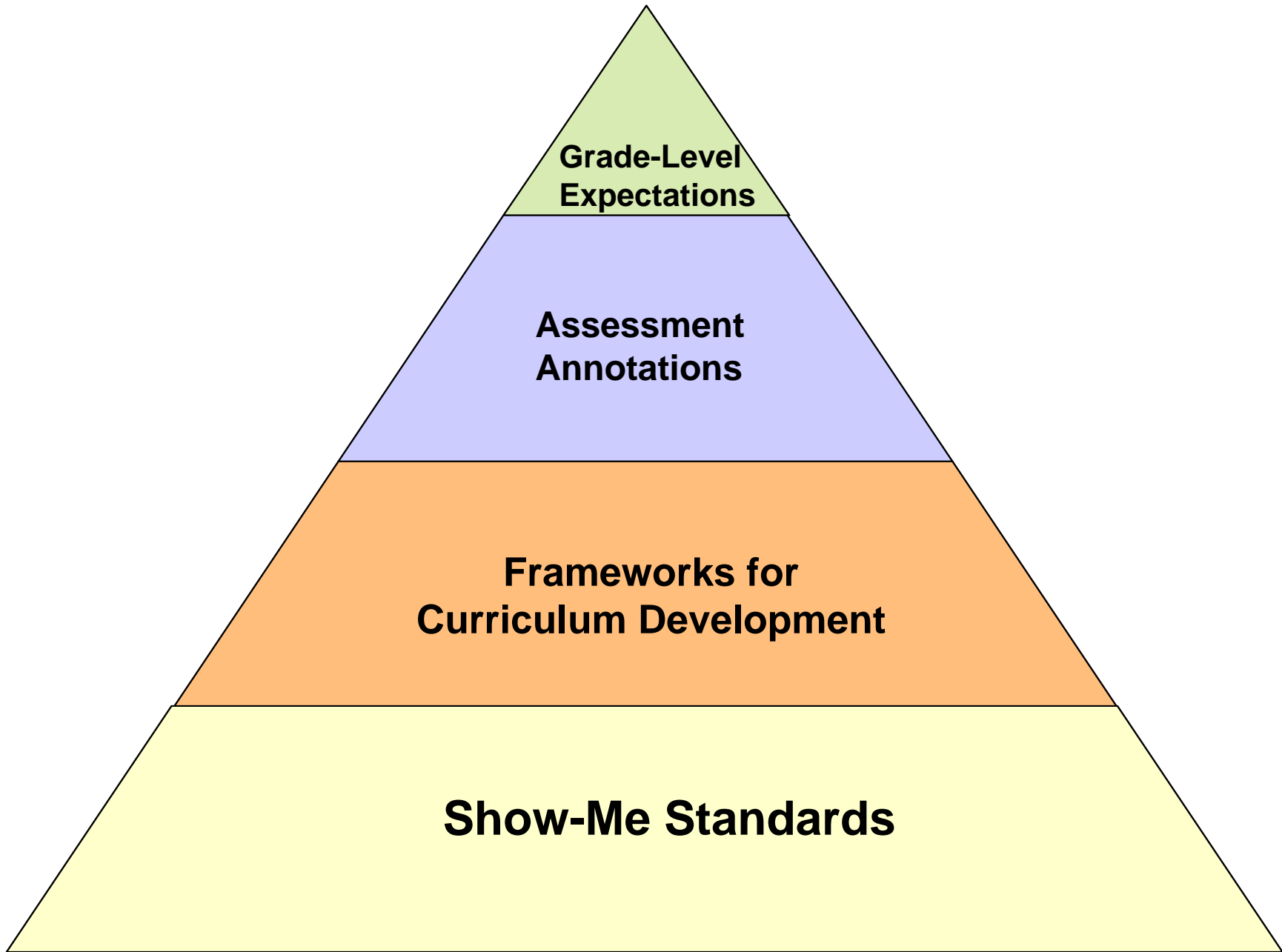
Grade-Level Expectations and Model Curriculum

Wesley Bird, Director, Curriculum Services

Cathy Barr, Communication Arts Consultant

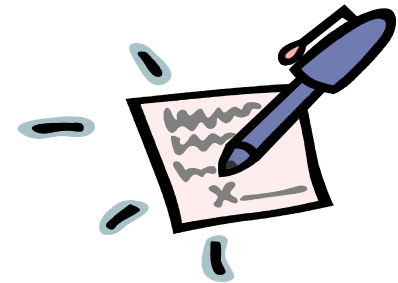
Sharon Schattgen, Coordinator, Curriculum and Assessment

Presented at the August 2004 Conference for School Administrators





Building a Model Curriculum for Communication Arts and for Mathematics



Curriculum alignment . . .

- **Is not simply coding Grade-Level Expectations to Objectives**
- **Is not creating an individual lesson for each Expectation**
- **Is about making connections between Expectations (within and across strands)**
- **Is about creating powerful lessons that address multiple Expectations**
- **Uses Expectations at the beginning of the lesson-writing process, not at the end**

Components of Model Curricula

- **Measurable learner objectives consistent with Grade-Level Expectations**
- **Instructional strategies**
- **Questioning techniques**
- **Assessment methods**
- **Scoring guides**
- **Examples of student work**

Model Curricula are based on current research . . .

Lesson Study

(Catherine Lewis)

Backward Design

(Grant Wiggins and Jay McTighe)

Lesson Study

- Requires teachers to work together to examine how they teach
- Provides the opportunity for reflective practice and collaboration
- Begins with defining a curricular or learning goal

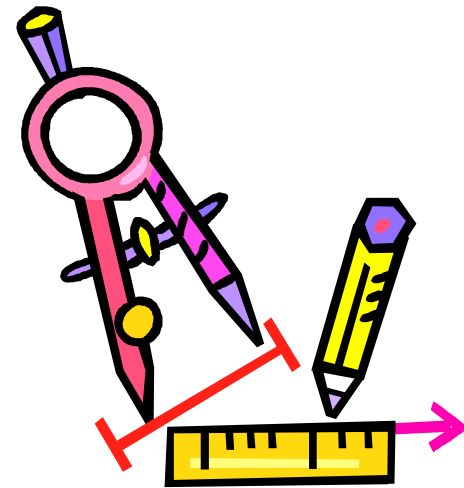


Lesson Study

- **Focus is not on a single classroom activity, but typically on a unit that functions within the continuum of the curriculum**
- **Builds upon what has come before and prepares students for what will follow**
- **Has own storyline, with introduction, expansion, and conclusion**

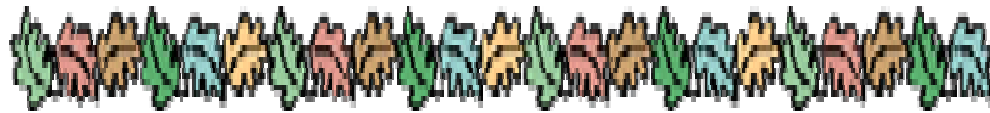
Teachers examine:

- **Desired end product**
- **Student responses**
- **Materials to be used**
- **Ways to use materials**
- **Presentation style**
- **Student understanding**



Students and learning are at
the core.

The lesson-study process allows teachers to improve their teaching methods and share that knowledge.



Using A “Backward” Design

Three Stages of (“Backward”) Design

1. Identify desired results

2. Determine acceptable evidence

**3. Plan learning experiences
& instruction**

Backward Design

- **Start with the end in mind (Covey).**
- **What are the desired results?**
- **What are the essential questions?**
- **Assessments are not just something “to do” at the end.**
- **What types of lessons and activities are necessary to successfully perform on the assessment?**

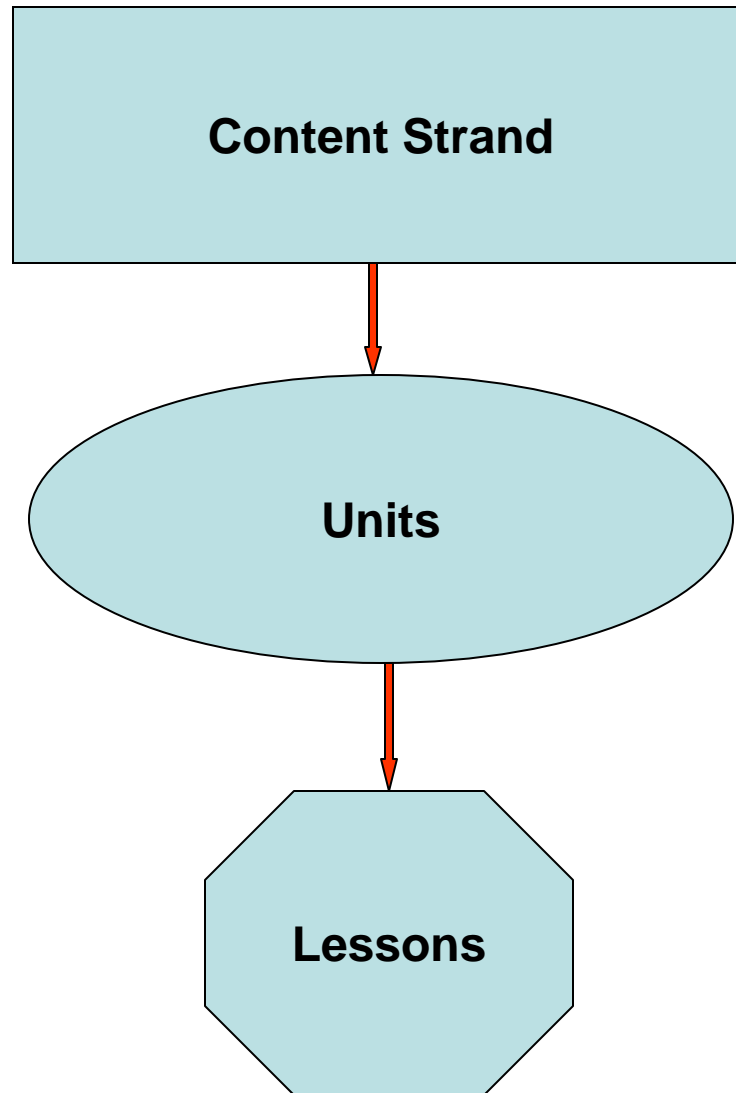
Why “backward”?

- **The stages are logical, but they go against habits.**
 - **We’re used to jumping to lesson and activity ideas before clarifying our performance goals for students.**
 - **By thinking through the assessments “up front,” we ensure greater alignment of our goals and means, and ensure that teaching is focused on desired results.**

Essential Questions

- **Focus on overarching ideas**
- **Organize programs, units, and lessons around what is important**
- **Drive assessments and instruction**
- **Promote connectedness**
- **Encourage development of question-concept maps that show related questions**

Levels of Essential Questions



Writers of Model Curricula . . .

- **Work as team members within and across regions**
- **Develop powerful units and lessons**
- **Use research and other resources**
- **Develop essential questions**
- **Develop assessments to drive instruction**
- **Use technology as a tool for development and to enhance instruction**
- **Are creative and make instruction exciting**

COMMUNICATION ARTS MODEL CURRICULUM DEVELOPMENT

Nine MAP Regions & Nine “Clusters” of GLEs

- Northwest “Audience and Purpose in Nonfiction Text”
- Northeast “Connecting Fiction and Nonfiction Texts”
- Kansas City “Reading and Writing Nonfiction”
- West Central “Research and Summary Writing”
- Central “Listening and Discussing”
- St Louis “Reading and Writing Fiction”
- Southwest “Identifying and Organizing Information”
- South Central “Understanding and Giving Directions”
- Southeast “Figurative Language in Fiction and Nonfiction”

COMMUNICATION ARTS MODEL CURRICULUM DEVELOPMENT

Nine Curriculum Units Per Grade Level

2003—2004: grades 3, 7, 11

Summer 2004: grades 2, 6, 10

2004—2005: grades 4, 5, 8, 9

**Kindergarten & 1st grade units to be
developed during the final phase**

COMMUNICATION ARTS MODEL CURRICULUM DEVELOPMENT

- **The nine “clusters” are arbitrary. The GLEs could be clustered in other ways, for example:**
 - **By genre (poetry, drama, short stories, etc.)**
 - **By theme (“Adventures,” “Friendship,” etc.)**
 - **By author study**
- **A “model” curriculum unit represents just one example of how to teach and assess multiple objectives across several lessons.**

COMMUNICATION ARTS MODEL CURRICULUM DEVELOPMENT

- **October 2004 RPDC Workshops: Model curriculum units for grades 3, 7, and 11 will be presented.**
- **November 2004: Model curriculum units for grades 3, 7, and 11 will be posted on DESE Web site.**

MATHEMATICS MODEL CURRICULUM **DEVELOPMENT**

- **Develop by grade spans across regions**
- **First, a focus on Algebraic Relationships and Geometry and Spatial Relationships at K-10**
- **August, 2004 – January, 2005: Develop lessons and units**
- **January, 2005 – May, 2005: Pilot and refine lessons and units**
- **July, 2005: State writing teams meet**

Fall GLE Workshops

Sponsors: MCSA and MASSP

Math

Sept. 22	Webb City
Sept. 23-24	Springfield (2)
Sept. 27	Columbia
Sept. 29	St. Joseph
Sept.30–Oct.1	Liberty
Oct. 4	Kirksville
Oct. 6	Cape Girardeau
Oct. 7-8	St. Louis (2)

Communication Arts

Sept. 21	Cape Girardeau
Sept. 22-23	St. Louis (2)
Sept. 28	Kirksville
Sept. 29	Columbia
Oct. 5	St. Joseph
Oct. 6-7	Liberty (2)
Oct. 12	Webb City
Oct. 13-14	Springfield (2)