

Welcome to Curriculum Foundations!



For all Atlas Questions

atlas@rubicon.com

+1 503-223-7600



Jeannie Oliver

joliver@rubicon.com



James Eggers

jeggers@rubicon.com



What to do before we start?

Good Morning!

Go to Today's Meet:

todaysmeet.com/Foundations

Backchannel conversation is the practice of using networked computers to maintain a real-time online conversation alongside live spoken remarks. (Wikipedia, 2012)

Objectives

- Define the meaning & purpose of curriculum at your school/district
- Explore unit design & planning options for your school/district and begin your strategic plan
- Reflect on your plan for getting everyone on board

Objectives

- Define the meaning & purpose of curriculum at your school/district

Reflect:

How is Curriculum used at
your school/district?

Survey time-

results are anonymous, so be *honest!*

Reflect:

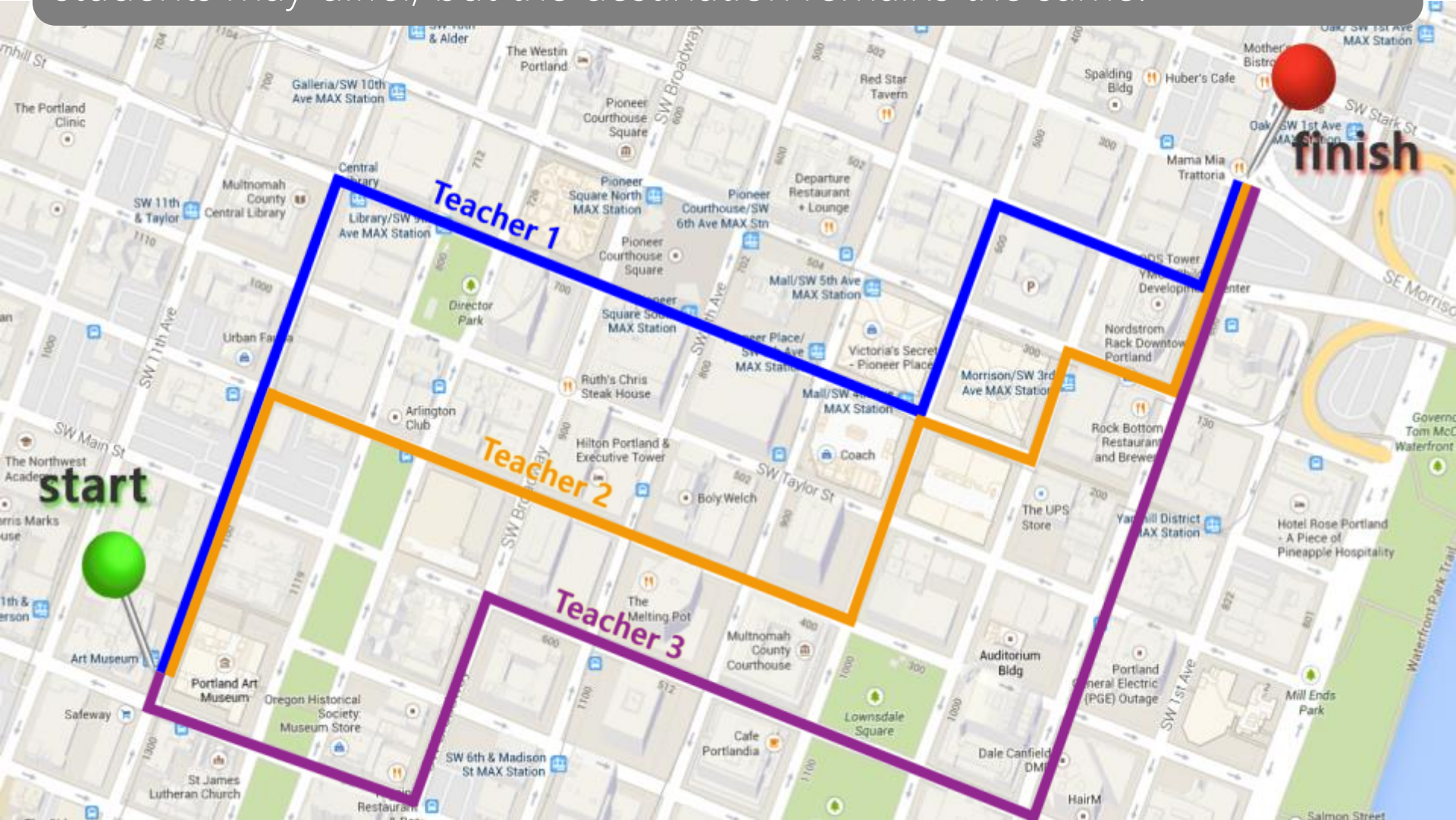
How should curriculum be used at your school/district?



How can you talk about this with your team?

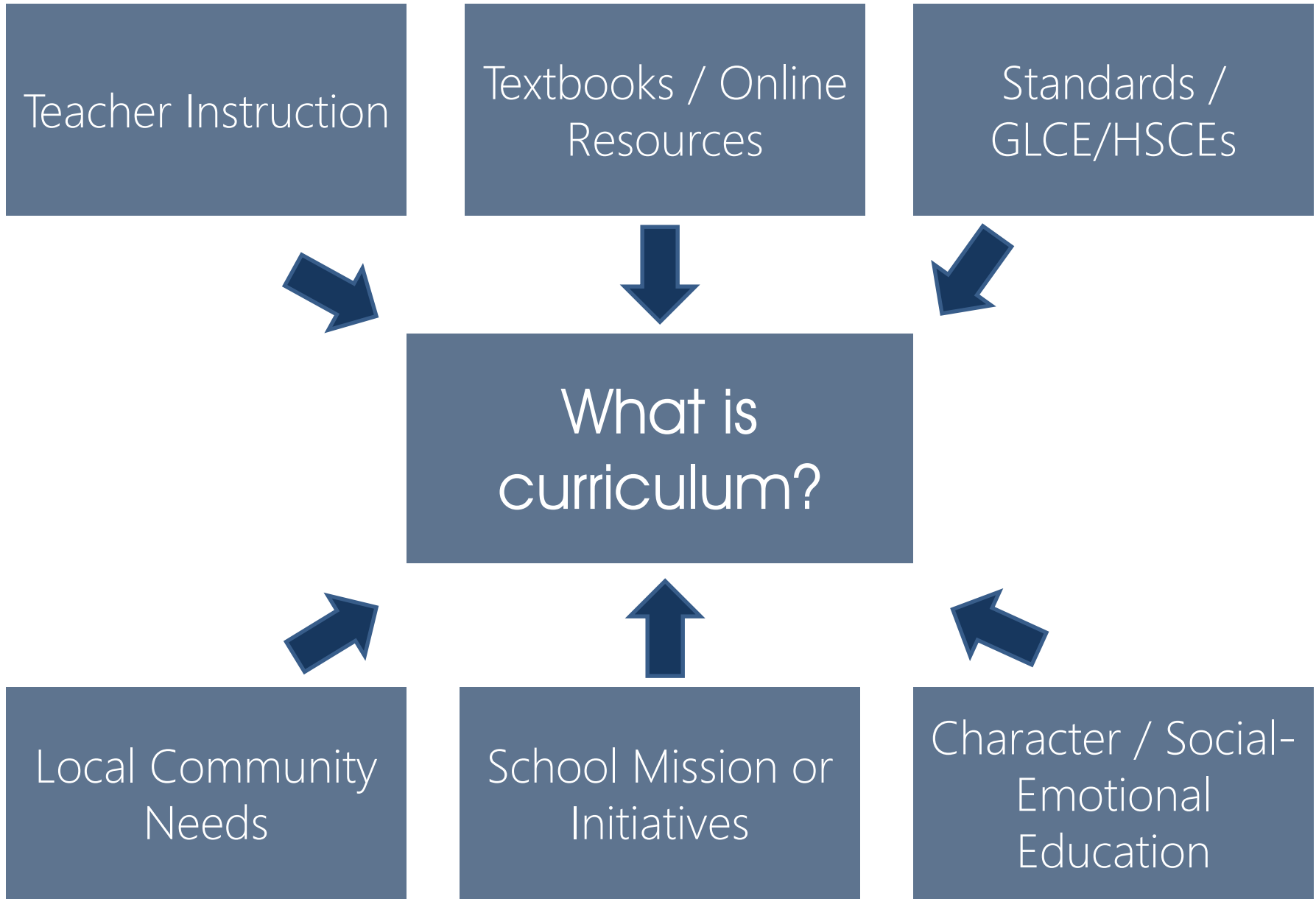
Here are a few examples...

METAPHOR 1) Geographical Map or Atlas: the learning journey of students may differ, but the destination remains the same.



Metaphor 2) Curriculum as a Hub







School Mission

Strategic Goals

Common Core Standards

NGSS

Service Learning

Social & Emotional Learning

State Standards

C3

Project-based Learning

21st Century Learning

Metaphor 3)
Fitting the
Puzzle
Pieces
Together

What is your curriculum metaphor?

Can you think of a different curriculum metaphor?



Objectives

- Explore unit design & planning options for your school/district and begin your strategic plan

What does unit design/ unit planning mean to **you**?

Would your **teachers** have the same definition?



The Bigger Picture

1. What questions should students explore? What should students come away understanding?

2. What performances or products will reveal student understanding?

3. What activities, experiences, and lessons will help achieve the desired results?

The Bigger Picture

Understanding by Design Methodology

Standards

Enduring
Understandings

Essential Questions

Content

Skills

Assessments

Learning Activities

Resources

Common Core Style Guide

Common Core Initiative

✓ [Overarching Questions and Enduring Understandings](#) ⓘ

✓ [Graphic Organizer](#) ⓘ

✓ [Unit Abstract](#) ⓘ

✓ [Content Expectations/Standards](#) ⓘ

[Unit Level Standards](#) ⓘ

✓ [Essential/Focus Questions](#) ⓘ

[Key Concepts](#) ⓘ

✓ [Assessment Tasks](#) ⓘ

[Intellectual Processes](#) ⓘ

✓ [Lesson Sequence](#) ⓘ

[Resources](#) ⓘ

Unit Template




 [Collaboration](#)

Unit Abstract 


Graphic Organizer 

Essential/Focus Questions 

Essential Standards/Content Expectations 

[Supporting Standards \(Unit Level Standards\)](#) 

Key Concepts 

Learning Targets (Intellectual Processes) 

Assessments 

Lesson Sequence 

Resources 

Reflections

Plymouth-Canton Curriculum

What should students know and be able to do?

Academic Standards ⓘ

Student Practices & Expectations

Big Ideas/Enduring Understandings ⓘ

Essential Questions ⓘ

Key Concepts ⓘ

Learning Targets (I Can statements) ⓘ

What is our learning plan?

Universal Design for Learning ⓘ

Lesson Sequence ⓘ

Essential Vocabulary ⓘ

Instructional Strategies ⓘ

Resources and Tech Integration ⓘ

21st Century Skills ⓘ

How will we know if students have learned it?

Performance Tasks/Assessments ⓘ

What will we do when students have/haven't learned it?

Intervention Instructional Strategies ⓘ

Intervention Resources ⓘ

Enrichment Instructional Strategies ⓘ

Enrichment Resources ⓘ

Common Map Types

CONSENSUS

*District, Master, Intended,
Written*

- Written by Teams
- Foundational
- Based upon approved, recommended, or “non-negotiable” elements

INDIVIDUAL

*Diary, Teacher, Classroom,
Taught*

- Written by 1 Teacher
- Reflective
- Based upon classroom experience, insights, & professional opinions

Master Unit Template SAMPLE

Novi Curriculum

Overarching Question and Enduring Understandings ⓘ

Adopted Curriculum

Essential/Focus Questions ⓘ

Adopted Curriculum

Graphic Organizer ⓘ

Adopted Curriculum

Unit Abstract ⓘ

Adopted Curriculum

Targeted Standards & Content Expectations ⓘ

Learning Goals/Targets ⓘ

Adopted Curriculum

Key Concepts ⓘ

Adopted Curriculum

Intellectual Processes & Skills ⓘ

Adopted Curriculum

Assessment Tasks ⓘ

Adopted Curriculum

[Assessment Blueprint Template](#)

Lesson Sequence Targeting Unit Outcomes ⓘ

Adopted Curriculum

Resources ⓘ

Adopted Curriculum

ESL Resources

Adopted Curriculum

Special Education Resources

Adopted Curriculum

Individual/Diary Template SAMPLE

Diary Mapping

Unit Reflection (TM) ⓘ

Standards Taught and Assessed (TM) ⓘ

1) MISTAR Login 2) Pearson Inform Login 3)
NWEA MAP Web-based Login

Additional Lesson Plans Targeting Outcomes (TM) ⓘ

Instructional Resources (TM) ⓘ

Intentional Teaching Strategies (TM) ⓘ

Intentional instructional strategies used to make learning come alive for students. Activities can include your lesson plans and activity documents that illustrate your strategies.

What activities will be used to promote learning?



Great ideas, Need to connect them all

Building Blocks



Chipping Away

Making Connections with Standards

Consider:

What standards am I responsible for teaching?

To unpack or Not to?

Which of these standards do we/I already teach? Which may be new?

Do we address the standard(s) in their entirety? Do our resources/programs? Do we supplement?

How are the standards structured?

Alignment to standards

Consider:

- What are the relevant standards that this unit will address?
- How many standards should be in each unit?
- Does every standard need to be assessed?
- Should I use more than one set of standards?

Unpack & Assess

Consider:

How can we break these standards down into measurable content and skills?

(Need help? Go to <http://pd.rubicon.com/>)

How are we assessing these standards?

A photograph of a spider web on a branch, with a semi-transparent grey box overlaid on top containing text.

Enduring Understandings (EUs)

Definition: a full-sentence outlining what we want students to take away from the unit.

Essential Questions (EQs)



Definition: An engaging, open-ended question that promotes higher-level thinking



Why use Essential Questions?



Anchors knowledge in larger, more global “buckets” for students



Allows the teacher to connect academic content with broader, real-world application



Taps into student’s natural curiosity so they engage with the content through inquiry

Content/Key Concepts

What students should know--
the subject matter, key concepts, facts, and events

Is it noun-driven?

Is it clear & concise?

Is it specific enough for an outsider to understand?

Does it connect to the Standards, EUs, EQs, etc.?

Skills/Learning Targets/Objectives

What students should be able to do (mental, physical, etc.)


- ✓ *Is it verb-driven?*
- ✓ *Does it reflect the appropriate level of thinking (Bloom's Taxonomy/Webb DOK)?*
- ✓ *Does it align back to Standards, EUs, EQs, etc.?*

Skills

- Know
- Understand
- Demonstrate
- Show
- Use

Are they Measurable?

Horizontal Alignment



Are we helping students draw connections between their different courses?

How do we create more interdisciplinary units?

Do we have any missed opportunities to collaborate across subject areas?

Vertical Alignment

How does the curriculum spiral above and below grade levels?

How do we build upon the skills our students already have?

How do we eliminate learning gaps and redundancies?

Assessment Discussion Questions

- Why do we (as a team) want to preserve our assessments in our curriculum maps?
- How do we define each Assessment Method and Assessment Type?
- Should we include homework, exit tickets, practice activities, etc. as assessments in Atlas?
- What files/links should we attach?
(ex: student work, rubrics, assessments, etc.)

Reflective Questions

- What does your curriculum process currently look like? How much exposure have your teachers had to formal unit planning?
- How are grades/ departments structured? What kind of leadership/ support structures are in place?
- What time will be dedicated to writing/documenting curriculum? Facilitating conversations around curriculum review?

Choose Your Planning Path

- Hard Copy
- Atlas Goal Setting Template

**“Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn.”**

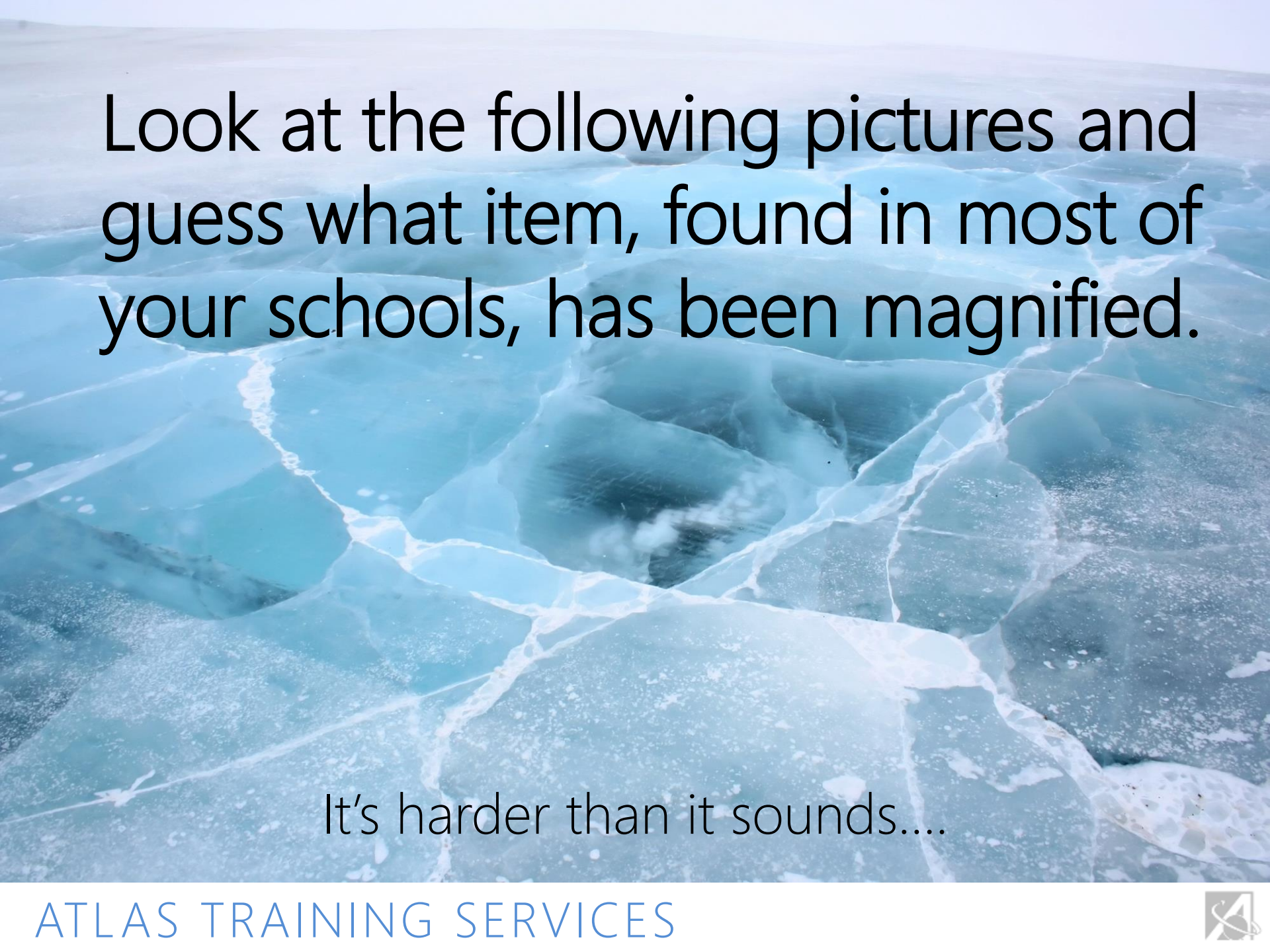
BENJAMIN FRANKLIN

Goals

- What are your key goals for this year?
- What are your key long-term goals?
- How will success be measured?



LUNCH

An aerial photograph of a frozen lake, likely Lake Superior, showing a complex network of cracks and ridges in the clear, blue ice. The cracks create a mosaic of irregular shapes, and the overall color is a vibrant, translucent blue. The text is overlaid on the upper portion of the image.

Look at the following pictures and guess what item, found in most of your schools, has been magnified.

It's harder than it sounds....











Why this icebreaker?



In a pan...

- 1. fry all ingredients - add-flavouring...
- sesame oil
- soy
- oyster sauce
- cornflour
- pepper.



spring rolls
deep fried.

roll +
deep fry until golden

Edomame
sauce.

1 packet edomame - frozen - 5 mins.

flavouring:

- 3 cloves garlic } chopped finely
- 2 chillies }
- sesame oil
- soy
- lemon
- pinch of sugar
- oyster sauce.
- pepper.



Use the beans
in the dressing
eat with fingers.

Recipe

Needs Ingredients

spring rolls - skin - in a packet
(ginger) - normal white paper
skin - of paper

chicken thigh - sliced - in the strips.

marinated in:

- soy
- oyster
- garlic
- sesame
- pepper.

pan fry until browned.

various textures

- carrot
- bamboo shoots

everything sliced finely + long thin strips

fungus - wood ears

dried mushrooms - soaked, sliced.

garlic stalks

snake beans

eggs (3) - omelette

beansprouts.

is bog Irish spring rolls

gluten free.



to be sure
to be sure

Strategic Curriculum Plans & Timeline

Let's take a minute to explore some planning guides that will help us with these pieces.

As you will see, there are a lot of ways to approach this, from starting with goals & responsibilities to outlining timelines

Examples...

- What resonates with you?
- Resources Rubicon Curriculum Blog:
(links on todaysmeet)
 - Center Line Public School
 - Crestwood School District

Objectives



- Reflect on your plan for getting everyone on board



Reflect

- What will excite your faculty? What potential road blocks may you encounter?

Where are your gaps?

Change

Vision

Skills

Incentives

Resources

Action Plan

Confusion

Skills

Incentive

Resources

Action Plan

Anxiety

Vision

Incentive

Resources

Action Plan

Resistance

Vision

Skills

Resources

Action Plan

Frustration

Vision

Skills

Incentive

Action Plan

Treadmill

Vision

Skills

Incentive

Resources

Roles & Responsibilities

- **Administration:** What is the role of the senior leadership team?
- **Core Leadership Team:** Who will make up the team of internal experts for both Atlas and the overall process?
- **Teachers:** What are the expectations of teachers, your teammates who will make it all happen? Will they be working collaboratively or individually?
- **System Administrator(s):** Who will be responsible for managing user accounts and behind-the-scenes customizations?

Communication Plan

- **Who** will deliver the message?
- **What** hurdles do you anticipate? What will teachers be excited about?
- **Where** will this work take place? Will it start in select grades/departments? School/district-wide?
- **When** will curriculum mapping be introduced? When will the work get done?
- **Why** is curriculum mapping important to your school, your teachers, and your students? Why is Curriculum Mapping/Atlas needed and how does it align with your larger school vision/mission?
- **How** does your incentive/performance system align to/reflect this change?

COACHING PROTOCOL

Short and Long Term Goals

Questions to consider as you develop and fine-tune your goals.

Are they clearly stated?

- Are they stated in precise language?
- Are they easily understood?
- Could anyone pick them up and clearly understand the expectations?

Are they realistic?

- Are they practical?
- Do you have the needed resources for staff to be successful?
- Can they be achieved?

Are they measurable?

- How will you know if you have been successful?
- Can success be measured?
- What would serve as evidence?

Are they attainable?

- CAN THEY BE DONE?
- Are they within reach?
- Given the time constraints and other work, can they reasonably be accomplished?
- Are there touch points along the way to determine if adjustments need to be made?

Are they time related?

- Is it clear when they are to be completed?
- Are there touch points along the way to determine if adjustments need to be made?

PD & Training Plan

- What kind of professional development does your team need to feel comfortable writing/ using the curriculum?
- What kind of training does your team need to feel comfortable using Atlas as a platform?
- What resources will be needed?

Marathon, not sprint...

How can we sustain our energy throughout our curriculum process?

What reflections, rewards, and supports are in place?



Questions?
support@rubicon.com

A person with long dark hair, wearing a grey knit sweater, is holding a lit sparkler. The sparkler is bright yellow and orange, with many sparks flying out. The background is a dark, solid blue color. The word "CELEBRATE" is written in large, bold, yellow capital letters across the center of the image.

CELEBRATE

**“A journey of a thousand miles
begins with a single step”**

--Lao Tzu



*Feedback and Reflection
Much Appreciated!*



Exit Survey link in todaysmeet



Thank you for your time!
pd.rubicon.com