

CCSS: An Opportunity to Upgrade Curriculum for the 21st Century Learner

Dr. Heidi Hayes Jacobs
www.curriculum21.com



What Year are you Preparing your Learners for?

Amend your Mission Statement



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?

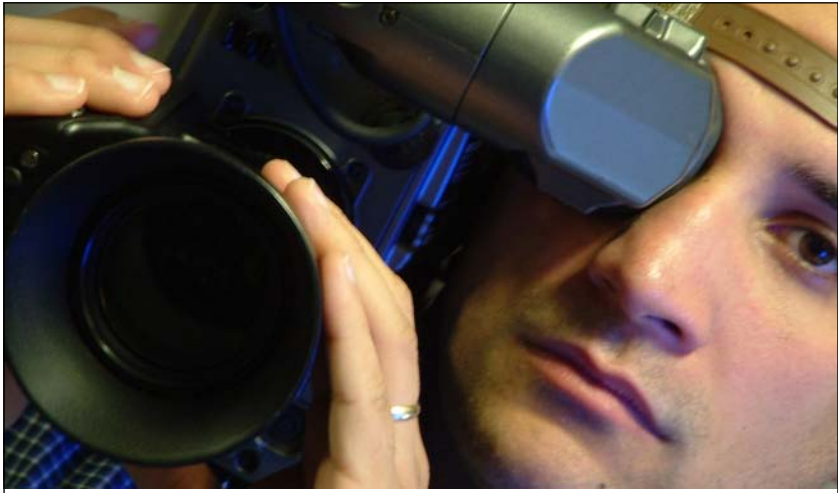
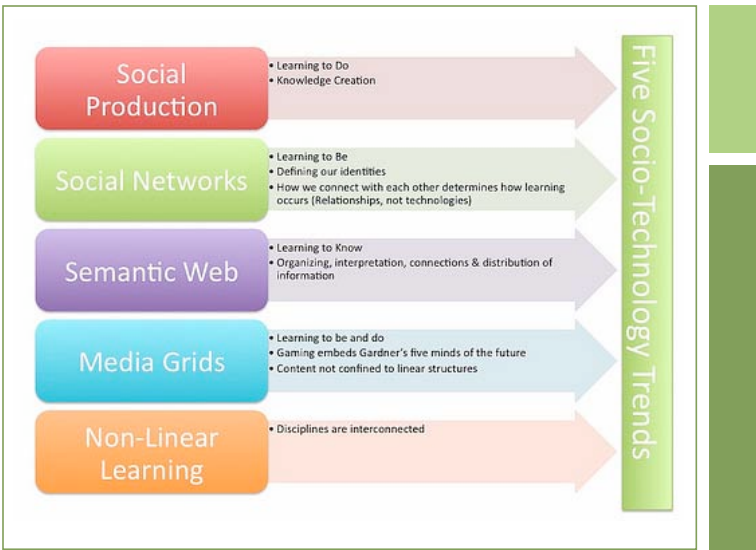


The days of the binder are over

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



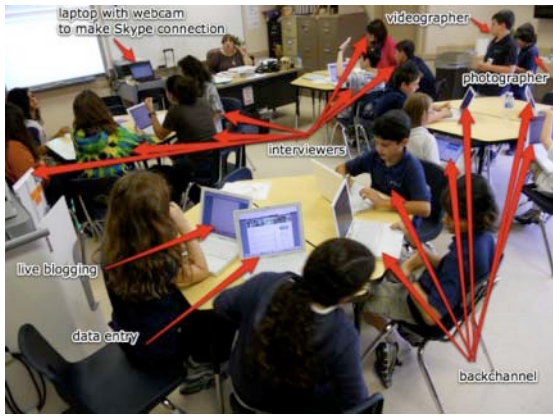
Media Literacy

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?

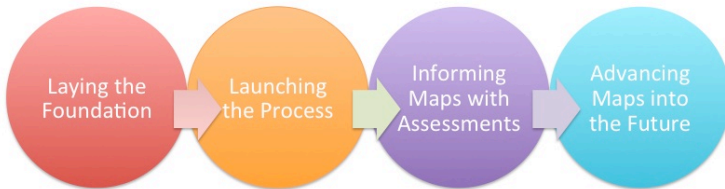


MAPPING TO THE CORE

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

www.curriculum21.com

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FOUR PHASES

Implementation Process

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WHERE IS YOUR FACULTY?

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



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GREEN FLAG

Culture of Collaborative Inquiry
Culture of Strategic Communication



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RED FLAG

Culture of Compliance



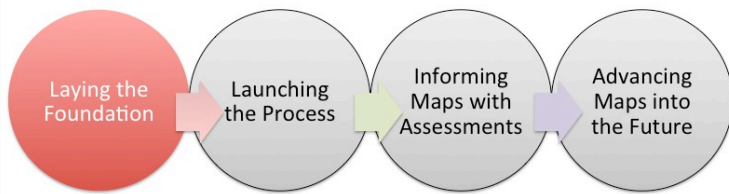
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COACHING POINTS

Tips and Strategies to Ensure Success



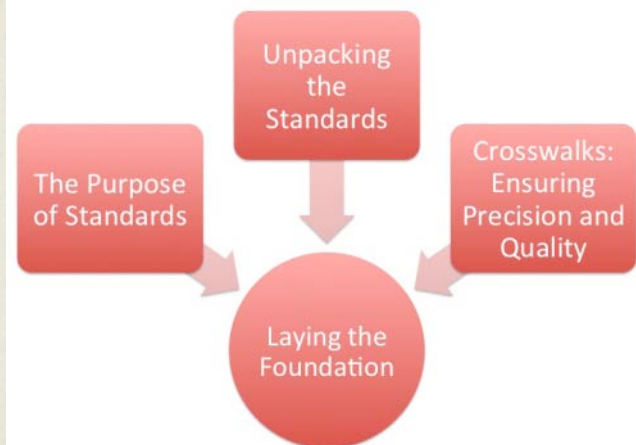
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PHASE I

Laying the Foundation

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I. LAYING THE FOUNDATION

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

- Unwrapping the Core Standards
- The Prologue to Mapping



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CHERRY PICKING

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A screenshot of the Common Core State Standards Initiative website. The header includes the logo and navigation links: Home, About the Standards, Voices of Support, News, Get Involved, FAQ, and The Standards. The main content area features a map of the United States with the text "Adoption by State" and a link to "Discover More". Logos for CCSSO and the National Governors' Association are also visible. A footer contains three icons: a checkmark for "Common Standards", a map for "State Adoption", and a megaphone for "Voices of Support".

COMMON CORE STATE STANDARDS

<http://corestandards.org>

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COMMON CORE STANDARDS- BASICS

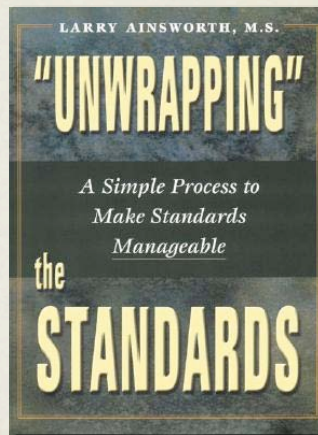
- Standards are proficiency targets not curriculum.
- Standards do not suggest best practice.
- The CC standards potentially can raise practice.
- Examining standards by organizational headers in a vertical review is critical.
- Unwrapping standards for CURRICULAR translation creates a common language.



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LARRY AINSWORTH

Know what your Standards Documents have in them.



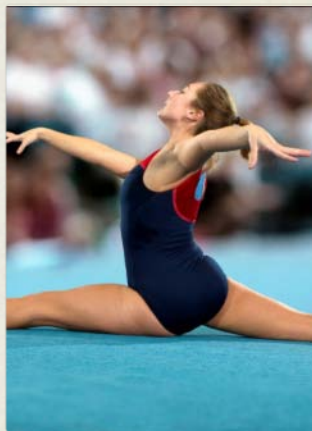
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STANDARDS

Definition – Level of quality accepted as norm

Types of Standards:

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



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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.



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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.



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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 concepts.
- 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.

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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.

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able to stimulate reflection
the decision to present
museum's collection
res the opportunity
tempor

... aims to develop
... to represent
... culture, exploring
... sphere that offers
... usual sphere

INFORMATIONAL TEXT

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

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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.

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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 an 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.

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- Evaluate **various explanations** for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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Unit: Multiple Paragraph Essays

Grade or Subject: 8th Grade

Big Idea	Essential Questions	Content	Skills	Benchmark Assessments
<p>Essays allow a writer to develop a topic through relevant details and support.</p> <p>Writers use a variety of strategies to enhance their message and engage the reader.</p>	<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/Cohesion • 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>

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COACHING POINTS

Tips and Strategies to Ensure Success



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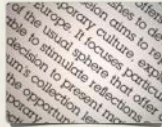
Balancing Informational and Literary Text

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

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SPECIAL OPPORTUNITY

New Media for Examination and for Production

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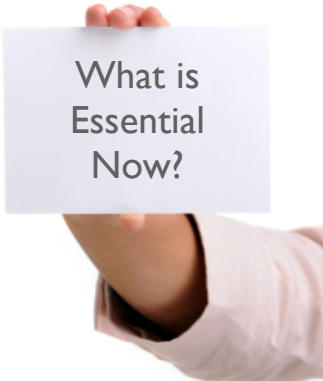
VERTICAL COLLABORATION

- 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?



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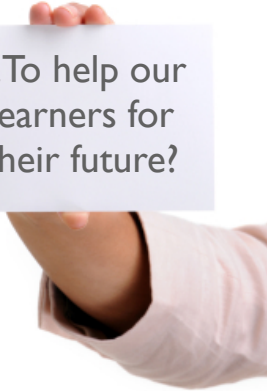
Curriculum
Design
Requires Us
to Make
Choices



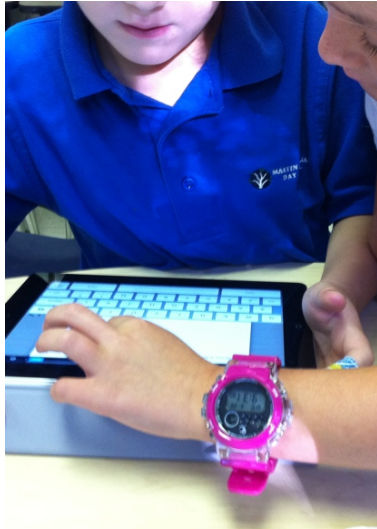
What is
Essential
Now?

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



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

Content



Skills



Assessment



Prior

PS 101 – The Verazzano School
Brooklyn, New York –

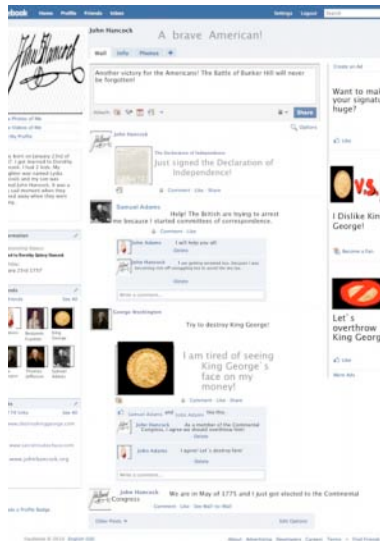
Upgrading Maps for Learner Engagement

Text Messaging as Note
Taking



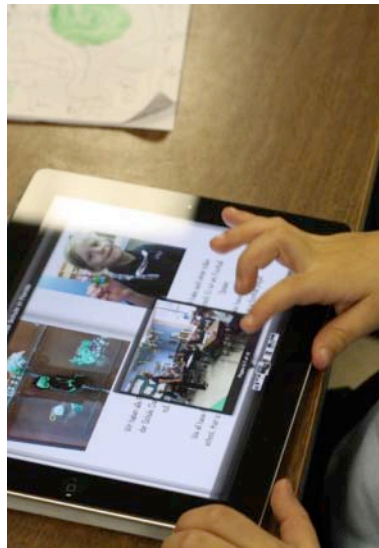
Upgrading Maps for Learner Engagement

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

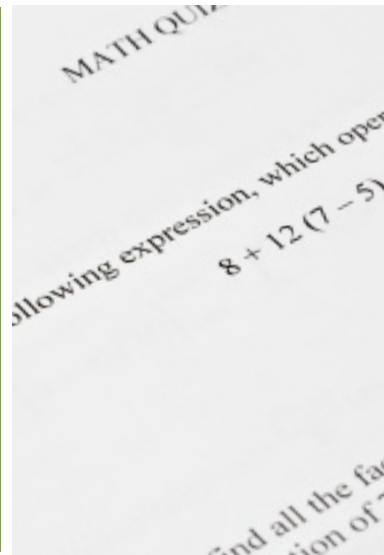
Blogs

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

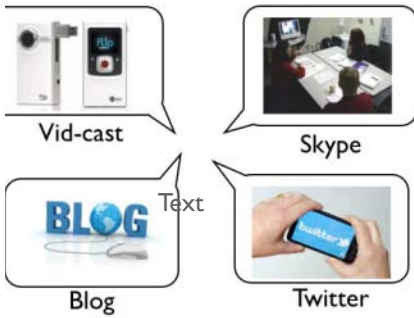


Meet the Enemy



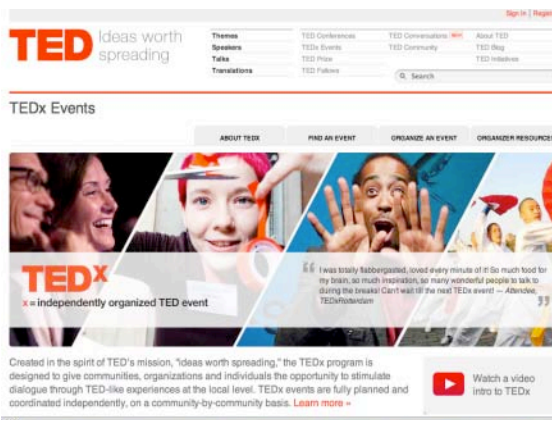
Refining TYPES of New Assessments

- * Persuasive
- * Informative
- * Narrative



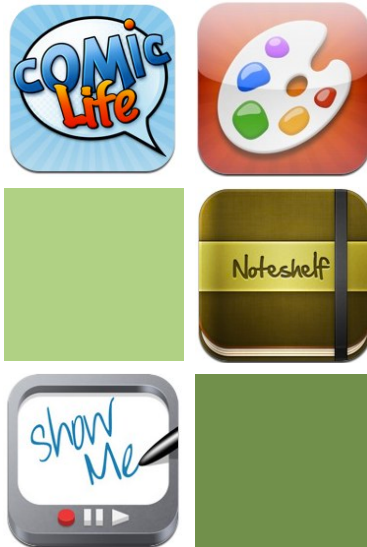
PROMPT: Apply these TYPES to
a 21st Century Assessment





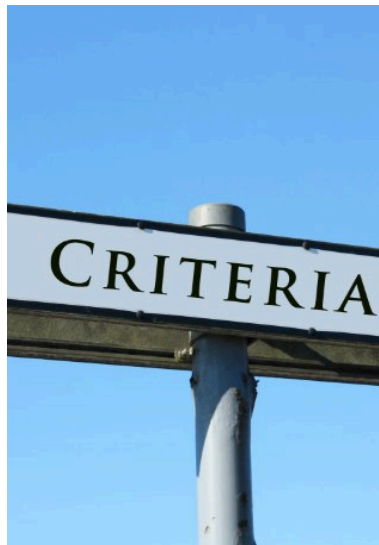
Notice New Forms of Assessment and Experiences

Proposed Performance ASSESSMENT: Create an APP



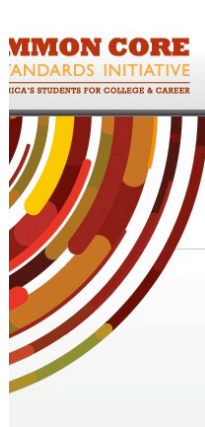
Criteria for an Upgrade

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





The Common Core is an Opportunity to UPGRADE

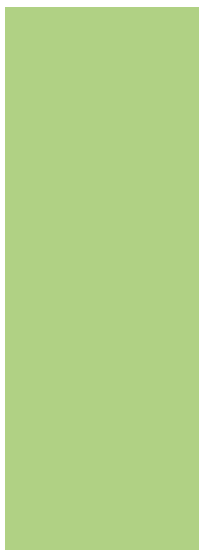


Mission Statement

The Common Core State Standards provide a clear and consistent learning goal for all students. The standards are designed to ensure that all students are prepared for college and career.

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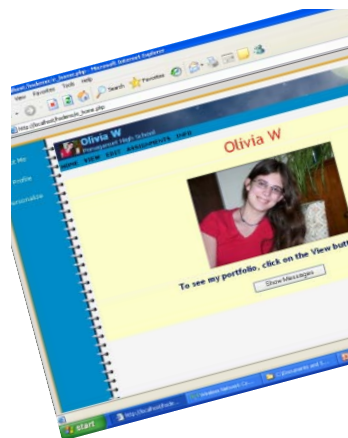
iPads in Schools
Curated by Mike Fisher

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

http://localhost:8080/olivia_of_olivia/10/10 - Microsoft Internet Explorer

Olivia W
Pinecrest High School

Assignment Map

By Month

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Expectations Content / Skills	1.01 1.02 1.03											
Assessments	<ul style="list-style-type: none"> Performance Task (Community Service) Project: Oral Presentation (Community Service) Create a Creative Strategy (Literacy) Leaf Collection (Literacy) 											

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Expectations Content / Skills	1.02 1.03 1.04 1.05	1.01 1.02	1.02 1.01	1.04 1.02								
Assessments	<ul style="list-style-type: none"> Debate Project (Literacy) (Community Service) Leaf Collection (Literacy) 	<ul style="list-style-type: none"> Internship Project (Literacy) 	<ul style="list-style-type: none"> Community Project (Literacy) 	<ul style="list-style-type: none"> Combining Poetry (Literacy) 	<ul style="list-style-type: none"> W & M Project (Literacy) 							

Digport - Digital Portfolios by Ideas Consulting, Inc.

https://web.ideasconsulting.com/olivia/index.php?base=portfolioMainClassId=4&edit=0

Richer Pictures Elementary

Available Classes

2003 - 2004 3rd Grade - Third Grade

Third Grade 3rd Grade, 07/2003 - 2004

N. Corlese

Richer Pictures Elementary

Reading Writing Summary Math My Goals Biography

Fall, Grade 1

Entry Date: October 24, 2002

See me read

Text of my reading

Don got up. The dog got up. Don and the dog went walking.

Jan got up. The cat got up. Jan and the cat went walking.

Jan and the cat went to see the pig. Don and the dog went to see the pig.

The cat did not see the pig. The cat DID see the dog. Up went the cat. Will she come down? Jan went to get the cat.

And what did the pig do? The pig went walking! On and on went the pig.

Jan got the cat down.

Richer Picture Elementary

You are logged in as Mrs. Teacher

Reading Writing Summary Math My Goals Biography

Carlene N.

Copyright © 2008 by Smart Consulting, Inc. © 2008, 2009

Sample Student

Sample High School

Sample Student

Welcome to my portfolio!

Sample Student

Sample High School

Expectations For Student Learning

Critical and Creative Thinking / Effective Problem Solving

Click on any of the items below to see my work in that area.

Learning Outcomes	Exhibitions			
	Grade 9	Grade 10	Grade 11	Grade 12
E.01 The student utilizes creative thinking to be an effective problem-solver.			Robotics: Madefinal Grade (in progress) Geometry Project (completed)	
E.02 The student is able to use critical and creative thinking to be an effective mathematical problem-solver.	Mathprob11-03 (completed) Math Origami Project (completed)			

End of Year Review

Sample Student
Sample High School

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	Learner Outcomes
1 Geometry Project	11	1.04 (3), 5.01 (3), 9.01 (3)
2 Las Direcciones	11	1.01 (4), 1.05 (4), 9.01 (3)
3 Persuasive Essay - Romeo and Juliet	11	1.01 (3), 4.01 (4)
4 Louis XIV	11	1.01, 4.01, 4.06
5 A Sudy Experience	9	1.02, 1.03, 7.01
6 Clay mask	9	1.06, 4.01
7 Flowers in Bloom [Incomplete]	10	1.06

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 six represent my strongest work. Each of these artifacts: a long-term assignment, encompassing months of careful research and planning. In addition, they were all worth high marks from my teachers along with successfully meeting a wide range of learning outcomes.

http://www.googletrips.org/

Google Lit Trips for High School

They're the greatest journey stories of all time!
Give your students a ride they'll never forget!

Subscribe

Os Lusíadas by Luís Vaz de Camões
Monday, March 16, 2009

This Google Lit Trip is centered in Portugal!
Luís Vaz de Camões (1524-1580), the famous Lisbon poet, composed "Os Lusíadas" in 1572 to glorify the expedition and captain of Vasco da Gama in the...

Read more...

Replace Dated PD Practices with New Ones



Revising and Upgrading Skills in the Curriculum

Planting Lifelong Capacity and Literacy

- * Digital
- * Global
- * Media

A screenshot of the curriculum21 website. The header includes the logo 'curriculum 21' and the tagline 'MAPPING THE GLOBAL CLASSROOM OF THE FUTURE'. Below the header is a navigation menu with links for Home, pd21 Services, Conferences, EdNews, Clearinghouse, Learning Commons, and Resource H. A search bar is located in the top right. The main content area shows search results for 'Coaching Protocols Simple Template', including a rating of 2 stars and a link to the template. Below this is another result for 'Heidi Hayes Jacobs on curriculum21' with a rating of 1 star. A green banner at the bottom of the screenshot contains the text 'Clearinghouse Individually Targeted'.

www.curriculum21.com

Clearinghouse Individually Targeted

Upgrading Content

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

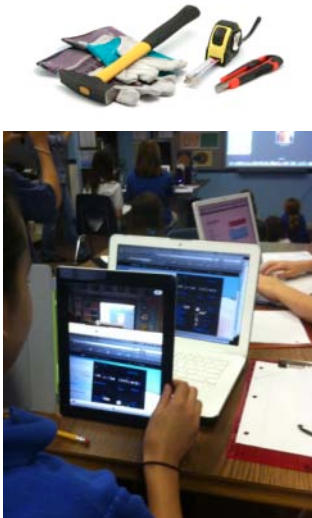




How do we move our faculty to upgrade?
A Curricular Commitment from each teacher

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.



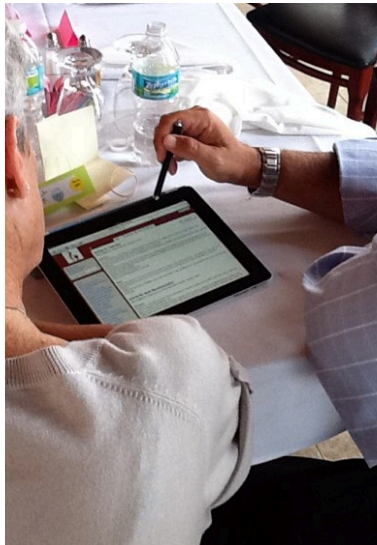
Administrators Commit To:

- ▶ 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

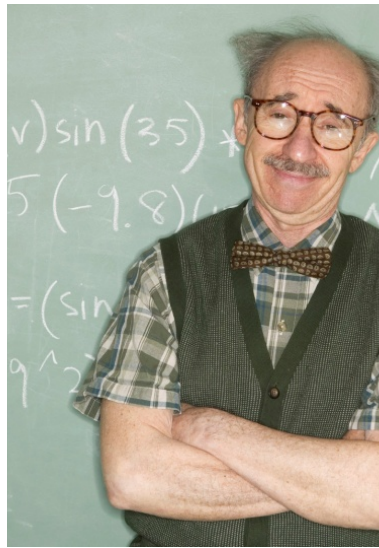
Feedback & collaboration with meaningful worldwide educators and students

Feeder Patterns

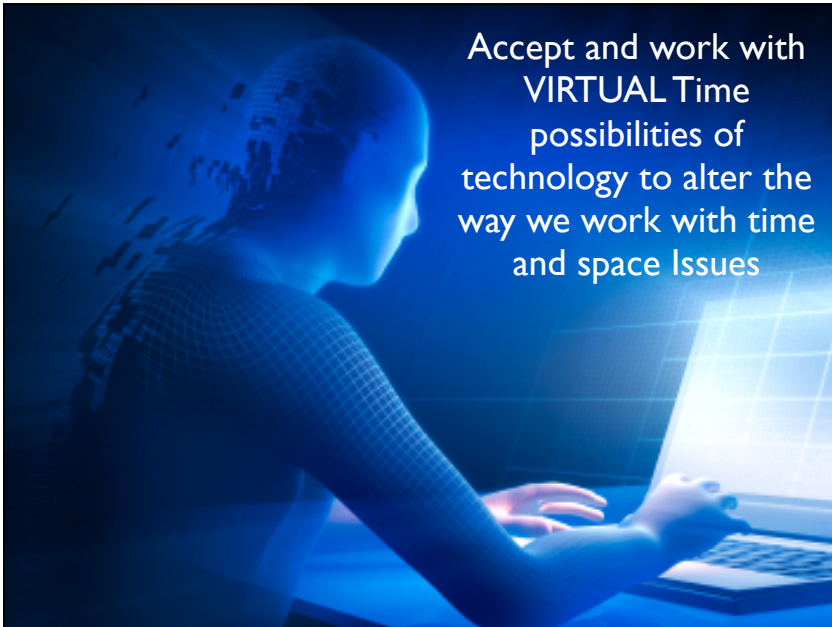
In larger districts only those sharing same students; within school following student groups

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 FieldTrips

Curriculum Mapping

