

Essential Education for a Changing World: Integrating the CCSS

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www.curriculum21.com



OUR ESSENTIAL QUESTIONS



How do we prepare our
learners for their future?

Who owns the learning?

How are the CCSS an
opportunity to modernize
curriculum and teaching?

9 1987
87 1988
95 1996
2003 2004
2011 201
2019 20
5 2027
4 2035

What Year are
you Preparing
your Learners
for?

Amend your Mission Statement

8 1969
6 1977
4 1985
2 1993
0 2001
8 2009
6 2017
2025

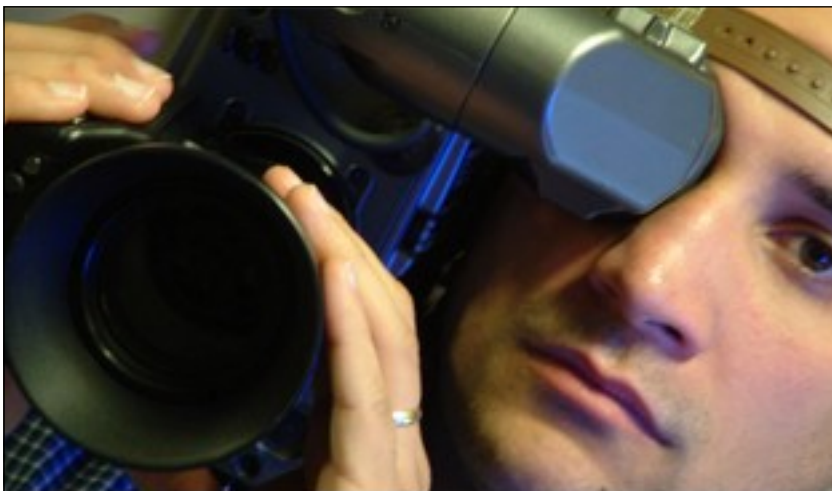
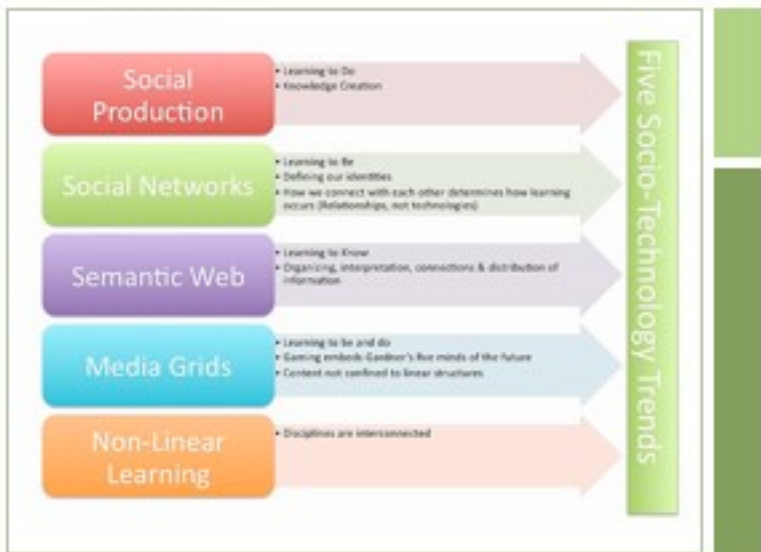


The days of the binder are over

Are children
and youth
processing
information
differently?



Class of 2027-
This Year's Preschool



The new literacies :
DIGITAL
MEDIA
GLOBAL

Digital Literacy

- ▶ Active and strategic selection of web 2.0 tools (and eventually web 3.0) to engage in RE-SEARCH and Development
- ▶ Re-search means 'search again'
- ▶ Active and strategic selection of repository sites
- ▶ Technical expertise with key-boarding, voice recognition, and touch technologies



Digital Literacy

Media Literacy

- ▶ Products and performance in NEW forms of media
- ▶ Determining the QUALITY of new media formats
- ▶ Transitioning and upgrading to new forms in our PD
- ▶ CRITICAL analysis of ALL media forms by students



Media Literacy

Global Literacy

- ▶ Recognizing the relationship between place and people
- ▶ Integration of active geography and the prefix: GEO
- ▶ Linking with other classroom: creating Classroom PORTALS
- ▶ World Language Instruction
- ▶ Upgrading to Contemporary Global Issues in content



Global Literacy



Who Owns the Learning?

A New Kind of Learner Needs:

A new kind of Teacher
A new Pedagogy
Upgraded Curriculum
Contemporary Instruction
New version of School



Leading with
teaching and
learning
.....or is it that
the technologies
are stretching
the possibilities
for teaching and
learning??????



So....
What do we do at our School?



MAPPING TO THE CORE

How do we merge our focus on 21st century learning with the
Common Core State Standards goals?

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17



FOUR PHASES

Implementation Process

18

WHERE IS YOUR FACULTY?

- Background on CCSS
- Curriculum Mapping
- Culture of Collaboration
- CURRICULUM 21



19

GREEN FLAG

Culture of Collaborative Inquiry
Culture of Strategic Communication



20

RED FLAG

Culture of Compliance



21

COACHING POINTS

Tips and Strategies to
Ensure Success



22



PHASE I

Laying the Foundation

23



24

I. LAYING THE FOUNDATION

Setting up leadership team in
each building to LEARN the
Fundamentals:

- Unwrapping the Core
Standards
- The Prologue to Mapping



25



CHERRY PICKING

26



COMMON CORE STATE STANDARDS

<http://corestandards.org>

27

COMMON CORE STANDARDS- BASICS

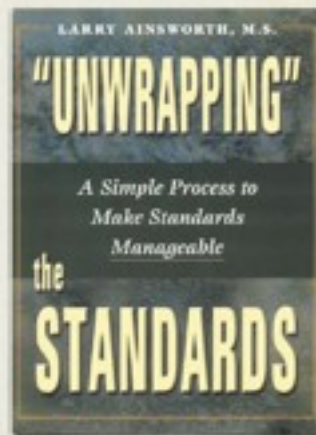
- Standards are proficiency targets not curriculum.
- Standards do not suggest best practice.
- The CC standards potentially can raise practice.
- Examining standards by organizational headers in a vertical review is critical.
- Unwrapping standards for CURRICULAR translation creates a common language.



28

LARRY AINSWORTH

Know what your Standards Documents have in them.



29

STANDARDS

Definition – Level of quality accepted as norm

Types of Standards:

- Common Core State Standards
- College Readiness (ACT)
- National Organizations
- International (AERO)



30

ORGANIZATIONAL MARKERS

- In ELA- take one set of standards and begin by identifying the organizational headers as ANCHORS.
- In Math- examine the headers K-8 as ANCHORS.
- In Math- examine the headers within each area of focus.
- ALL FACULTY should be familiar with these anchors whatever subject area they teach.



30

UNWRAPPING TO TRANSLATION

- The purpose of unwrapping is to immediately move to curriculum translation.
- For each of the NOUNS we suggest that teachers in small groups give examples of content topics they would address in their curriculum.
- For each of the VERBS we suggest that teachers in small groups give examples of skills and strategies that they would address in their curriculum.



32

TEXT TYPE & PURPOSE

Grade 8

- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and examples.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

33

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34

PERFORM OPERATIONS WITH MULTI-DIGIT WHOLE NUMBERS & WITH DECIMALS TO HUNDREDTHS

Grade 5

- 5. Fluently multiply multi-digit whole numbers using the standard algorithm.
- 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

35

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Grade 5

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- 7. **Add, subtract, multiply, and divide decimals to hundredths**, using **concrete models or drawings** and strategies based on **place value properties of operations**, and/or the **relationship between addition and subtraction**; relate the strategy to a written method and explain the reasoning used.

36

able to develop a knowledge of the usual sphere that offers the decision to present museum's collection the opportunity to

INFORMATIONAL TEXT

Special implications for ALL subject areas, all grades and all teachers

27

CC INFORMATIONAL TEXT KEY IDEAS AND DETAILS

Grade 4

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

28

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29

READING STANDARDS

Grades
11-12

- * Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- * Determine the central ideas or information of a primary or secondary source; provide a accurate summary that makes clear the relationships between the key details and ideas.
- * Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

41

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41

Unit: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Big Idea	Essential Questions	Content	Skills	Benchmark Assessments
Essays allow a writer to develop a logic through relevant details and support. Writers use a variety of strategies to enhance their message and engage the reader.	<p>What strategies can I use to help me be a more effective writer?</p> <p>How can I effectively support my point of view?</p> <p>Why do writers pick a particular structure for writing?</p>	<ul style="list-style-type: none"> • Thesis statement • Focused introductory paragraph • 3-5 paragraph essay • Relevant details and supporting evidence • Logical organization of ideas (e.g., order by chronology, importance...) • Unity/Coherence • Transitions • Supportive and illustrative materials • Sentence variety • Style <p>Vocabulary: organizational structures, compound-complex, personal style, controlled organization, unity</p>	<ul style="list-style-type: none"> • Writes a 3-5 paragraph essay with a clear thesis statement and a focused introductory paragraph. • Supports the development of the thesis with relevant details, facts, examples, and other information • Substitutes general terms with precise language to explain a topic • Uses a variety of transitional words and phrases to create cohesions within and between paragraphs • Uses a variety of sentence structures to enhance meaning (e.g., short, simple, compound, complex, compound-complex) • Uses a variety of sentences to create a certain effect in make your writing more interesting • Includes a closing statement that summarizes the information presented • Uses the criteria and levels of performance on the writing rubric to assess your writing 	<p>5 paragraph essay on focused topic</p> <p>Multiple paragraph essay using two different structures: sequence of ideas and comparison/contrast</p> <p>Graphic organizer – possible supporting details and information</p> <p>Essay revision task focusing on improving transitions and precise language</p> <p>Self-assessment using essay rubric</p>

42

COACHING POINTS

Tips and Strategies to
Ensure Success



43



Balancing
Informational
and Literary Text

Building
Knowledge in
Disciplines



Staircase of
Complexity

Text-Based
Answers



Writing from
Sources

Academic
Vocabulary



SIX SHIFTS IN ELA/LITERACY

44



SIX SHIFTS IN MATHEMATICS



SPECIAL OPPORTUNITY

New Media for Examination and for Production

46

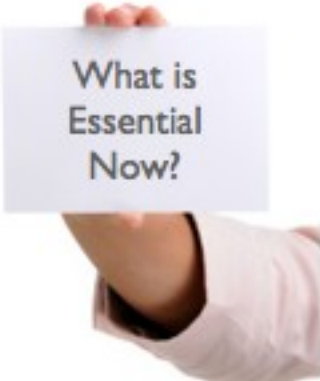
VERTICAL COLLABORATION

- At the heart of mapping and working effectively with the standards will be vertical collaboration.
- Jigsaw your faculty members for vertical comparisons of the unwrapping process and discuss:
 - What were the common nouns and verbs?
 - How did they scaffold in complexity?



47

Curriculum
Design
Requires Us
to Make
Choices

A photograph of a person's hand holding a white rectangular sign. The hand is wearing a light pink long-sleeved shirt.

What is
Essential
Now?

Curriculum Design Requires Us to Make Choices

...To help our learners for their future?

How can we leverage the CCSS to help us UPGRADE curriculum and assessment ?



Two Tier Model for Curriculum 21 Teams

Short Term Upgrades

Revision and replacement of dated curriculum and assessment types with more vital contemporary forms.

Long Term Versioning

New versions of the program structures in our school institutions that house curriculum and instruction.

Short Term Upgrades
Long Term Versioning

Versioning- Four KEY... SCHOOL STRUCTURES

- 1.SCHEDULE-short term and long term
- 2.STUDENT GROUPING PATTERNS
- 3.TEACHER CONFIGURATIONS
- 4.SPACE- both physical and virtual



The Expanding Curricular Menu



What are the
basic elements
in designing
curriculum
that need
upgrading?

Content



Skills



Assessment



Prim

PS 101 – The Verazzano School
Brooklyn, New York –

Upgrading Maps for Learner Engagement

Text Messaging as Note
Taking



Upgrading Maps for Learner Engagement

Facebook Pages of Historic
Figures



Upgrading Maps for Learner Engagement

Self-Publishing



Upgrading Maps for Learner Engagement

Skype
Grandmothers



Upgrading Maps for Learner Engagement

Video Trailer for Upcoming
Unit



Upgrading Maps for Learner Engagement

Podcast



Upgrade PD: try a film study

Upgrading Maps for Learner Engagement

- Teleplays
- Screenplays
- Grant Proposals
- Web Pages
- CAD Blueprints
- Web 2.0 Tools
- Video Conferencing in World Languages
- Media Criticism
- Second Life
- Web 3.0 Applications

TECHNOLOGY is Creating a NEW Curriculum GENRE

Each of these bears study,
nuance, and quality criteria

New Apps

Prezi

Skype

E-mail

Backchannel

Podcasting

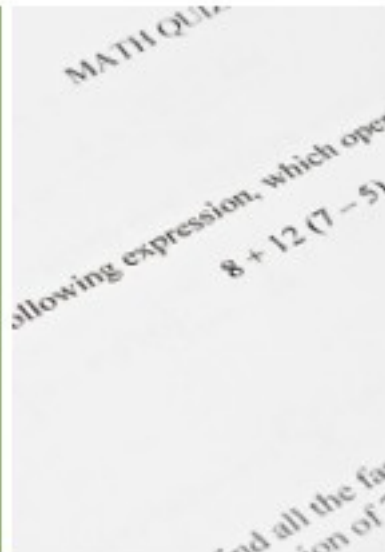
Blogs

Forums

UPGRADE: 21st Century Assessments

What we assess is a driver
for curriculum and
instruction

The FORM of an
assessment is an ARTIFACT
reflecting what is valued



Meet the Enemy



Refining TYPES of New Assessments

- * Persuasive
- * Informative
- * Narrative



Vid-cast



Skype



Blog

Text



Twitter

PROMPT: Apply these TYPES to
a 21st Century Assessment





Notice New Forms of
Assessment and Experiences


Proposed Performance ASSESSMENT: Create an APP



Criteria for an Upgrade

- ▶ Encourages ENGAGEMENT, curiosity, and RE-SEARCH 'search again'.
- ▶ Deepens examination of content
- ▶ Engenders INDEPENDENCE
- ▶ Reflects quality in student products/performance






Mission Statement

The Common Core State Standards provide a clear definition of what all students are expected to learn. The standards are designed to be rigorous, focused on essential skills and knowledge, and aligned with college and career readiness.

The Common Core is an Opportunity to UPGRADE



Statement

Common Core State Standards provide a clear definition of what all students are expected to learn, so teachers and parents can focus on the most important learning goals for all students.

iPads in Schools




Welcome to the iPads in Schools LiveBinder

Click on any of the subjects above to access content in the LiveBinder Tab.

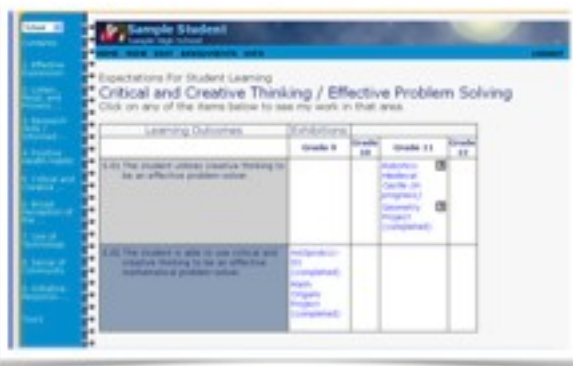
iPads in Schools Curated by Mike Fisher

Engaging Learners in Self-Assessment: The Digital Portfolio

- ▶ Richer Picture software from Ideas Consulting - www.richerpicture.com
- ▶ Rhode Island – Graduation by Proficiency- class of 2008
- ▶ students will demonstrate mastery through portfolio, senior project, certificate of initial mastery



David Niguidula,
david@ideasconsulting.com



End of Year Review

Sample Student
Karin Old-Infant

2. My Best Work

Please select 5 or 6 of your best pieces from this year. There should be at least one entry each from Math, Science, Social Studies and English.

Entry	Grade	Summer Outcomes
1 Geometry Project	10	3.00 (25), 4.00 (25), 4.00 (25)
2 Les Grenouilles	10	3.00 (25), 4.00 (25), 4.00 (25)
3 Persuasive Essay - Romeo and Juliet	10	3.00 (25), 4.00 (25)
4 Louis XIV	10	3.00, 4.00, 4.00
5 A Gutter Experience	9	3.00, 3.00, 4.00
6 Clay mask	9	3.00, 4.00
7 Flowers in Bloom (Incomplete)	10	3.00

Describe why you feel these entries are your best work. Be sure to indicate the connection between the work in your portfolio and the school's expectations.

Of the entries in my digital portfolio for this year, these represent my strongest work. Each of these entries is a long-term assignment, encompassing months of careful research and planning. In addition, they were all works of high quality from my teachers along with successfully meeting a wide range of learning outcomes.



Replace Dated PD Practices with New Ones



Revising and Upgrading Skills in the Curriculum

Planting Lifelong Capacity and Literacy

- * Digital
- * Global
- * Media



curriculum21

RAFTING THE GLOBAL CLASSROOM OF THE FUTURE

Home | All Services | Conference | Software | Clearinghouse | Learning Commons | Resources

Filter by category: Arts | Career/Team Ed | Chemistry | Civics | Computer Mapping | Digital Tools | Education | English/Language Arts | Health | Global Education | Global Perspectives | Government | Health | Heritage | History | Instructional Design | Languages | Literacy | Math | Science | Open Learning | Physical Education | Professional Development | Professionalism for Professionals | Reading | Reporting | Science | Social Studies | Sustainability | Technology | The Arts | Writing | More »

Coaching Protocols Simple Template

Coaching Protocols Simple Template # Simple Sample Template for coaching mapping.

Categories: Professional Development

Heidi Hayes Jacobs on curriculum21

Clearinghouse Individually Targeted

Upgrading Content

Essential = from the Latin esse;
meaning to be;
to distill to the core





How do we move our faculty to upgrade?
 A Curricular Commitment from each teacher

21st Century Tools BENEFIT the Learner

Provides a visual and organizational tool that enables them to make meaning in "concrete" ways that they can also control with immediate access.



21st Century Tools BENEFIT the Learner

Develops a different kind of "thinking tool"; the use of technology helps them develop their critical thinking in far more different ways.



Develop their verbal expression in response to visual stimuli.

Less hesitation when visual is first in contrast to processing verbal/linguistic approaches. (for specific groups of students).

Highly visual profile stimulates visual reflection.

Make choices and selections more efficiently.

21st Century Tools BENEFIT the Learner



Increases engagement because of immediate excitement, control, and interactivity.

Transfer of engagement and interaction can flood into other aspects of the curriculum, especially when deliberately planned by the teacher.

Increases classroom teaching and learning time when intrusive routines can be minimized.

Increases likelihood of completion of academic work

The Commitment is NOT:

- ▶ The limited and immediate use of a technological tool
- ▶ Using an LCD projector vs. Overhead projector
- ▶ Using a Computer vs. a Typewriter
- ▶ Using a SmartBoard vs. LCD Projector



The Commitment IS:

- ▶ An integrated use of technology that enhances content
- ▶ An application to a specific unit of study
- ▶ Evidenced directly in student products and performances



Each Teacher

Reviews all current available technological resources in district.

Online Resources

- ▶ Video streaming
- ▶ Internet websites and subscriptions
- ▶ Webquest creation
- ▶ Webcasting through laptop

Hardware Resources

- ▶ Video conferencing
- ▶ Laptop labs
- ▶ Digital cameras
- ▶ Digital Recording Studio

Creative Software

- ▶ MovieMaker
- ▶ MediaPlayer
- ▶ Video clips via digital cameras

Each Teacher Commits To:

- ▶ Identifying at least ONE specific unit to revise.
- ▶ Planning to replace a specific content, skill, and assessment practice with an 21st Century UPGRADE within the UNIT.
- ▶ Sharing the proposed change with colleagues.
- ▶ Learning to use the tool that will be requisite to replace the current unit design with the new practice.



Each Teacher Commits To:

- ▶ Revising the UNIT and begins implementation with students.
- ▶ Tolerating a certain degree of frustration
- ▶ Celebrating the Victories
- ▶ Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.



Administrators Commit To:

- ▶ Reviews, monitors, and provides **FEEDBACK** to teachers on individual curricular pledges to **UPDATE**.
- ▶ Identifying at least **ONE** specific staff development or administrative task to revise.
- ▶ Planning to replace a specific content, skill, and assessment practice with an
- ▶ 21st Century **UPGRADE** be each administrative.



Administrators Commit To:

- ▶ Sharing the proposed change with colleagues.
- ▶ Learning to use the tool that will be requisite to replace the current unit design with the new practice.
- ▶ Revising the task and begins implementation with teachers.
- ▶ Tolerating a certain degree of frustration
- ▶ Celebrating the victories.
- ▶ Reviewing and sharing of 21st Century learning openly with colleagues at targeted work-sessions through the school year.



Vertical K-12

Extended departmental meetings

Across Grade Level

All third grade teachers, all teachers of freshmen

Extended Team

Special area teachers, special ed staff, ESL

Expanded Local Team

Virtual Groupings; parents, community; internships

Strategic Grouping for Professional Reviews

Targeted Vertical

Ex. K-1; 3-6; 7-11; 10-12

Targeted Cross Grade Level

Interdisciplinary 7th grade team

Global Team

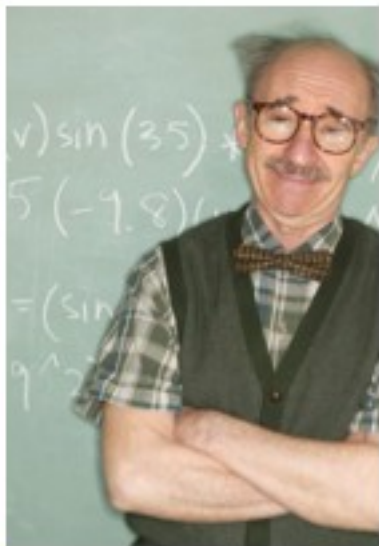
Feedback & collaboration with meaningful worldwide educators and students

Feeder Patterns

In larger districts only those sharing same students; within school following student groups

Differentiated Staff Development

Conditions for sharing findings among colleagues within a building are limited



Accept and work with
VIRTUAL Time
possibilities of
technology to alter the
way we work with time
and space Issues



Technology Allows us to Work at our Own Time and Pace

E-Mail

Electronic
Office Hours

Global Experience
Learning

Video
Conferencing

Virtual
Field Trips

Curriculum
Mapping

