

Curriculum Planning Journey: Going from a Standard to a Grade Without Receiving a Speeding Ticket (K-12 Slides)

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Learning Targets

1. We can create a common language around our curriculum planning and summarize the big picture of designing instruction.
2. We can examine, prioritize, unwrap and organize our standards that bring about a Guaranteed and Viable Curriculum. We can summarize how this process leads to daily Learning Targets that are starting points for high-impact instruction.
3. We can explore a variety of assessments that can be used on the journey to determine the level of student standard mastery.
4. We can design plans for improving our curriculum planning methods and determine how to use these plans independently, within our PLTs, and as a whole school.

THE BIG GOAL OF TODAY: To prepare you to take the Curriculum Journey this school year based on where you are today (as a school, PLT and individually)

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Begin with the End in Mind . . . (Journey with LeAnn today)

4

When placed in a positive state, mood, or emotion, the brain is up to 31% more efficient compared to a negative mood.


5

GO! Moments

G = Gratitude
What are you grateful for today? Yesterday?

O = Optimism
What are you looking forward to?

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Why do gratitude, optimism, and hope matter?

- Promote a growth mindset (coping strategies)
- Empower students when stressors are present
- Release dopamine to motivate, focus, and feel-good
- Instill a sense of control

7

Make It a Daily Routine

Take time to destress with a constructive routine that prepares the brain for positivity. Student Driven.

What ideas can you use to “destress” and reframe the brain before the Learning Episode?

- Thorns, Buds, and Roses (clear working memory)
- Deep Breathing
- Joke of the Day
- Meme of the Day
- YouTube of the Day
- Quote of the Day

Routines Can:

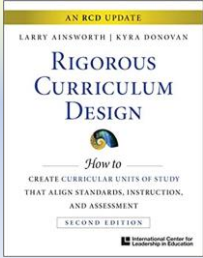
- Improve productivity
- Maximize attention and minimize distraction
- Minimize uncertainty
- Make space for better thinking (less cognitive load)
- Reduce draining of energy

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Larry Ainsworth Curriculum Design



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Learning Targets

1. We can create a common language around our curriculum planning and summarize the big picture of designing instruction.



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p. 2

Super Sleuth (Activate Prior Knowledge)

1. Explain how a standard guides your planning and instruction.	2. How would you define assessment? Give an example too.	3. How would you explain how to “unwrap” a standard to a brand new teacher?
4. How would you define curriculum?	5. How is lesson planning going for you?	6. What do you think are common problems that teachers have with creating a unit and/or lesson plan?
7. What is one of your biggest struggles with lesson planning? What can be done about it?	8. Why are daily Learning Targets so important?	9. How do you share the learning target with your students? How do you assess whether or not they got there daily?

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Intentional, Powerful Strategy Super Sleuth

Why Do Super Sleuths?

- Active strategy
- Social strategy
- Accountability needed
- Choices involved
- Variety of questions
- Engaged students

Variations of Super Sleuth

- Pictures to explain
- Activate Prior Knowledge
- Review concepts
- Vocabulary words
- To build background knowledge

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Super Sleuth

Phonics Fun: Find a friend and brainstorm 2 other words that would be part of the below word family. A different person for each box.

Son	Bus	Not
Cat	Map	Bug

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2 Ways to Get To 10 - Super Sleuth

6 + 4 = 10	3 + 7 = 10	
4 + 6 = 10	7 + 3 = 10	

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Super Sleuth Topic: The Pond

You will see these pictures in the book we about to read. Find someone who can tell you the proper name for the object in the picture.

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Erin Hart
Allendale Elem
(Pittsfield, MA)
3rd grade

Fraction Super Sleuth- Bingo 3 in a row

Name _____

<p>1. What's the number of equal parts and name the parts</p> <p>_____ equal parts</p>	<p>2. Is this shape equal or unequal</p> <p>_____</p>	<p>3. Madison is making a place mat. She divides it into 8 equal parts to color. What is the name for the part?</p> <p>_____</p>
<p>4. Model this- 3 classmates share 2 candy bars equally.</p> <p>_____</p>	<p>5. Model this- 4 brothers share 2 sandwiches equally.</p> <p>_____</p>	<p>6. Model this- 6 students share 4 bagels equally.</p> <p>_____</p>
<p>7. Name the fraction</p> <p>_____</p>	<p>8. Name the fraction</p> <p>_____</p>	<p>9. Name the fraction</p> <p>_____</p>

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Super Sleuth - Math

<p>A company owns two factory farms that have a total of 9,207 hens. There are 3,028 hens at the first farm. How many hens are at the second farm?</p>	<p>Livingston Paper Company just sent 7,535 cases of paper to 6 customers. Of those cases, 5,123 cases have lined paper. How many cases have unlined paper?</p>	<p>Since he was hired, a chef has served 52,038 adults and 986 children. What is the total number of guests served?</p>	<p>Each of Farmer Levin's 736,000 lambs are either black or white ones. How many of Farmer Levin's lambs are black?</p>
Solve:	Solve:	Solve:	Solve:
Agree or disagree? Why?	Agree or disagree? Why?	Agree or disagree? Why?	Agree or disagree? Why?

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Super Sleuth Topic: Fiction

List 1-2 on-going themes that you see within this book. Give examples to support.	What is the genre of the book? Prove it.	What feedback would you give the author of this book to improve it?
Why do you think the author wrote this book? Give proof.	Who was the main character in the story?	What was your favorite part of the book and why?
Was there a simile, metaphor, idiom or onomatopoeia in this story that made the text richer in meaning? Show/Explain	Did you make any personal connections within this story? Where?	What was your favorite phrase or word choice from this book? Why?

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Super Sleuth Topic: Reading Non-Fiction

What question(s) do you have after reading this passage?	How do you see yourself using this information in future situations (family, friends, school, America)?	What was the main idea of the passage?
What reading strategies did you see as helpful while reading this passage?	What information had the biggest impact on your life?	What did you learn? List one amazing fact.
Teach a section of what you read to a student... (your choice of topic).	Did you have a connection from this book to share?	What pictures caught your attention and why?

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Super Sleuth

BOOK: *Flipped* pp. 117-169.

<p>Convolute (kon-vo-look)</p> <p>Adj. - To roll one part over another; to coil</p> <p>Have you ever been in a convoluted state? Explain</p>	<p>Imminent (im e-nent)</p> <p>Adj. - It is about to happen; esp. about danger or catastrophe</p> <p>Can you think of an imminent event in someone's (friend or family) life?</p>	<p>Askew ([skayoo])</p> <p>Adj. - To one side; oblique - slanting</p> <p>Is there a position in life that you take on something that is askew?</p>
<p>Boycott (boy cot)</p> <p>V - to refuse to use or buy</p> <p>Did you ever boycott anything in your life? Explain.</p>	<p>Coaxing (ko-see-ang)</p> <p>V - to persuade with flattery and gentleness; bribery maybe</p> <p>Who do you need to coax and why?</p>	<p>Pungent (poon-pan)</p> <p>Adj. - sharp to taste or smell; penetrating</p> <p>Describe a pungent smell that you have experienced recently.</p>

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Storyboard
That
+
Super Sleuth

Kimberly Orbell

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Name: _____

Super Sleuth: Applying Newton's Laws

When Jane drives to work, she always places her purse on the passenger's seat. By the time she gets to work, her purse has fallen on the floor in front of the passenger seat. One day, she asks you to explain why this happens in terms of physics. What do you say?	What is Newton's first law of motion?	You are walking in line to use the diving board at your local pool. While watching people dive into the pool from the board, you realize that using a diving board to spring into the air before a dive is a great example of Newton's third law of motion. Explain how a diving board illustrates Newton's third law of motion.
What is Newton's second law of motion?	Ben Tronstone is being chased through the woods by a bull moose, which he sees attempting to photograph. The enormous mass of the bull moose is extremely intimidating. Yet, if Ben makes a zigzag pattern through the woods, he will be able to use the larger mass of the moose to his own advantage. Explain this in terms of inertia and Newton's first law.	You orbit a basketball while walking on a basketball court. List and describe at least 2 pairs of action-reaction forces in this situation.
Why doesn't a ball roll as far after being kicked at a soccer game?	A small child has a wagon with a mass of 10 kilograms. The child pulls on the wagon with a force of 2 newtons. What is the acceleration of the wagon?	What is Newton's third law of motion?

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St. Aloysius
School

Laurie Nick

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Name: _____

Super Sleuth: Types of Forces

<p>Frictional Force</p> <p>Explanation: As an object moves across a surface it causes friction. Friction depends upon the nature of the two intersecting surfaces.</p> <p>Example: You kicked a soccer ball on two different surfaces. Which surface did the ball roll longer on?</p>	<p>Tension Force</p> <p>Explanation: A force that is transmitted through a string, rope, cable or wire when it is pulled tightly by the object on the opposite end. This force flows across the length of the wire or rope.</p> <p>Example: You are playing tag of war. Describe the tension force in a game of tag of war.</p>	<p>Electrical Force</p> <p>Explanation: A force that exists between all charged particles. It is responsible for making our hair stand on a cold day.</p> <p>Example: Where is electrical force in your house?</p>
<p>Spring Force</p> <p>Explanation: A force which results when a spring is stretched or compressed.</p> <p>Example: How do trampolines use spring force?</p>	<p>Magnetic Force</p> <p>Explanation: A push or pull exerted by a magnet. The force of attraction between an object and a magnet is called magnetism.</p> <p>Example: Would you describe magnets force as an "invisible" attraction/repulsion? Why or why not?</p>	<p>Applied Force</p> <p>Explanation: A force with which an object has been pushed or pulled. Here a force is applied to an object by a person or any other object.</p> <p>Example: Draw an example containing applied force.</p>
<p>Gravitational Force</p> <p>Explanation: A force by which the Earth or moon or other massive huge objects attract another object towards them.</p> <p>Example: Is there gravity acting on you right now? Is there gravity acting between you and your partner right now?</p>	<p>Air Resistance</p> <p>Explanation: A resistive force applied on objects when they are in air.</p> <p>Example: Give an example of an object that is experiencing air resistance.</p>	<p>Normal Force</p> <p>Explanation: A force exerted upon an object that is in contact with another stable object. Usually a normal force is applied horizontally between two objects in contact.</p> <p>Example: Draw a picture containing a normal force that occurs in the classroom.</p>

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Laurie Nick

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Super Sleuth Topic: DNA












Find someone who has seen a spiral staircase before	Find someone who knows a set of twins	Find someone who has a zipper on
Find someone who knows a person by the name of Watson	Find someone who has jeans on	Find someone who can take the first, fifth, and twentieth letters of the alphabet and construct three different words
Find someone who can name a cell in his or her body that is reproducing right now	Find someone who ate a protein or sugar today	Find someone who knows a set of triplets

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By: Tan Gopp
Riverton HS

Name: _____

Electronics Super Sleuth
Answer each box and page number from text.

1. Describe the difference between an electrical component and a Electronic component 	2. List three places Relays are used 	4. What materials are semiconductors made out of? 	6. List three input into an automotive computer 
3. How are computers changing cars and how we repair cars 	5. Describe how diodes are used in an automotive circuit 	7. Define a Transistor 	8. Describe the function of the processor of the automotive computer 
10. Describe how a photovoltaic converts light energy to electrical energy 	11. LED is an acronym for what? 	12. What inputs on the engine do the computer control? 	

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Test Review

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List-Sort-Label

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EXAMPLE: Key Words from Unit on Ancient Egypt

Pharaoh Vizir Right angle Survey Pyramids Nile River Shadoof Osiris (God of the Underworld) Book of the Dead	Hieroglyphics Scribes Priests Polytheism Surgery Inclined plane Bureaucracy Traders Farmers	Delta Granaries Rosetta stone Papyrus Sphinx Slaves Nobles Censer Irrigation Edwin Smith papyrus	Amon-Ra (sun god) Herbal remedies Number system Temple at Abu-Simbel Dynasty Basing Wet/dry seasons Embalming Grain tax
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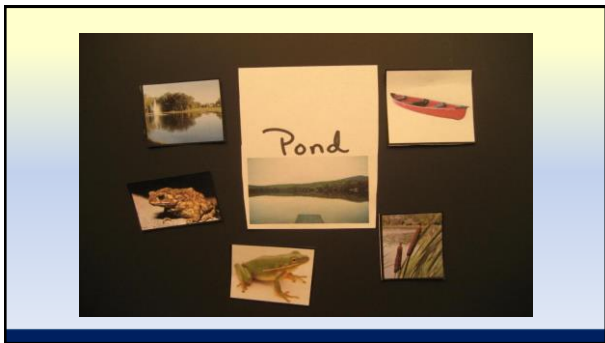
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Primary Example of List-Sort-Label: Bodies of Water

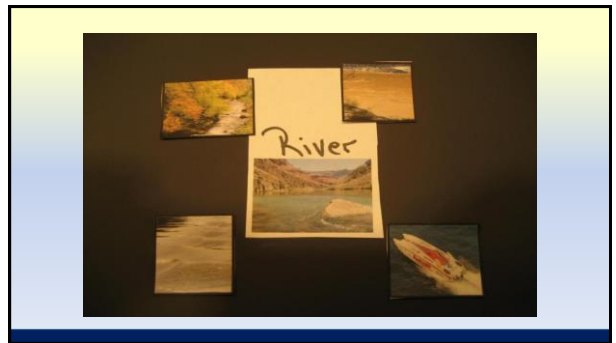
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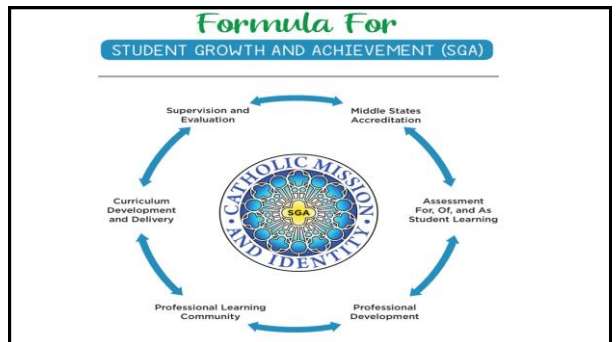
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- ### List-Sort-Label to Construct Meaning
- **LeAnn's Standard:** Organizing common terms associated with lesson planning to create a bigger, clear picture of overall goal of planning; Using a Common Language for unit and lesson design
 - **Learning Target:** We can sort planning terms into meaningful categories for powerful discussions
 - **Assessment (formative):** A web of related terms = List-Sort-Label; discussions; and Share Out of Successes
 - **Requirements (Checklist)(Criteria for Success):**
 - Find a place for each word card (Can leave out about 3 cards)
 - Sort and THEN Label (sticky note = category)
 - Every category must have more than one word card
 - Center card: YOU GET TO DECIDE (Title of entire web)
 - Sorting Ideas: Sequence or Connections of Categories

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Catholic Schools in the Diocese of Erie
Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

Curriculum is both a series of strategic, curricular processes and a variety of curriculum products. They define the goals for student learning, provide the roadmap to those goals, including a plan for assessment, and utilize evidence-based instructional resources.

CURRICULUM DEFINITION	CURRICULUM PROCESSES	CURRICULUM PRODUCTS (Tools and Resources)
<p><i>Common language for Catholic Schools in the Diocese of Erie:</i></p> <p>A curriculum is a planned set of learning goals, evidence-based instructional experiences, and assessment practices that promote student achievement at every level.</p>	<p>Planned set of learning goals</p> <p>Planned set of learning experiences</p> <p>Planned set of assessment practices</p> <p>Vetting instructional resources</p>	<p>Curriculum Standards for Catholic schools (clear goals for learning, located on the diocesan website)</p> <p>Curriculum maps and scope and sequence, vertical and horizontal curriculum maps, unit plans, and daily lesson plans</p> <p>Assessment Plan for Catholic Schools in the Diocese of Erie, building level diagnostic, formative, and summative assessment plans</p> <p>Textbooks and printed materials, software/websites, manipulatives, etc.</p>
<p>CURRICULUM IS...</p> <ul style="list-style-type: none"> A series of strategic processes and a variety of curriculum products An ever-evolving process driven by strategic goals and an analysis of all types of school data A collaborative group effort among all school stakeholders 		<p>CURRICULUM IS NOT...</p> <ul style="list-style-type: none"> A textbook A one-time written plan Only the standards Stagnant

February 2021

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“Curriculum”

Is...

- Both a series of strategic curricular processes and a variety of curriculum products.
- Defining goals for student learning, providing the roadmap to those goals, and including a plan for assessment.
- Full of Processes:
 - Planned set of learning goals
 - Planned set of learning experiences
 - Planned set of assessment practices
 - Vetting instructional resources

Is not...

- A textbook
- Teachers Pay Teachers
- A one-time written plan
- Only the standards
- Stagnant




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Possible Curriculum Map Components

Unit/Theme/EQ, Big Ideas	Standards *ES	Skills, Content, Understandings (unwrapped) *Possible Learning Targets	Vocabulary Words to teach	Possible Formative and Summative Assessments	Resources and Websites for students and teachers	Timeframe (dates, weeks, months, etc.)

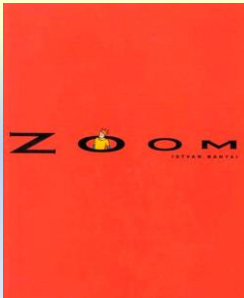
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10,000 Foot Overview of the Curriculum Planning Journey

We are building the plane while flying it.

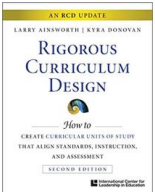
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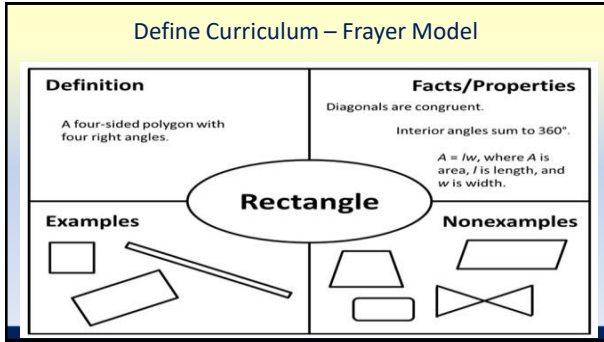
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Designing Curriculum: A Process with Products

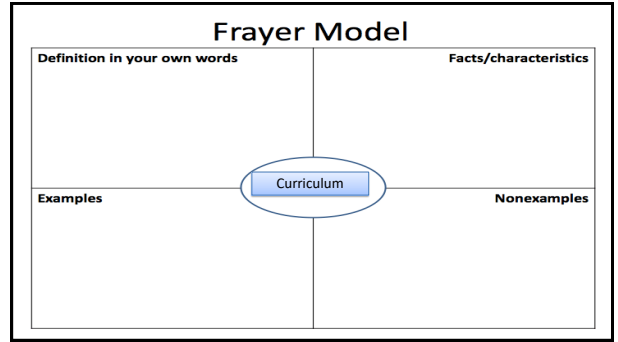
- Prioritize standards
- Decide on the Units of Study (within your resources)
- Preparing a pacing calendar (curriculum maps and scope and sequence) for the units of study by month/week
- Create your units by using a high-impact organizer
- Deconstruct (AKA: Unwrap) your standards within this unit so you can understand the end outcomes of this unit (big first and then smaller)
- Brainstorm the many high-impact assessments that will be used as evidence of where students are with the standards (begin with the end in mind) (pre-assessments, formative assessments, summative assessments)
- Create a weekly plan with high-impact tools infused
- Create a daily plan with the Gradual Release of Responsibility
- REPEAT for each unit of study (precious and priceless)



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Curriculum is NOT...

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What Did We Just Place In the Suitcase in this Module?


- Formative Assessments: Frayer Model Strategy; List-Sort-Label; Super Sleuths; Discussions
- Common Vocabulary with Curriculum Planning
- Possible Curriculum Map components



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Learning Targets


2. We can examine, prioritize, unwrap, and organize our standards that bring about a Guaranteed and Viable Curriculum. We can summarize how this process leads to daily Learning Targets that are starting points for high-impact instruction.



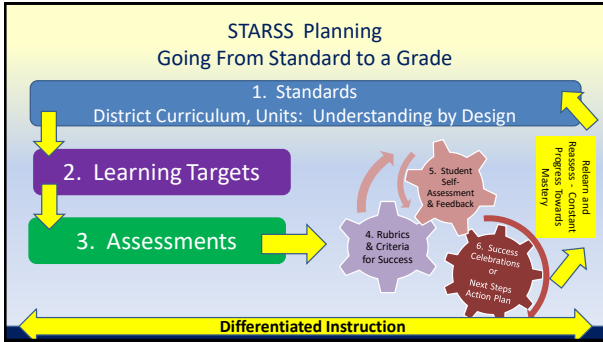
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STARSS Planning From a Standard to a Grade

- **S** = Standards
- **T** = Target (Learning Target)
- **A** = Assessments (formative and summative)
- **R** = Rubrics (and other Criteria for Success)
- **S** = Student Self-Assessment (feedback)
- **S** = Success Celebrations and Next Steps Action Plan



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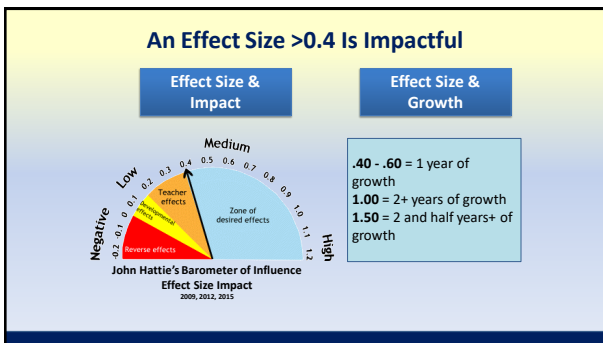


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How Can We Measure Impact?

Effect Size
A **number** that tells us the **size of the impact** that a particular strategy (or factor) has on student learning.

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John Hattie's Research Updated Effect Size

1. ___ - Teacher-Student Relationships	1.39
2. ___ - Providing Formative Feedback to Teachers for Their Growth	1.44
3. ___ - Feedback	.90
4. ___ - Teacher Clarity	.88
5. ___ - Student Self-Assessment	.84
6. ___ - Collective Teacher Efficacy	.73
7. ___ - Clear Goal Intention (Learning Target)	.72
8. ___ - Criteria for Success	.51

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<https://www.visiblelearningmetax.com/>

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Chunk **Providing Formative Evaluation**
Chew **.90**

Feedback to teachers on what is happening in their classrooms so they can ascertain: **“How are we doing?”** in achieving the learning intentions they have set for their students so they can decide: **“What’s next?”** for the students.

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STARSS Planning Going From Standard to a Grade

1. Standards

District Curriculum, Units: Understanding by Design

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Why are Standards so Important?

- There must be goals about "what" is the most important content, skills and understanding to teach students since information in our world is growing so fast (in the year of 2020, about 1.7 megabytes of new information was created every second for every human being on the planet).
- Standards must be made tangible so we can measure mastery levels. Standards measure achievement.
- Standards define what students are to learn (skills and knowledge) in order to be prepared for college, work, and life.
- Standards inform your instruction and student learning.
- And so much more... (ACT, SAT, PISA, life-long skills, etc.)

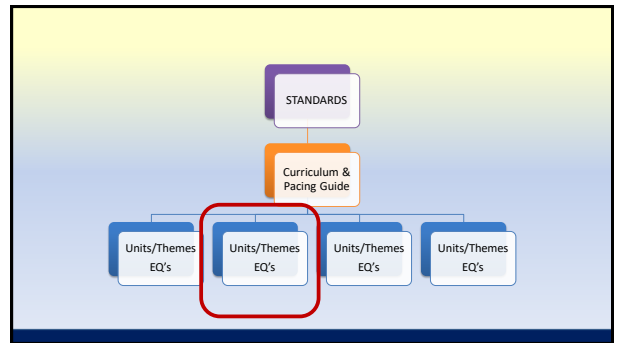
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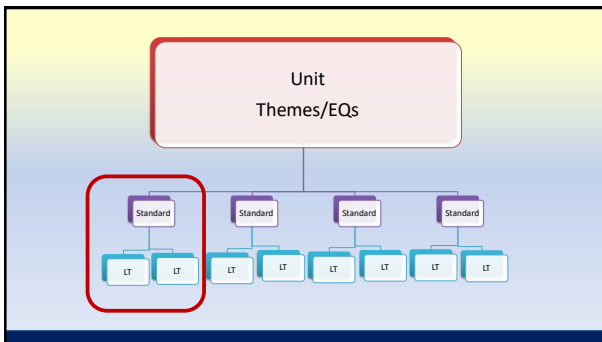
1. Marzano: A Guaranteed and Viable Curriculum:

- Ensures that all students have equal opportunities to learn
- Ensures that each student has access to an effective or highly effective teacher and access to the same content, knowledge and skills in each section or class
- Has a horizontal sequence of what needs to be learned across the individual grade levels as well as vertical sequence from grade level to grade level
- Correlates to the state and district standards and assessments (data-driven assessments to measure level of mastery) that support 21st Century Learning
- Has Power or Priority Standards with indicators that fully outline the content, concepts, and skills that are essential within an academic discipline at each grade level
- Has Proficiency Scales for each standard that are designed by the teachers to guide instruction, Learning Target progressions, and assessments so that fair and accurate grading can occur
- Has Priority/Power Standards will reduce the urge to rush and "cover" curriculum within a certain timeframe (not how our brains learn)
- Is developmentally appropriate
- Includes adequate preparation and processing time: "Preparing a guaranteed curriculum requires that teachers have adequate time to prepare, instruction and assess, and the students have adequate time to receive, process, and retain new information."
- Is appropriately paced: "Viable curriculum means that the power standards, instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year"
- Includes interventions/remediation: "Appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed."
- Contains the following Key Components of a Curriculum: introduction, prerequisite skills and knowledge levels, standards, marked Power or Priority Standards, outcomes or Learning Targets, content framework, unit plans, assessment ideas, differentiation ideas, resources and references, etc.
- Is viable across many different types of classrooms and teachers

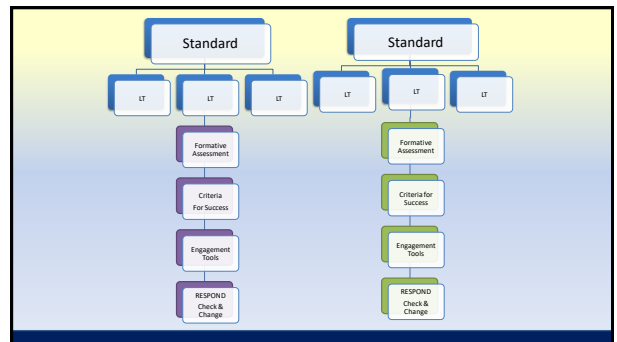
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Priority Standards (Essential)

Supporting Standards (connecting)

Priority and Supporting Standards

- Like fence posts, Priority Standards provide curricular focus in which teachers need to “dig deeper” and assure student competency.
- Like fence rails, “Supporting Standards” are curricular standards which connect to and support the Priority Standards.

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Examine and Prioritize Your Standards

Which ones are Essential in your Unit?

Note: Not Eliminating

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Categories of Standards

*We teach all standards, but some get more time and more emphasis than others.

- **Essential Standards = These standards are extremely important and should be taught in depth. Stop and really think through how you're teaching these standards and how the students are reaching these standards. URGENT and CRITICAL; TEACH TO TOTAL MASTERY**
- **Supporting Standards = These standards support the Essential Standards. Student needs an intermediate understanding of these standards. Baby Steps**
- **Additional Standards = Students need a basic foundation of these standards.**

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Essential Standards Criteria for Success

Essential Standards have (1 or more of these 3):

- ❑ **Endurance** – students will need to know this standard for a longer period of time and very important in life. (WAY beyond preparation for a test). They are used during subsequent units and over a period of years.
 - Questions to ask: Does this standard have value beyond one single test date? Will this standard be critical throughout life? Will the knowledge and skills be important beyond this unit?
- ❑ **Leverage** – the standard is taught and used in more than one curricular areas. “Bang for your buck” standard. (Creating graphs happens in social studies, math, and science).
 - Questions to ask: Does this standard have multidisciplinary connections? Is this standard relevant in other disciplines?
- ❑ **Readiness for the next level of learning (prerequisite skill for upcoming standards)**
 - Question to ask: Does this standard contain prerequisite content and/or skill necessary for the next unit, course of study, or grade level?

**About 1/3 of your state standards could become Essential Standards in your classroom (Ainsworth, 2004).

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Questions to Ask Self to Determine Essential Standards

1. Consider what you would tell a new teacher reaching the grade or course BEFORE yours who inquired about the most important things students should know before advancing to the next grade. (Technically, if you already do this, you know how to prioritize standards).
2. Ask other teachers who teach your grade level/course, those who teach the grade ABOVE you if your chosen list of Essential Standards are right on par. Teams should compare their lists with one another. (Vertical Alignment)

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Example by Diocese of Erie Kindergarten

Diocese of Erie Mathematics Standards Scope and Sequence - Grade K July 2022

Essential Standard - Standard should be taught in depth - These are the biggest work of the grade level!

Additional Standard - Students need a basic foundation of these standards.

Standard that is taught in more than one curricular area.

Standard that is a prerequisite for the next grade level.

Standard that is a prerequisite for the next course of study.

Quarter 2	
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	5. Use appropriate units, models, and strategies.
2. Reason abstractly and quantitatively.	6. Attend to precision.
3. Construct viable arguments and critique the reasoning of others.	7. Look for and make use of structure.
4. Model with mathematics.	8. Look for and define repeated patterns in graphs, tables, or diagrams.
CEA Core Overview	
Counting and Cardinality	K.C.C.1.B Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (one-to-one matching and counting).
Operations and Algebraic Thinking	K.O.A.1 Compare two numbers between 1 and 10 represented by various models.
Geometry	K.G.1.A.1 Analyze and compare two- and three-dimensional shapes using informal language to describe parts (e.g., number of sides and vertices) and other attributes (e.g., length, edges of square, triangle).
	K.G.1.B.1 Model shapes in the world by building shapes from components.
	K.G.1.C.1 Classify two-dimensional shapes by attributes.
	K.G.1.C.2 Classify three-dimensional shapes by attributes.
Measurement and Data	K.M.D.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.
	K.M.D.2 Identify common shapes regardless of their orientations or overall size.
	K.M.D.3 Identify shapes as two-dimensional (lying on a plane, “flat”) or three-dimensional (“solid”).

66

URGENCY with Essential Standards

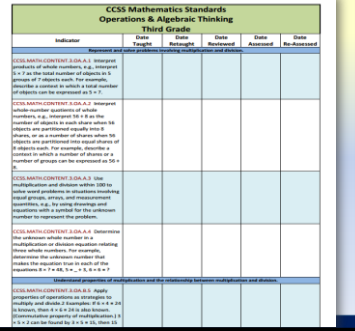
- Collect Data (Cruisin' Clipboard)
- Learning Target Checklists
- Several ways to show mastery of the standard
- Several opportunities to practice and show mastery
- Reteach immediately
- PLTs to design CFAs



67

The Curriculum Corner

www.thecurriculumcorner.com



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Tracking Results From Formative Assessments For Specific Standards

Learning Outcomes for Unit 3	I Got It!	More Practice	Not Yet
CC STANDARD: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific words choices on meaning and tones.			
I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic.			
I can use clues found in a sentence or passage that tells me what a word means.			

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LT #2B - Organizing Essential Standards

When will you teach each Essential Standard and how long Will it take? Pacing Calendar/Guide

70

Pacing Guide "Scope and Sequence"

Uses and Benefits

- Helps you to see the big picture of your school year.
- It's used to determine length of units.
- The guide helps you pace out a certain period of time and identify standards/units to be taught during that time.
- While planning units and daily lesson plans, this calendar keeps you focused so you choose the highest-impact standards, strategies, and lessons.

Things to Consider

- Consider the fall, winter and spring breaks and try to avoid starting a new unit right before these breaks.
- The units that have the most Essential Standards should last longer than other units.
- Think: Quarters
- It's a rough draft – you WILL NEED to adjust your pacing guide based on student data.

71

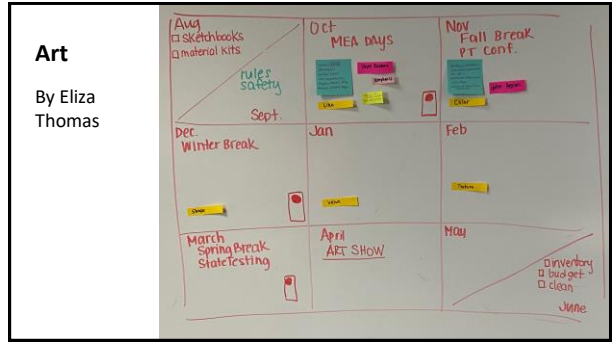
August	September	October	November
December	January	February	March
April	May	June	July

p. 23

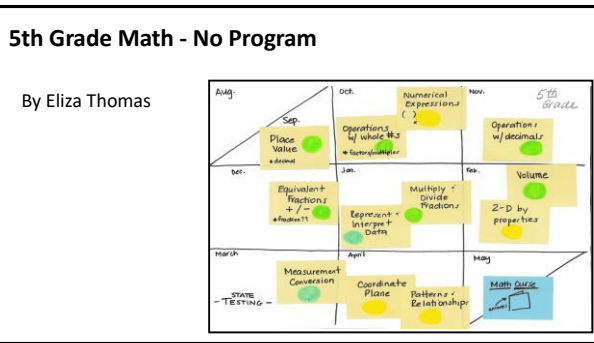
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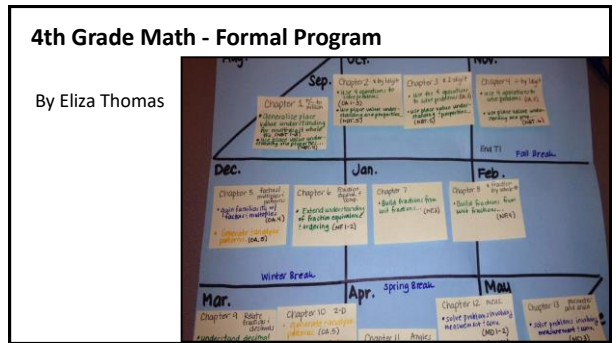
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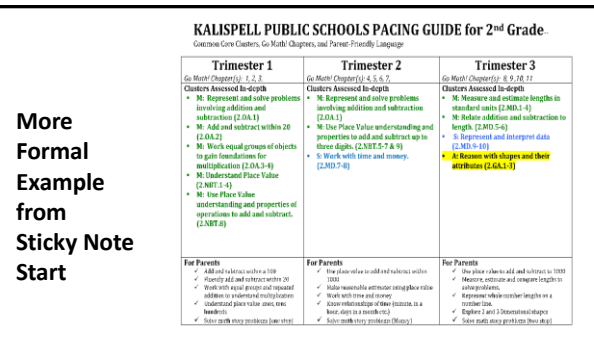
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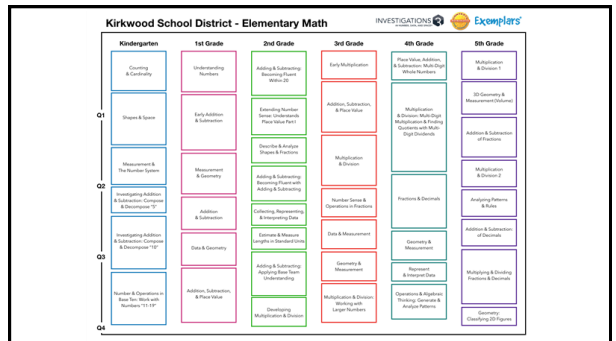
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77



78

It's Not Rocket Science® Biology Curriculum

Unit Sequence

SEMESTER ONE	SEMESTER TWO
<p>Unit 1: Biology Basics</p> <ul style="list-style-type: none"> Scientific method and nature of science Chemistry of the solid water properties Biochemistry <p>Unit 2: Cells</p> <ul style="list-style-type: none"> Cell theory and organelles Cellular transport Metabolism and energy <p>Unit 3: Energy Flow</p> <ul style="list-style-type: none"> Enzymes ATP Cellular respiration Trophic pyramids and food webs <p>Unit 4: Genetics</p> <ul style="list-style-type: none"> DNA structure, function, and replication Protein synthesis Mendel <p>Additional Extension Mini-Units (if time allows)</p> <ul style="list-style-type: none"> Plants Homeostasis, or deeper look Evolutionary relationships, and communication, signal transduction pathways, and an overview of the human body systems Pathogens Characteristics of prokaryotic and eukaryotic cells, and pathogens, genetic diversity, causes of disease, immune system overview, treatment and prevention of disease, and antibiotic resistance 	<p>Unit 5: Heredity</p> <ul style="list-style-type: none"> Mendelian genetics Complex inheritance patterns Mutations Polyploidy and genetic disorders Genetic engineering <p>Unit 6: Evolution</p> <ul style="list-style-type: none"> Principles of natural selection Mechanisms of microevolution Hardy Weinberg equilibrium Patterns of macroevolution Evolution of evolution Phylogenetic trees <p>Unit 7: Ecology</p> <ul style="list-style-type: none"> Characteristics of life and classification Geographical cycles Population growth patterns Human impact on the environment Ecological succession Ecological relationships

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SAUSD Curriculum Map: ELA Grade 8 Year at a Glance

Unit	Seq. #	Approx. Dates	Essential Questions	Performance Task	Assessments
Unit 1: Text Structures (Fiction & Argumentation)	1-8	September - October	<ul style="list-style-type: none"> How do writers of both fiction and non-fiction use structure to guide their readers? How do authors structure their texts to achieve their purpose? How do different structures allow for different uses to be tracked and understood? 	<ul style="list-style-type: none"> Write paragraphs for different purposes that reflect unity, clarity, and coherence. Write a research paper that uses evidence to support their thesis. Write a persuasive speech that uses evidence to support their thesis. 	<ul style="list-style-type: none"> COE TESTS Classroom Assessment Formative Assessments Summative Assessments
Unit 2: Characters	9-16	November - December	<ul style="list-style-type: none"> What techniques do authors use to show the unique personalities of their characters? How do authors use dialogue to reveal their characters' personalities? How do authors use narrative to reveal their characters' personalities? 	<ul style="list-style-type: none"> Character Comparison Paper Character Analysis Paper Character Analysis Speech 	<ul style="list-style-type: none"> COE TESTS Classroom Assessment Formative Assessments Summative Assessments
Unit 3: Style - A Writer's Toolkit	17-24	January - February	<ul style="list-style-type: none"> What elements contribute to form and style in a piece of writing? How do authors use style to achieve their purpose? How do authors use style to achieve their purpose? 	<ul style="list-style-type: none"> Style Analysis Paper Style Analysis Speech Style Analysis Speech 	<ul style="list-style-type: none"> COE TESTS Classroom Assessment Formative Assessments Summative Assessments

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SAUSD English Grade 8 Curriculum 2014-2015

Unit 1 "Text Structures" (Fiction and Argumentation) (7-8 Weeks)

Essential Question	Anchor Standard	Language	Writing Process
<ul style="list-style-type: none"> How do writers of both fiction and non-fiction use structure to guide their readers? How do authors structure their texts to achieve their purpose? How do different structures allow for different uses to be tracked and understood? 	<ul style="list-style-type: none"> Reading: Analyze how an individual writer's choices contribute to the development and style of a text. Reading: Analyze how an individual writer's choices contribute to the development and style of a text. Reading: Analyze how an individual writer's choices contribute to the development and style of a text. 	<ul style="list-style-type: none"> Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write. Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write. Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write. 	<ul style="list-style-type: none"> Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write. Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write. Writing: Write informative/explanatory texts that analyze the structure of the pieces that you write.

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Chemistry Curriculum Map

Essential Question	Anchor Standard	Language	Writing Process
<ul style="list-style-type: none"> What is the nature of chemical bonds? What is the nature of chemical bonds? What is the nature of chemical bonds? 	<ul style="list-style-type: none"> Chemical Bonds Chemical Bonds Chemical Bonds 	<ul style="list-style-type: none"> Chemical Bonds Chemical Bonds Chemical Bonds 	<ul style="list-style-type: none"> Chemical Bonds Chemical Bonds Chemical Bonds

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World History Curriculum Calendar

Semester 1	Unit	Essential Questions	Core Content & Standards	Resources/Materials/Assessments
8/14-29	6	World Religions	Core Content Standards	Supplemental Program of Studies
9/3-25	9	Renaissance/Reformation	Core Content Standards	Chapter 1, Supplemental Program of Studies
9/30-10/14	6	Age of Exploration	Core Content Standards	Chapter 2, Supplemental Program of Studies
10/20-30	5	Asian Empires	Core Content Standards	Chapter 3, Supplemental Program of Studies
11/3-24	8	Scientific Revolution/Enlightenment	Core Content Standards	Chapter 5, Supplemental Program of Studies
12/1-19	8	European Revolutions & Monarchies	Core Content Standards	Chapters 4/6, Supplemental Program of Studies

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Let's Map OUR Trip

p. 23


- Instructional Days & Semesters/Quarters
- Start and Stop of School
- Professional Development Days
- Holidays, Assessments, Big Events
- Concepts/Units/Topics (Pacing Guide)
- Essential Standards listed within units and within quarters

August	September	October	November
December	January	February	March
April	May	June	July

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What Did We Just Place In the Suitcase in this Module?

- Informal Pacing Guide (Scope and Sequence)
- Prioritized Standards for an upcoming unit
- Strong purpose for Essential Standards (The Why and How to Respond)



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Deconstruct your Standards For Big Picture and for Learning Target Progressions

86

STARSS Planning

Going From Standard to a Grade

1. Standards
District Curriculum, Units: Understanding by Design
2. Learning Targets

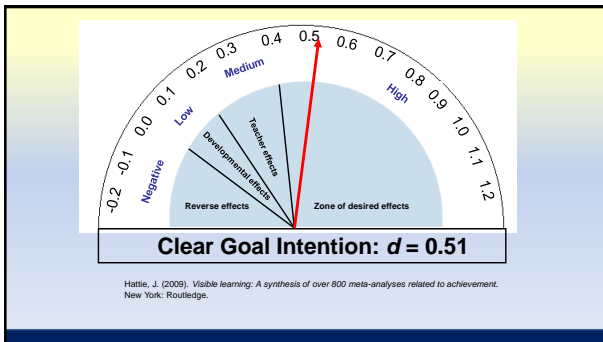
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2. Learning Targets...

- Are clearly posted and can be seen by all students
- Can be reached by the end of the lesson that day (it is the goal of that daily lesson) Are connected & aligned to your state standards (a micro-step toward the standard)
- Are written in student-friendly language (could be in images for younger students)
- Include an appropriate, rigorous verb and content/skills with "I Can"
- Are used, explained and shared with students throughout the lesson (beginning, middle and end)
- Can be explained by the students if asked
- Are aligned with upcoming formal or informal assessments

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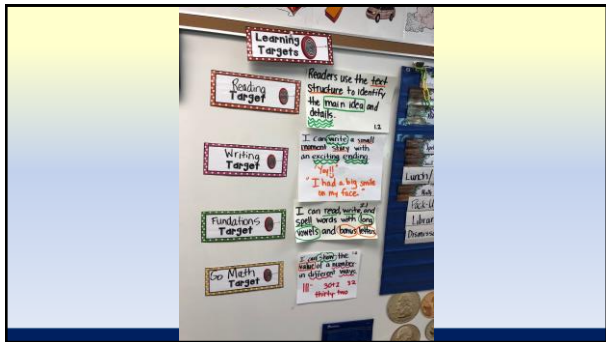


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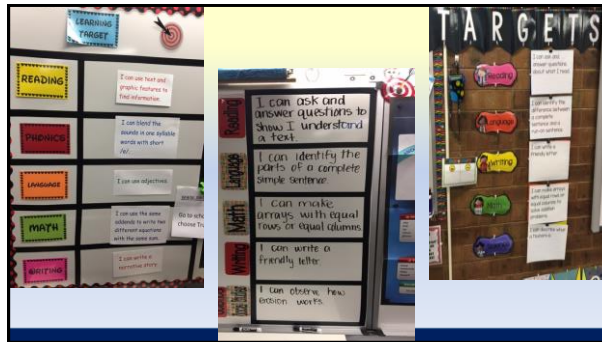
I can count to 10. 10	I can count to 20. 20	I can count to 50. 50	I can count to 100. 100	I can write numbers to 20. 20
I can count by fives. 5	I can count by tens. 10	I can compare numbers. 5	I can name shapes. 3	I can name 3D shapes. 3
I can tell if shapes are flat or solid. 3	I can combine shapes to make new shapes. 3	I can build and draw shapes. 3	I can add. +	I can subtract. -
I can measure length. 1	I can measure weight. 1	I can count up to 20 objects. 4	I can sort objects. 4	I can tell the time. 1

© Mrs. Ricca's Kinderstarters

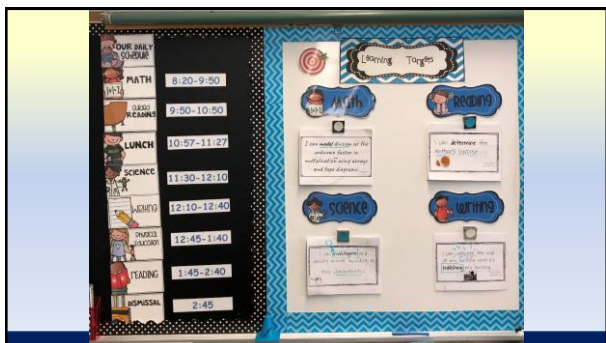
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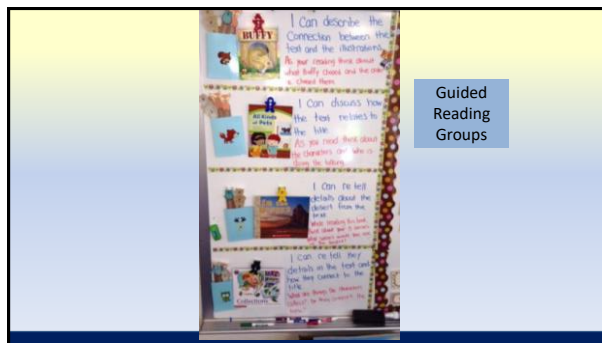
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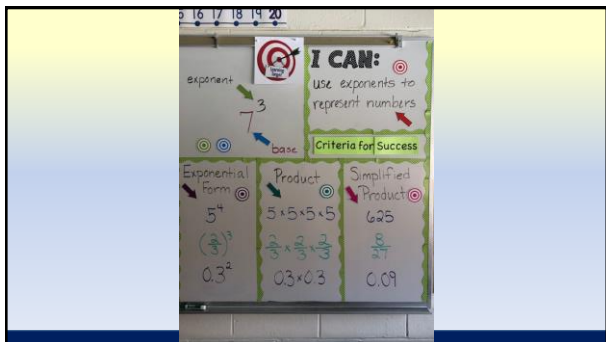
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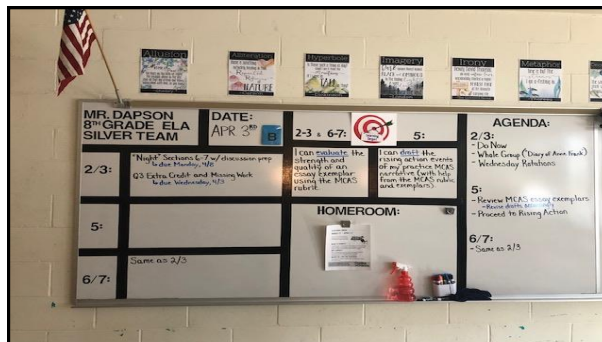
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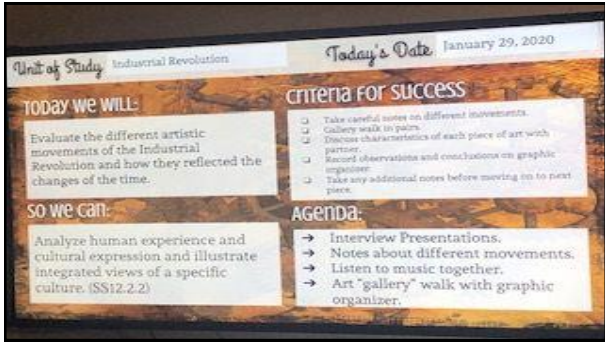
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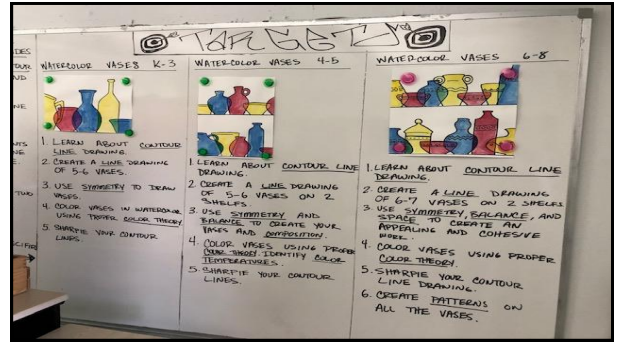
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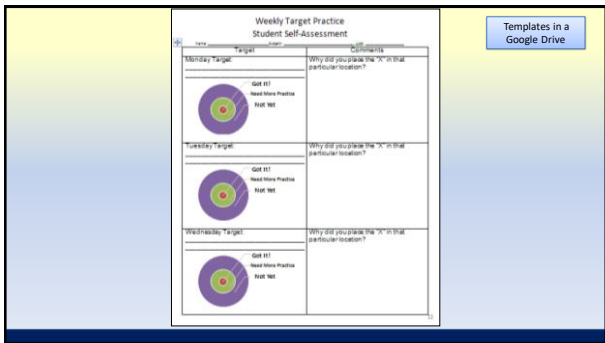
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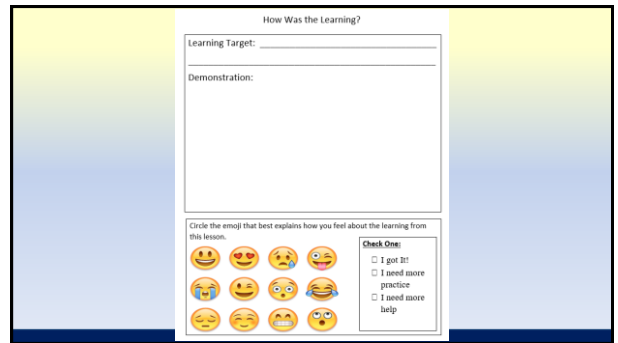
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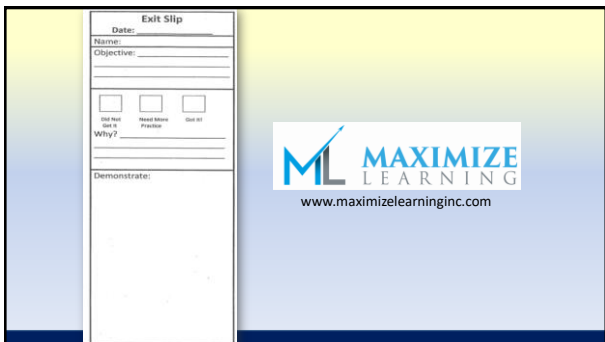
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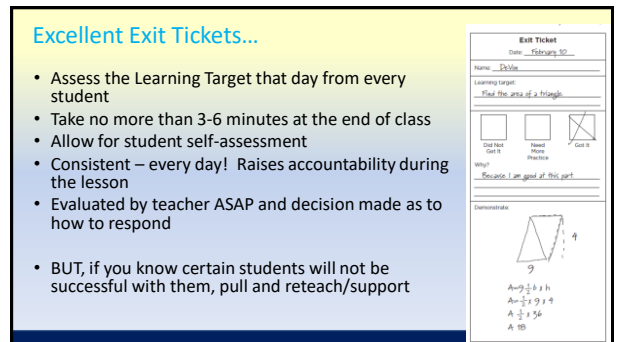
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100




101



102

Beginning with the end in mind includes...
Deconstructing or Unwrapping Standards

- Allows us to understand the components
- Ensures that we are teaching all parts of the standards
- Ensures that our assessments are built on components of the standards



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Learning Target Progressions – Delaware Example

<p>Grade 6: Determine how or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>Progression to Mastery:</p> <ul style="list-style-type: none"> Determine the main idea of a text Understand the difference between central ideas and key details in a text Explain informational text features such as structure (charts, tables) suggest central ideas Describe or graphically represent the relationship between central ideas and key details Explain how the author supported the central idea with key details Identify characteristics of an effective summary (e.g., objective vs. subjective for literary nonfiction text) Summarize the central idea in a literary nonfiction text, including the most important part of the piece Determine a central idea of a text and how it is covered through particular details; provide a summary of the text drawn from personal response or judgment. 	<p>Grade 7: Determine a central idea of a text and how it is covered through particular details; provide a summary of the text drawn from personal response or judgment.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Central Idea Key Details Genre/Text/Structure/Technical Terms Text-based questions Close reading Annotating text Paraphrasing Summarizing 	<p>Grade 8: Determine how an argument or issue is developed over the course of the text; provide an objective summary of the text.</p> <p>Guiding Questions/Progression:</p> <ul style="list-style-type: none"> Use questions and progressions such as: <ul style="list-style-type: none"> What does the text suggest? What is the central idea? What details convey the central idea of the piece? What type of evidence will best graphically represent the relationship between the central idea and key details? How can you best summarize the text? How can you objectively state your summary (so that it is free of personal judgment or opinion)?
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6th grade Informational Learning Progressions

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1. Strand/Domain: Reading: Literature 1.3
 Category/Cluster: Key Ideas and Details
 Priority Standard: Describe characters, settings and major events in a story using key details.

2. UNWRAP THE PRIORITY STANDARD

What do we want students to do? (verb)	With what knowledge or concepts? (noun)	In what context? For what purpose?
Describe	Characters	In a story using key details
Describe	Settings	In a story using key details
Describe	Major Events	In a story using key details

3. List potential daily learning targets to get the students to this standard:

- Identify the elements of a story (character, setting and events)
- Describe the character with adjectives
- Describe the setting (where, when)
- Describe the major events (turning points, most important)

111

Unwrapping Standards - K

1. Standard: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (My favorite book is...)

2. What do we want students to do?	With what knowledge?	In what context?
Draw, dictate AND write (combination)	Opinions	
Tell	Topic or name of book	
State	Opinion or preference	About topic or book

3. List potential daily learning targets to get students to this standard:

Students will be able to identify an opinion statement from a factual statement.
 Students will be able to share their opinion about the world around them.
 Students will use opinion statements stems to create a beginning for their opinion (I believe...) about a book or topic.
 They will draw their opinion.
 Students will create an ending or closure of their opinion piece.
 Students will create a supporting statement or reason for their opinion.

112

Standard: Use key supporting details in stories, fables, folk tales, or myths from diverse cultures to determine the lessons or morals.

What do we want students to do?	With what knowledge?	In what context? For what purpose?
Use	Key supporting details	Stories, fables, folk tales OR myths from diverse cultures
Determine	Lessons or morals	

113

Strand: Reading – Informational Text
 Category: Craft and Structure – Grade 5
 Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

What do we want students to do?	With what knowledge?	In what context? For what purpose?
Analyze	Multiple accounts	Same topic or event
Note	Similarities Differences	Point of view

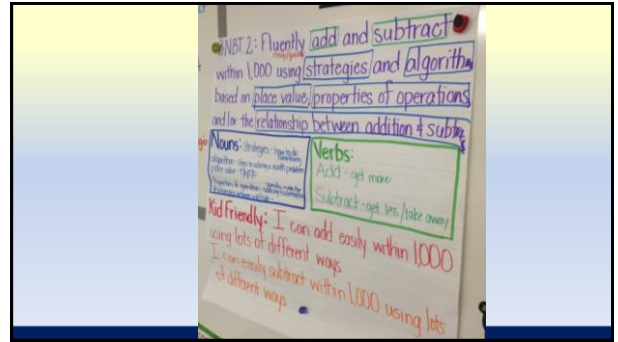
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Example

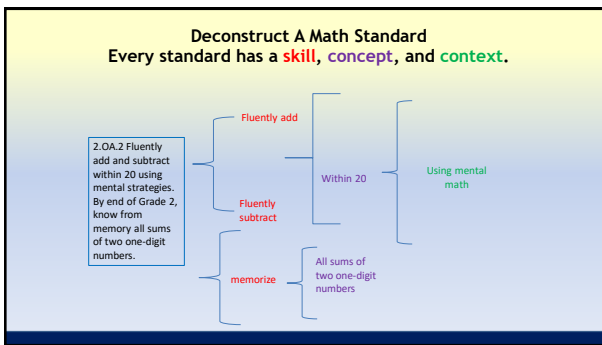
1. Strand/Domain: ELA Reading Informational Text
Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What do we want students to do?	With what knowledge?	In what context?
Determine	Main Idea (central ideas or themes)	Of informational text
Analyze	The development of the central ideas/themes or main idea	
Summarize	Key supporting details and ideas	

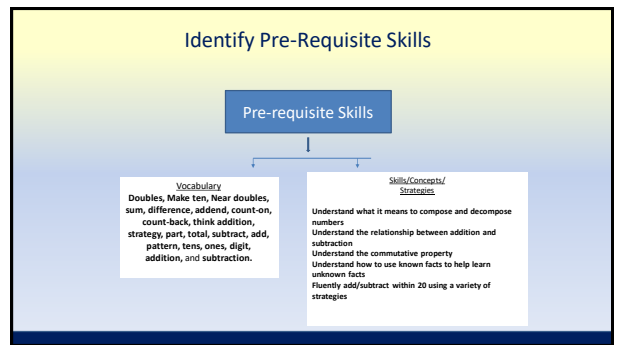
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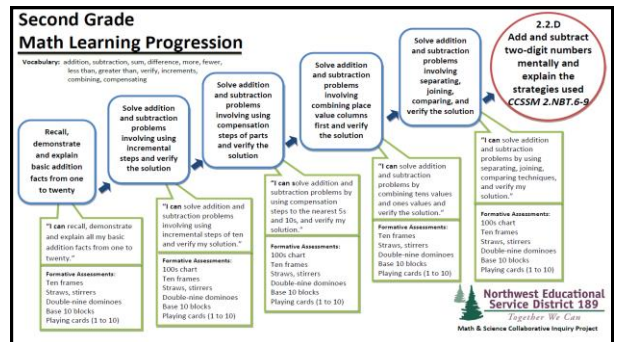
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- Progression of Learning Targets**
Standard: Solve word problems or use problem solving tasks that involve basic addition and subtraction fact
- I can model with manipulatives adding cubes by saying that I'm putting them together.
 - I can apply count on strategies such as count on to develop automatic recall of two one-digit numbers.
 - Use known facts to solve unknown facts (i.e. if a student sees $7+9=$, the student can use $7+7$, $7+10$, $6+10$, or even $9+9$ to help)
 - I can model with manipulatives subtracting cubes by saying that I'm taking apart and taking from.
 - Use the inverse relationship between addition and subtraction (i.e. if a student sees $10-7=$, the student can recall $7+3=10$ and know that the answer is 3)
 - I can fluently add and subtract facts within 10 (and later 20)
 - Solve word problems or use problem solving tasks that involve basic addition and subtraction fact

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Pg. 123, DuFour et. al., 2016

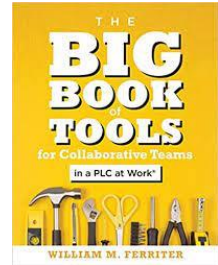
"The only way the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, have **worked collaboratively** to do the following:

- ★ **Study** the intended curriculum.
- ★ **Agree** on the priorities within the curriculum.
- ★ **Clarify** how the curriculum translates into student knowledge and skills.
- ★ **Establish** general pacing guidelines for delivering the curriculum.
- ★ **Commit** to one another that they will, in fact, teach the agreed-upon curriculum (DuFour & Marzano, 2011, p. 91)."

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Guaranteed and Viable Curriculum

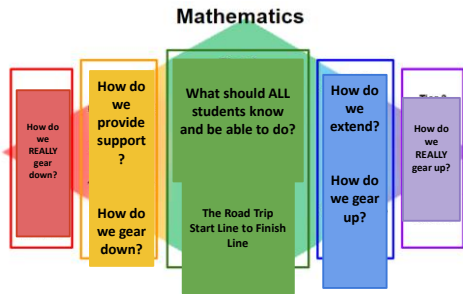
Which Templates do you think your PLTs could use to help you design your curriculum?



Which ones do you like the best and why?

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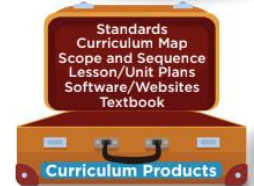
Curriculum Needs to Meet ALL Learners... By: Eliza Thomas



135

What Did We Just Place In the Suitcase in this Module?

- Unwrapping Essential Standards to determine the KUDO's (what we want students to Know, Understand, and be able to DO for standard mastery).
- Templates to guide thinking process for planning curriculum



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Learning Targets

3. We can explore a variety of assessments that can be used on the journey to determine the level of student standard mastery.



137

STARSS Planning pp. 5-6
Going From Standard to a Grade



138

“Great teachers plan objectives, then assessments, and then activities.”

(Lemov, 2010)

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Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching.
To receive feedback on learning and teaching.

Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.
To self regulate and critically evaluate

Assessment OF learning occurs when teachers use evidence of student learning to examine student achievement against goals and standards.
To demonstrate achievement

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Assessment FOR Learning

- Assess student's progress and learning needs.
- Students are involved in the assessment process.
- Descriptive feedback is essential in creating learning strategies.
- Teacher and student work together to improve student's learning.
- Continuous process
- Increase learner's motivation.
- Provides clear learning targets for students.
- Students learn to differentiate "good" work from "weak" work.
- Both teacher and student assess student's learning.

Assessment OF Learning

- Assess what students have learned.
- Students are not directly involved in the assessment process.
- Certify student's competence.
- May increase or decrease learner's motivation.
- Promotes ranking or sorting of students.
- Review student's level of understanding.
- Less emphasis on improving student's learning.
- Emphasizes accountability to meet standards.
- Teacher assesses student's learning.

Assessment AS Learning

- Assess student's cognition about their learning.
- Students are actively involved in monitoring and assessing their learning.
- Teachers show students how to do self-assessment.
- Teachers provide students with opportunities to practice self-monitoring and self-reflection.
- Continuous process.
- Teachers guide students in setting learning goals.
- Students assess their own learning.
- Improves student's learning and motivation

<https://annemichellelee88.wordpress.com/2013/02/14/%E2%80%A2assessment-of-as-for-learning/>

141

“We assess for two reasons: to inform instructional decisions and to motivate students to try to learn.”

--Rick Stiggins, *Assessment for Learning Defined*

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High Impact Chews
“Little Bitties”

p. 19

- Dry Erase Boards
- Exit Slips
- Super Sleuth
- Think-Pair-Share (Turn & Talk)
- 30 Second Expert
- Quick Write
- Quick Draw
- Anchorperson
- Ball Toss
- Do 3 and Come See Me
- Show Me Cards
- Observations with
- Cruisin' Clipboards
- Student Self-Assessments
- Touch Cards with vocabulary words or concepts
- Thinking Job - tabs

Research: Giving students opportunities to “quiz”, chew, or recall information often in the classroom, along with effective feedback (through checking), had an effect size of more than .80 on student achievement.

143

High Impact Chews
Main Formatives

p. 20

The following Effect Sizes came from Hattie, John (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Hattie, John (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.

Fisher, P., and Hattie (2017). *Teaching Literacy in the Visible Learning Classroom (Grades K-12)*. Thousand Oaks, CA: Corwin Press.

- Organizing conceptual knowledge = .85
- Worked Examples = .57
- Classroom Discussion (formal like debates) = .82
- Response to Intervention = 1.29
- Jigsaw Method = 1.20
- Scaffolding = .82
- Metacognitive Strategies = .60
- Peer Tutoring = .53
- Prediction = .76
- Identifying similarities and differences = 1.32
- Summarization = .79
- Underlining and Highlighting = .50
- Annotating = .63
- Phonics Instruction = .54
- Comprehension Strategy Instruction = .60
- Synthesizing Across Texts = .63
- Reciprocal Teaching = .74
- Repeated Reading = .67
- Vocabulary Instruction = .67
- Close Reading = .63
- Writing = 1.47 (Graham & Perin, 2007)

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p. 5

3A. Characteristics of an Excellent Formative Assessment

- Are the tasks or work that the students are doing, making, saying or writing to accomplish the goal; students are practicing what they learned.
- Are calibrated to the Learning Target – directly connect
- Measure the mastery of the Learning Target (quantifiable – you can collect data to determine where each student is with the Learning Target)
- Have clear Criteria for Success (maybe even a sample) to explain the characteristics and qualities of a successful attempt
- Should be “checked” by teacher and student to drive the next steps of instruction (evidence that students achieved the Learning Target)
- Examples: writing, Socratic Seminar, sorting, Depths of Knowledge verbs/tasks, technology products, presentations, mindmaps, question/answer, discussions/debates, graphic organizers, etc.
- Can be accomplished individually (independent work) or within a group (cooperative learning)
- Are not graded but rather are checked, analyzed, and used to determine next steps (to inform instruction)

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p. 6

3B. Characteristics of an Excellent Summative Assessment

- Are given after many formative assessments and much feedback
- Align with that unit’s formative assessments
- Are graded and used to determine next steps (reteach, redo/retake)
- Are designed by teachers based on a section of standards (Learning Targets) that were already taught – they measure mastery level.
- Are designed and used hand-in-hand with the proficiency scales
- Are not just tests or quizzes but rather can also be products with rubrics to guide the work.
- Should never be a surprise to the students (the date and the contents are always known well beforehand)
- Should have student and teacher reflection opportunities after the test (what went well, what didn’t go so well and why, how to fix those mistakes, etc.)
- Results could be graphed by the students so they can see progress toward the standards.

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Classroom Assessment Strategies

Selected Response	Constructed Response	Performance Assessment	Informal Assessment
<ul style="list-style-type: none"> Multiple Choice True-False Matching 	<ul style="list-style-type: none"> Fill-in-the-blank (words, phrases) Essay Short answer (sentences, paragraphs) Diagram WEB Concept Map Flowchart Graph Table Matrix Illustration 	<ul style="list-style-type: none"> Presentation Movement Science lab Athletic skill Dramatization Enactment Project Debate Model Exhibition Recital 	<ul style="list-style-type: none"> Oral questioning Observation Interview Conference Process description Checklist Rating scale Journal sharing Thinking aloud a process Student self-assessment Peer review

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Norman Webb’s Depth of Knowledge (DoK)

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<https://www.karin-hess.com/cognitive-rigor-and-dok>

HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM): Applying Webb’s Depth-of-Knowledge Levels to Bloom’s Cognitive Process Dimensions

Revised Bloom’s Taxonomy	Webb’s DOK Level 1 Recall & Reproduction	Webb’s DOK Level 2 Skills & Concepts	Webb’s DOK Level 3 Strategic Thinking/Reasoning	Webb’s DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory through recognition, recall, or retrieval.	<ul style="list-style-type: none"> Identify, list, define, describe, or label. 	<ul style="list-style-type: none"> Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area. 	<ul style="list-style-type: none"> Make a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.
Understand Construct meaning from explicit or implicit purposes, motives, and relationships between concepts or ideas.	<ul style="list-style-type: none"> Describe or define facts, details, or specific examples. Use a variety of strategies to identify, describe, or explain the relationship between concepts or ideas. 	<ul style="list-style-type: none"> Identify, explain, describe, compare, or contrast. 	<ul style="list-style-type: none"> Develop a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.
Apply Use and transfer knowledge to solve a problem or complete a task in a new situation.	<ul style="list-style-type: none"> Apply knowledge, skills, or concepts to solve a problem or complete a task in a new situation. 	<ul style="list-style-type: none"> Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area. 	<ul style="list-style-type: none"> Make a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.
Analyze Break an issue or subject into parts and examine how the parts relate to one another and to the whole.	<ul style="list-style-type: none"> Break an issue or subject into parts and examine how the parts relate to one another and to the whole. 	<ul style="list-style-type: none"> Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area. 	<ul style="list-style-type: none"> Make a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.
Evaluate Make judgments based on criteria and standards.	<ul style="list-style-type: none"> Make judgments based on criteria and standards. 	<ul style="list-style-type: none"> Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area. 	<ul style="list-style-type: none"> Make a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.
Create Put elements together to form a new whole.	<ul style="list-style-type: none"> Put elements together to form a new whole. 	<ul style="list-style-type: none"> Use these Hess CRM curricular examples with most writing and oral communication assignments or assessments in any content area. 	<ul style="list-style-type: none"> Make a multi-paragraph composition for specific purposes (e.g., write, give a presentation, interview, and make a speech). 	<ul style="list-style-type: none"> Use multiple sources to elaborate on how concepts or ideas are related to one another. Compare or contrast two or more concepts, people, events, or events. Develop an argument and use evidence to support a position or conclusion.

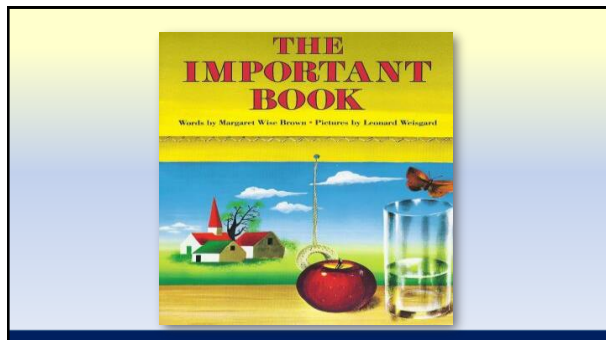
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p. 11

Weekly Planning Matrix

	Standard	Learning Target	Vocabulary to Teach	Main Formative	Criteria for Success	Strategies to Use (Differentiated Strategies)
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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The Important Book By: Lindsey Ott

The important thing about neurons is that they send electrical and chemical messages to the body and brain.

1. Neurons are the 100 billion brain cells you are born with in your brain and nervous system.
2. Neurons can be regenerated within the hippocampus part of the brain—especially when one exercises.
3. The two fuels that neurons must have are oxygen and glucose.
4. Neurons can't store these fuels.
5. Learning occurs at the gap between neurons called the synapse.

BUT, the important thing about neurons is that they send electrical and chemical messages to the body and brain.

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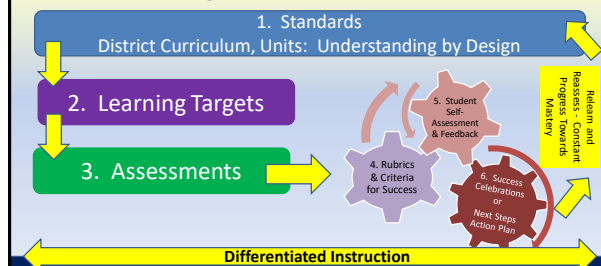
The MOST Important Thing About Assessments is:

- 1.
- 2.
- 3.

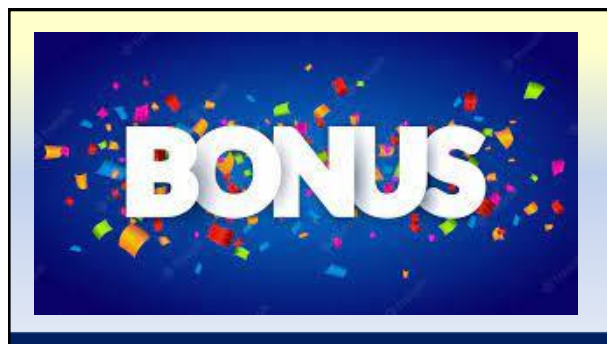


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STARSS Planning Going From Standard to a Grade



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What Is Criteria For Success?

- The **qualities of the formative** (performance or product) that you have declared as proof/evidence of mastery of the Learning Target.
- It's a **tool** so students know **exactly what you want** from them within the formative – so they can assess their current performance in light of the Learning Target.
- **Bottom Line: Criteria for Success describes the characteristics of the product or performance – the formative.**

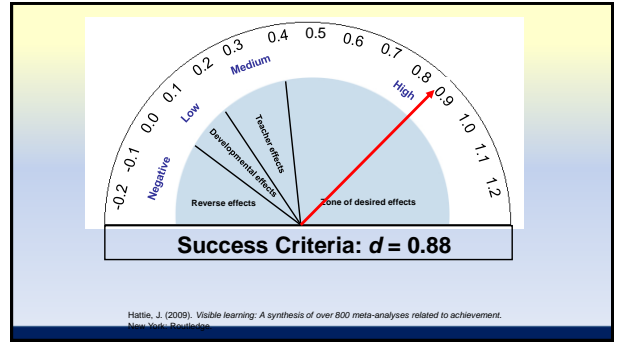
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Criteria For Success

- Rubric
- Student Self-Assessment
- Peer Assessment/Feedback
- Checklist
- Exemplars and non-exemplars
- Blank Template with the components to complete



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5+ Star Writing

★	Capital letter to start my sentence.	I see a dog.
★	Punctuation to end my sentence.	Where is the dog?
★	Use finger spaces.	The dog is brown.
★	Use neat handwriting.	Kk
★	My sentence makes sense.	☺☺
★	One opinion statement	I like green apples.
★	One because statement	because they are round!
★	Picture matches my words	The sun is smiling.

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5+ Star Writing

Writing	Self	Friend	Teacher
I can finish the handwriting.	👍	👍	👍
I can start the capital using letters of different colors.	👍	👍	👍
I can give 3 reasons that support my opinion.	👍	👍	👍
I can use linking words to connect my opinion and evidence.	👍	👍	👍
I can write a concluding sentence.	👍	👍	👍
I can use 3-5 vocabulary words.	👍	👍	👍
I give the audience in my writing.	👍	👍	👍
Comments:			
Conventions	Self	Friend	Teacher
I can use finger spaces.	👍	👍	👍
I can use correct punctuation.	👍	👍	👍
I can indent my first paragraph.	👍	👍	👍
I can use capital letters at the beginning of the sentence and for proper nouns.	👍	👍	👍
I can use the word and to separate words.	👍	👍	👍
My sentences make sense.	👍	👍	👍
Comments:			

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Body Paragraph Criteria for Success

- ☐ Starts with a topic sentence that restates and answers the prompt in your words
- ☐ Contains two transition words
- ☐ Contains one-two text book references to support your topic sentence
- ☐ Elaborates by telling more about the topic (from your own knowledge)
- ☐ Reads smoothly and is mostly in your words

Example Paragraph

Earthquakes are caused when tectonic plates beneath the Earth push or slide into one another. To illustrate, according to Sneed B. Collins III, "...When enough pressure builds, the two sides of the fault can suddenly shift, or slip. This sudden movement releases waves of energy." Japan, for example, is a country that experiences many earthquakes because it is located directly above two extremely active plates.

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Potential Criteria For Weekly Writing Prompt

Criteria	Student	Peer	Someone Older	Teacher
1. Question is answered thoroughly (accurate, clear answer)				
2. The writing is organized (introduction, middle, and conclusion; sequential)				
3. The answer has at least 3 text-based or note-based references to support it (sourced accurately, truly support answer)				
4. Reader can visualize the answer to this prompt (details are present, word choice is vivid)				
5. At least 3 vocabulary words are used to explain the answer (underline). Tier 2 or 3				
6. Conventions (spelling, grammar, usage, punctuation, capitalization, etc.)				

Feedback & Differentiation Opportunities

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SUMMARY WRITING RUBRIC		
GROWTH OPPORTUNITIES	Criteria: Standards for this performance	KUDOS
	Criterion 1: MAIN IDEA Clear main idea in the first sentence.	
	Criterion 2: SUPPORTING DETAILS 2 or 3 details to show text evidence to support the main idea. (Use fact-based language in the author text)	
	Criterion 3: TRANSITIONS Student uses transitional words that show a logical sequence.	
	Criterion 4: CONVENTIONS Correct spelling and grammar with complete sentences to form at least one paragraph.	

Made in conjunction with Wyoming Indian High School CTE Teachers

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LT. Draw area models to show the decompositions represented by number sentences. Express each as a sum and product of unit fractions. Use parentheses to show the relationship between the number sentences. Photo of Liahna; Teacher: Megan McMorrow, Maryvale Intermediate School

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Grade 5 Standard: CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Learning Target: I can support my opinion with reasons and evidence.		
Grows	Criteria for Success My opinion writing includes...	Gloves
	<input type="checkbox"/> A clearly stated opinion about _____	
	<input type="checkbox"/> A grabber (introduction) that is interesting and states the purpose _____	
	<input type="checkbox"/> _____ paragraphs to organize my reasons and evidence logically. o Introduction _____ o _____ paragraphs with reasons and evidence _____ o Conclusion _____	
	<input type="checkbox"/> At least three (3) different reasons to support my opinion _____	
	<input type="checkbox"/> At least _____ text based details that support the reason _____	
	<input type="checkbox"/> Transition words that link my opinion, reasons and ideas _____	
	<input type="checkbox"/> At least _____ vocabulary words from the text _____	
	<input type="checkbox"/> A conclusion that is different than just restating the opinion _____	
	<input type="checkbox"/> Accurate Conventions with Capitalization, Usage, Punctuation, Spelling _____	

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Grade 5
Standard: CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Learning Target: I can support my opinion with reasons and evidence.
Criteria for Success
My opinion writing includes...

Grows	Criteria for Success	Gloves
	<input checked="" type="checkbox"/> A clearly stated opinion about <u>grading devices</u>	YAP
	<input checked="" type="checkbox"/> A grabber (introduction) that is interesting and states the purpose	This was funny for me YAP
	<input checked="" type="checkbox"/> _____ paragraphs to organize my reasons and evidence logically o Introduction _____ o _____ paragraphs with reasons and evidence _____ o Conclusion _____	YAP
	<input checked="" type="checkbox"/> At least three (3) different reasons to support my opinion	YAP
	<input checked="" type="checkbox"/> At least _____ text based details that support the reason	What you did all of!
	<input checked="" type="checkbox"/> Transition words that link my opinion, reasons and ideas	Use it!
	<input checked="" type="checkbox"/> At least _____ vocabulary words from the text	Use it!
	<input checked="" type="checkbox"/> A conclusion that is different than just restating the opinion	Use it!
	<input checked="" type="checkbox"/> Accurate Conventions with Capitalization, Usage, Punctuation, Spelling	Spelling sound perfect to me!

Can you start paragraph differently?
3rd reason is weak?
Are u adding from here? Use text-based wording to prove it.
Only one p. ch.?

I saw 2 funny sentences, why too long?

Feedback from Raul
Feedback from Shauna
Feedback from Mrs. Barnett

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4. Criteria for Success for Criteria for Success pp. 6-7

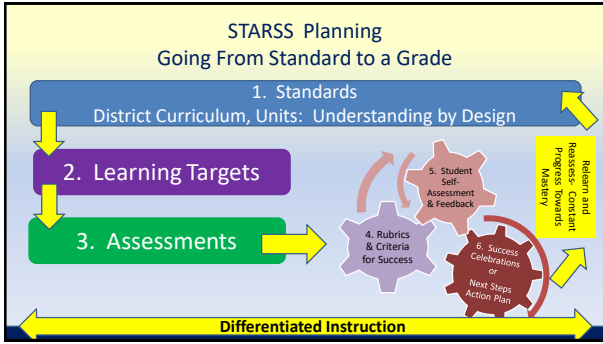
- It lists individual attributes of the quality/quantity of the excellent product, performance or main formative.
- It contains present tense verbs.
- It links to the Learning Target.
- It is discussed, understood and agreed upon prior to undertaking the product or performance.
- It is either written down visually or visually represented for students to refer to as they complete the task
- Examples: checklist, rubric, template/graphic organizer, student self-assessment, etc.
- It is presented through concrete models of work that exemplify the criteria [exemplar].
- It may be further clarified by examining and discussing models of work that do not exemplify the criteria (non-exemplar).
- It is developed with student input when appropriate.
- It is the basis for assessment and feedback by students, by teachers, and when appropriate, by their peers.
- It is used to help you differentiate for your students.

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STARSS Planning

- S** = Standards
- T** = Target (Learning Target)
- A** = Assessments (formative and summative)
- R** = Rubrics (and other Criteria for Success)
- S** = Student Self-Assessment (feedback)
- S** = Success Celebrations and Next Steps Action Plan

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p. 7

5. Student Self-Assessment and Teacher Feedback:

- Are based on the Criteria for Success for reaching the Learning Target
- Are written with student-friendly language and co-designed
- Are in a format that encourages reflection
- Are actionable ideas about what is going well and what gaps need to be closed in order to reach the learning goal.
- Are descriptive, timely, consistent, constructive, and specific to that individual student and his/her work
- Visually show growth, progress and potential (setting more goals to close the gaps in the learning)
- Are action-oriented and need follow-up

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p. 8

6. Success Celebrations and Next Step Action Plans:

- Are responses to the checkpoints (can be formative or summative)
- Are celebrations of progress and achievement of a goal or Learning Target that are co-designed with student and teacher (high fives, placing work in portfolio, share the work with a partner, read the writing from author's chair, special certificates of honor, etc.)
- Are not extrinsic rewards (candy, food, toys, etc.) but rather descriptive praise, checkmarks or stars on the Criteria for Success templates, etc.
- Produce a plan of action of relearning a concept through reteaching or special intervention time
- Use an MTSS/Response to Intervention Schedule to determine how to close the larger gaps noticed

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Formative Assessments + Feedback + Time to Respond

THEN PREPARE TO GRADE


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Weekly Planning Matrix						
Week 1 Plan						
	Standard	Learning Target	Vocabulary to Teach	Main Formative	Criteria for Success	Strategies to Use (Differentiated Strategies)
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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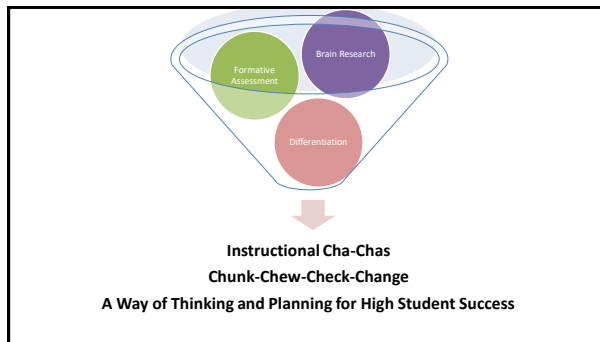
Chunk It
We teach a bit

Chew It
They think about it

We Check It
To see if they know

Change Our Instruction
To watch them grow!

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pp. 21-22

Subject/Unit: _____ Grade: _____ Date to be Taught: _____

Standard: _____

Learning Target: _____

Main Formative: (Evidence for achieving: How?)	Differentiation Explained:	Criteria for Success (check type):	Criteria for Success (explain details):
		<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist (Self-Assessment) <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Exemplary/ Non-Exemplary <input type="checkbox"/> Other: _____	
The Chunk Explained: What Teachers Will Do Beginning Chunks (I Do) 	The Chew Explained: What Students Will Do 	Checking for Understanding: (Check those that apply) <input type="checkbox"/> Exit Ticket/Peer Stress Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards – quick checks <input type="checkbox"/> Turn & Talk Discussion (verbal responses) <input type="checkbox"/> Teacher Observation – document on <u>Quality Clipboard</u> <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative: evidence <input type="checkbox"/> Other: _____	
Middle Chunk (We Do) 		<input type="checkbox"/> Exit Ticket/Peer Stress Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards – quick checks <input type="checkbox"/> Turn & Talk Discussion (verbal responses) <input type="checkbox"/> Teacher Observation – document on <u>Quality Clipboard</u> <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative: evidence <input type="checkbox"/> Other: _____	

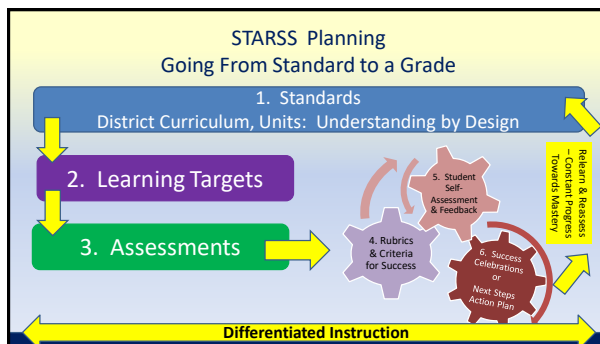
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Middle Chunk (Two Do/Group Do) – Collaboration

Ending Chunk (closure) (You Do)

	<input type="checkbox"/> Exit Ticket/Peer Stress Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards – quick checks <input type="checkbox"/> Turn & Talk Discussion (verbal responses) <input type="checkbox"/> Teacher Observation – document on <u>Quality Clipboard</u> <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative: evidence <input type="checkbox"/> Other: _____
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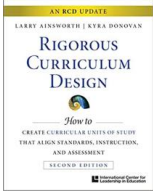
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180

Designing Curriculum: A Process with Products

1. Prioritize standards
2. Decide on the Units of Study (within your resources)
3. Preparing a pacing calendar (curriculum maps and scope and sequence) for the units of study by month/week
4. Create your units by using a high-impact organizer
5. Deconstruct (AKA: Unwrap) your standards within this unit so you can understand the end outcomes of this unit (big first and then smaller)
6. Brainstorm the many high-impact assessments that will be used as evidence of where students are with the standards (begin with the end in mind) (pre-assessments, formative assessments, summative assessments)
7. Create a weekly plan with high-impact tools infused
8. Create a daily plan with the Gradual Release of Responsibility
9. REPEAT for each unit of study (precious and priceless)



181

Learning Targets

4. We can design plans for improving our curriculum planning methods and determine how to use these plans independently, within our PLTs, and as a whole school.



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Action Plan for the Day

Our Action Plan

School: _____ My Name: _____

Our School	Let's discuss...
	Let's try...
	Let's change...
My Classroom	I will try...
	I will research more...
	I will change...

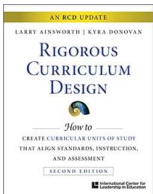
183

Criteria for a Successful Journey	YES!	Starting	Not Yet
1. I can articulate the basics of how to plan my subject area/grade level curriculum to ensure I'm teaching the standards. I can give a brief explanation of the components of the curriculum journey.			
2. I know my standards for each unit of instruction. I know a variety of resources that will guide each unit of instruction.			
3. I know how to find the Essential Standards in each unit and how to use them to ensure that all students master each one.			
4. I can unwrap Essential Standards to determine a possible Learning Target Progression that will guide my students with baby steps to mastery of the standards.			
5. I can help my school develop a Guaranteed and Viable Curriculum - I have strengths that will help the entire school with this process.			
6. I can create a pacing calendar for each subject that I teach to ensure that the Essential Standards have adequate time and energy spent on them so there is stronger student mastery of these Essential Standards.			
7. I can list a variety of daily formative assessments that will measure where my students are with the daily Learning Targets that ultimately tell me how they are "going" towards the standard.			
8. I can set goals throughout my school year to ensure that I'm improving how I plan my curriculum and eventually plan my daily lessons. I'm ready to take the curriculum planning journey!			

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Designing Curriculum: A Process with Products


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8. Create a daily plan with the Gradual Release of Responsibility
9. REPEAT for each unit of study (precious and priceless)



185

Why Goals? Benefits of Goals?

- Dopamine Dumpers
- Energy Builders
- Focused and more efficient
- Deep desire in us all: Mastery
- Little steps toward growth – improving
- Goals can help us build the emotional intelligence skill of self-management
- Goals can help us regulate our actions and expend resources to address the goal.




186

What's The Greatest Motivator To Humans In A Workplace? Is It...

- Recognition for good work
- Incentives for work well done
- Management support
- Interpersonal support (*other staff*)
- Clear, achievable goals
- Making progress

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Focus



Stay focused on just one thing at a time. Once it is mastered, then you can move on.

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SMART Goals

SMART Goal Setting in 5 Easy Steps
Adapted From Active Solutions

Step	Mnemonic	Description
1	Specific	<ul style="list-style-type: none"> Exactly what is it you want to achieve in your learning and to what extent? A good objective statement or goal should answer the questions: "Which, who, what, when, where, why?"
2	Measurable	<ul style="list-style-type: none"> You need to be able to track the progress and measure the outcome. A good objective statement or goal should answer the questions: "How much or how many?"
3	Action oriented	<ul style="list-style-type: none"> Say what you are going to do. A good objective statement or goal should describe a result. Be optimistic, but provide realistic strategies.
4	Realistic and relevant	<ul style="list-style-type: none"> A good objective statement or goal should challenge your learning, while remaining realistic and relevant.
5	Time based	<ul style="list-style-type: none"> Include a time limit A good objective statement or goal should include: "by when do"

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S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time-bound
<p>Do: Set real numbers with real deadlines.</p> <p>Don't: Say, "I want more visitors."</p>	<p>Do: Make sure your goal is trackable.</p> <p>Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."</p>	<p>Do: Work towards a goal that is challenging, but possible.</p> <p>Don't: Try to take over the world in one night.</p>	<p>Do: Be honest with yourself- you know what you and your team are capable of.</p> <p>Don't: Forget any hurdles you may have to overcome.</p>	<p>Do: Give yourself a deadline.</p> <p>Don't: Keep pushing towards a goal you might hit, "some day."</p>

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SMARTER Goal

SMART Goal for _____ (name)
Starting Date: _____ - _____ Ending Date

Goal & Reason: I want to _____
Because _____

Action: I will do this by: _____

Time: I will evaluate my progress on _____ by doing _____

I did it! Explain:	I sort of did it! Explain:	I need to work on this goal more because:
--------------------	----------------------------	---

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SMART Goals Printable

S M A R T	Specific	<ul style="list-style-type: none"> What, Who, Where? What, How, How often, How long? When, When are you going to do it? How much, How many, How often, How long? Why, Why are you doing it? 	
	Measurable	<ul style="list-style-type: none"> How much, How many, How often, How long? When, When are you going to do it? How much, How many, How often, How long? Why, Why are you doing it? 	
	Attainable	<ul style="list-style-type: none"> Are you able to do it? Are you able to do it? Are you able to do it? Are you able to do it? 	
	Relevant	<ul style="list-style-type: none"> Does it matter to you? Does it matter to you? Does it matter to you? Does it matter to you? 	
	Time-bound	<ul style="list-style-type: none"> When, When are you going to do it? How much, How many, How often, How long? Why, Why are you doing it? 	

Your SMART Goal Statement

Get This FREE Printable at: DevelopGoodHabits.com/smart-template

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SMART GOALS

S SPECIFIC:

M MEASURABLE:

A ACHIEVABLE:

R RELEVANT:

T TIMEBOUND:

DEVELOPHOORHABITS.COM

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194

Individual Exit Ticket

Name: _____ School: _____ Date: _____

1. The big ideas that I learned today were: (Aha Moments, Never Thought about It That Way...)	
2. Cool Tools that I cannot wait to use in my classroom are:	
3. I will improve my curriculum writing by doing the following this month... Later on this school year...	This month: This school year:
4. I have the following questions now (I wonder...)_	
5. Other Comments:	

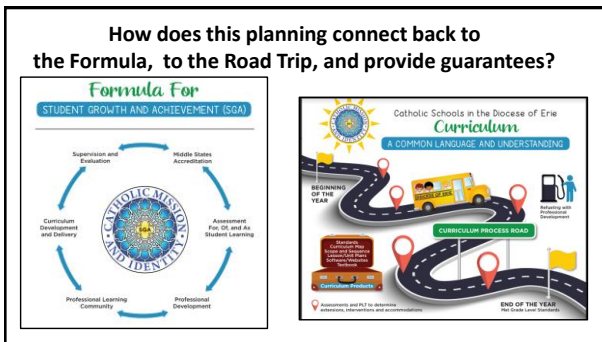
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School-Based Exit Ticket – COMMITMENT TICKET

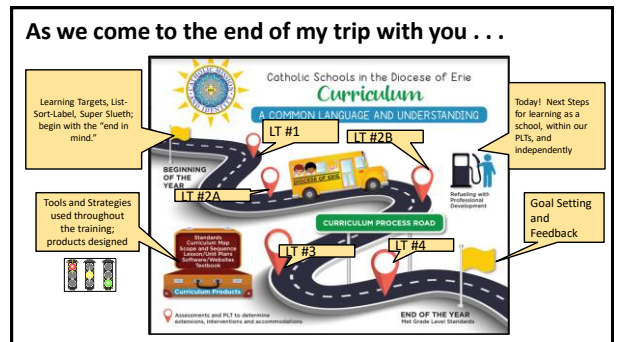
School Name: _____ Date: _____

1. Our school will commit to trying the following processes collectively while helping one another, giving feedback to one another, and during PLT time (when set up). Place checkmarks only in boxes that you want to commit to doing this school year.	<input type="checkbox"/> Examine and prioritize standards – create essential standards for each unit <input type="checkbox"/> Determine what the units of study will be based on standards <input type="checkbox"/> Create a Pacing Calendar for Units of Study by month/week <input type="checkbox"/> Unwrap essential standards to understand the Learning Targets <input type="checkbox"/> Write, post and share daily Learning Targets with students <input type="checkbox"/> Create student self-assessment tools based on Learning Targets and/or standards	<input type="checkbox"/> Create formative assessments that will measure where students are with the daily Learning Targets (this will be the beginning of our daily lesson plan templates) <input type="checkbox"/> Meet in our PLTs regularly to share with this curriculum planning process. <input type="checkbox"/> Determine what components we want in a daily lesson plan template (Weekly Plan Matrix) <input type="checkbox"/> Other:
2. We will place the above checked items on the following journey throughout our school year: (mini goals)	Stopping Point #1 (end of October): _____ Stopping Point #2 (end of December): _____ Stopping Point #3 (end of March): _____ Stopping Point #4 (end of school year): _____	
3. We are super excited to...		
4. Other Comments or Questions:		

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Special Thanks . . .




Roberta Bucci
 Lisa Panighetti
 Caryl Unsel
 All of you wonderful participants

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SMILE!

- It takes 37 muscles to frown and 22 muscles to smile. Smiling conserves energy!
- If you force a smile, you will eventually feel like smiling automatically. You can actually change your feelings!
- Average child laughs 400 times a day; average adult laughs 15 times a day!



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THANK YOU
 for all that you do, how hard you are working right now, and for being an educator. Keep on smiling...



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YOUR BEST SCHOOL YEAR EVER



PUT YOUR BEST FOOT FORWARD



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Feedback for LeAnn - 2022

<https://forms.gle/xBiCXGxz2HyAMgnn6>

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