

# Welcome to Atlas Foundations



Easy, light-hearted, personal

**BREAK THE ICE**



Where do you find

**inspiration?**

A young girl with blonde hair is shown in profile, blowing on a dandelion seed head. The background is a soft-focus field of green grass. The text is overlaid on the left side of the image.

If your students/faculty could only remember ONE thing from this year, what would it be?



**Describe a “memorable moment” from your high school days**



You may not  
know that I...

What  
about  
your  
curriculum  
currently  
**excites**  
you?



# For all Atlas Questions

[atlas@rubicon.com](mailto:atlas@rubicon.com)

+1 503-223-7600



**Jeannie Oliver**

[joliver@rubicon.com](mailto:joliver@rubicon.com)



**James Eggers**

[jeggers@rubicon.com](mailto:jeggers@rubicon.com)



# Objectives

- Introduction to the Atlas system
- Gain hands-on experience developing curriculum in Atlas
- Explore your Atlas system, including communication tools, personalization options, and resources available

# What is Rubicon?

# Onsite Consulting

Standards Consulting



Teaching &  
Learning  
Webinars

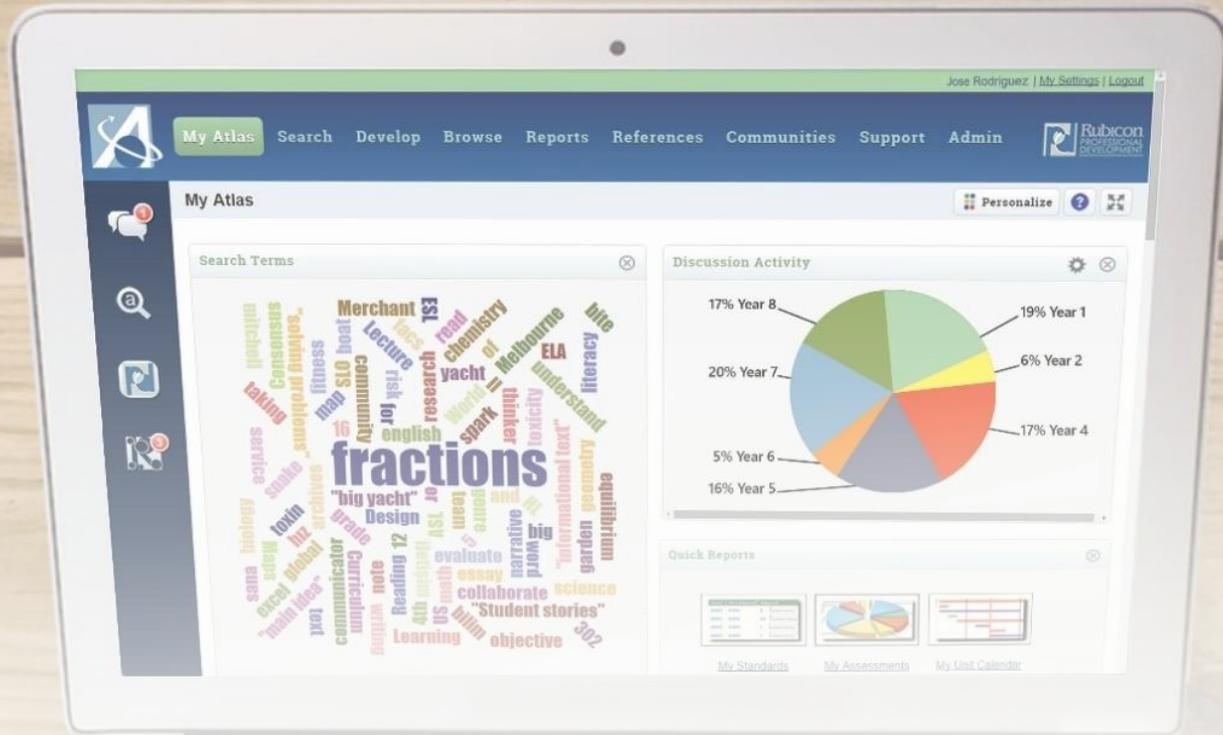
Conferences

School Inservice Days

Atlas Training

PD Events

Leadership Institutes



# Atlas

## An Online Platform for Writing Curriculum

- Pacing Calendar & Units of Instruction
- Built-in standards, reports, & communication tools
- Personalized dashboard
- 100% Internet-based and password-protected

# ATLAS TOUR



# BROWSE

## Your Curriculum Library



# Browse: Turn & Talk

Share with your neighbor a curricular resource that has been loaded into your system (MAISA/OS, EngageNY) course that resonated with you.

If you have extra time, practice using the filters!

# COMMUNITIES

Beyond Your School



# Let Us Know What You Need

Break-out Groups





# Break

Questions to Ponder:

What are you expecting to walk with after today's session?

# DEVELOP

## Unit Calendar



# What do you notice about this calendar?

Unit:	Aug		Sep				Oct				Nov				Dec			Jan						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
<u>1st Quarter Grammar</u>	█																							
<u>1st Quarter Handwriting</u>	█																							
<u>1st Quarter Reading</u>	█																							
<u>1st Quarter Spelling</u>	█																							
<u>1st Quarter Writing</u>	█																							
<u>2nd Quarter Grammar</u>											█													
<u>2nd Quarter Handwriting</u>											█													
<u>2nd Quarter Reading</u>											█													
<u>2nd Quarter Spelling</u>											█													
<u>2nd Quarter Writing</u>											█													
<u>3rd Quarter Grammar</u>																						█		
<u>3rd Quarter Handwriting</u>																							█	
<u>3rd Quarter Spelling</u>																							█	
<u>3rd Quarter Writing</u>																							█	

# What do you notice about this calendar?

Unit:	Sep				Oct				Nov				Dec			Jan					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<u>Reading: Launching Reading Workshop</u>	█																				
<u>Reading: Story Elements and Partnerships</u>								█													
<u>Reading: Character Study</u>												█									
<u>Reading: Reading Books in a Series</u>																	█				
<u>Reading: Reading Non-fiction</u>																					
<u>Reading: Poetry</u>																					
<u>Reading: Traditional Literature</u>																					
<u>Reading: Reading Reflections (Optional)</u>																					
<u>Reading: Guided Reading Groups</u>	█																				
<u>Writing: Launching Writing Workshop</u>	█																				
<u>Writing: Personal Narratives</u>					█																
<u>Writing: Writing for Readers</u>							█														
<u>Writing: Revision</u>										█											
<u>Writing: Letters</u>													█								
<u>Writing: Fiction</u>																	█				
<u>Writing: Non-Fiction</u>																					

For more ELA ideas, see our blog post: [pd.rubicon.com](http://pd.rubicon.com)

# Tips and Tricks

## Unit Titles

- Provide enough detail for a colleague or substitute to understand
- Use unit naming prefixes to capture themes or interdisciplinary connections
  - (i.e. “Garden Project: Types of Plants”)

## Unit Pacing

- Drag the edge to lengthen or shorten unit duration
- Click and drag the bar to re-sequence units
- Consider overlapping if necessary

# DEVELOP

## Unit Planner



# Tips and Tricks

## Collaborate

- You can work in the same unit as another colleague, but you must be in different categories

## Get Support

- Click on the blue question mark on any Atlas page
- Watch video tutorials, register for a Webinar, or ask about professional development opportunities

# Enduring Understandings & Essential Questions



# Objectives

- Explore purpose, characteristics, and examples of EUs & EQs
- Practice creating or revising EUs & EQs

# 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

Standards

Enduring Understandings

Essential Questions

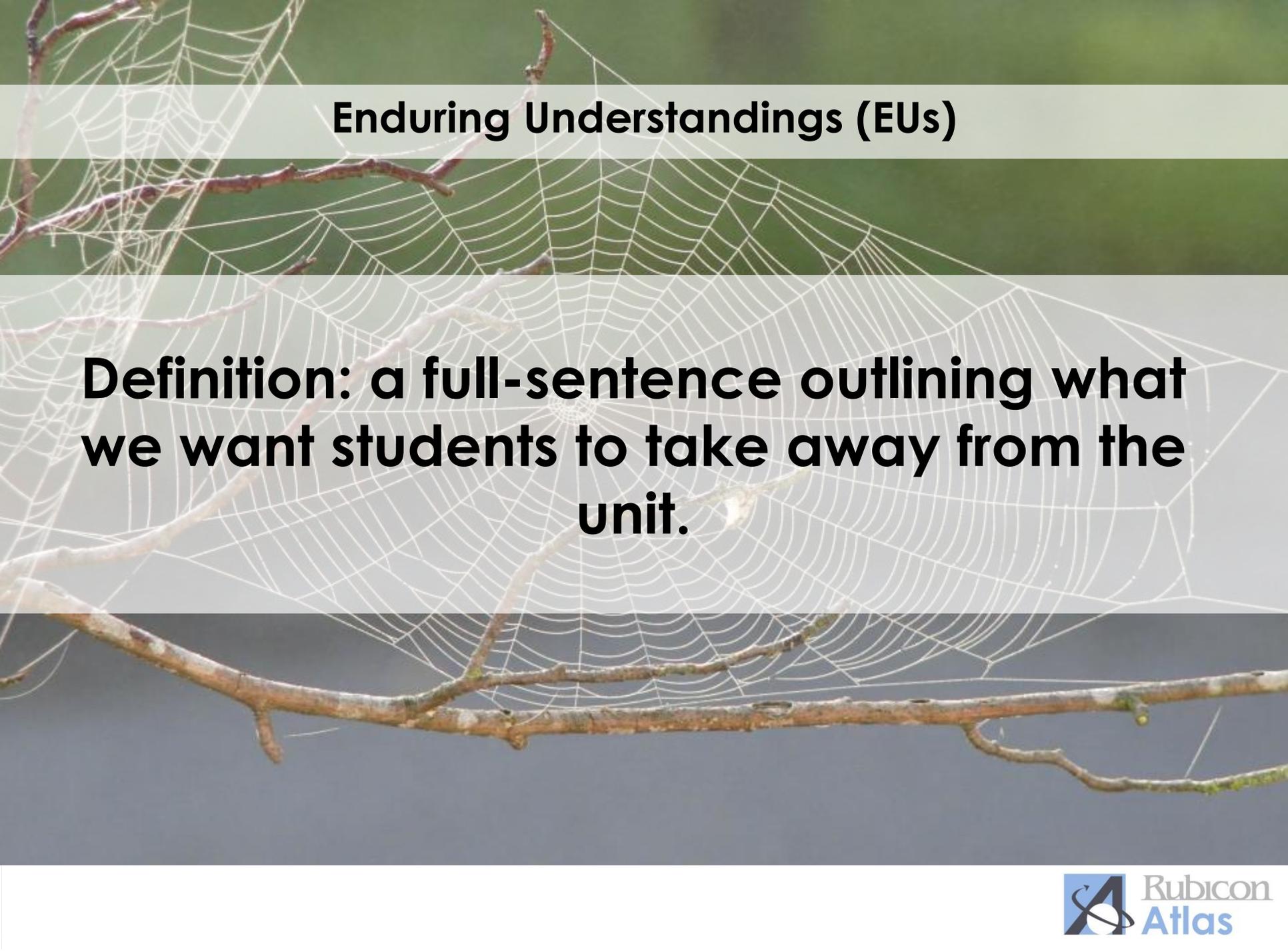
Content

Skills

Assessments

Learning Activities

Resources

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.**

# Why use Enduring Understandings?



EUs help **teachers** determine what standards or outcomes really mean, and identify what students should ultimately take away.



EUs give **students** the context they need to understand how all the facts come together for a broader meaning.

# What are Enduring Understandings?

Broad, overarching concepts & ideas used to organize important facts, skills, or actions

Touch on core concepts, principles, theories, & processes within a discipline

Will transfer to other contexts beyond this year, grade level, or discipline



# Good to Great



# Science Grade 2 Example

# Standards & Benchmarks

NGSS Standard: Grade 2

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats

## Enduring Understandings

~~Reptiles vs. amphibians~~

**Plants and animals have different characteristics that help them live in their habitats.**

\*Notice that the “great” example is broader so that kids can see the bigger picture. This lays the foundation for future biology courses.



# Social Studies 5 Example

# Standards & Benchmarks

C3 Framework: By the end of Grade 5

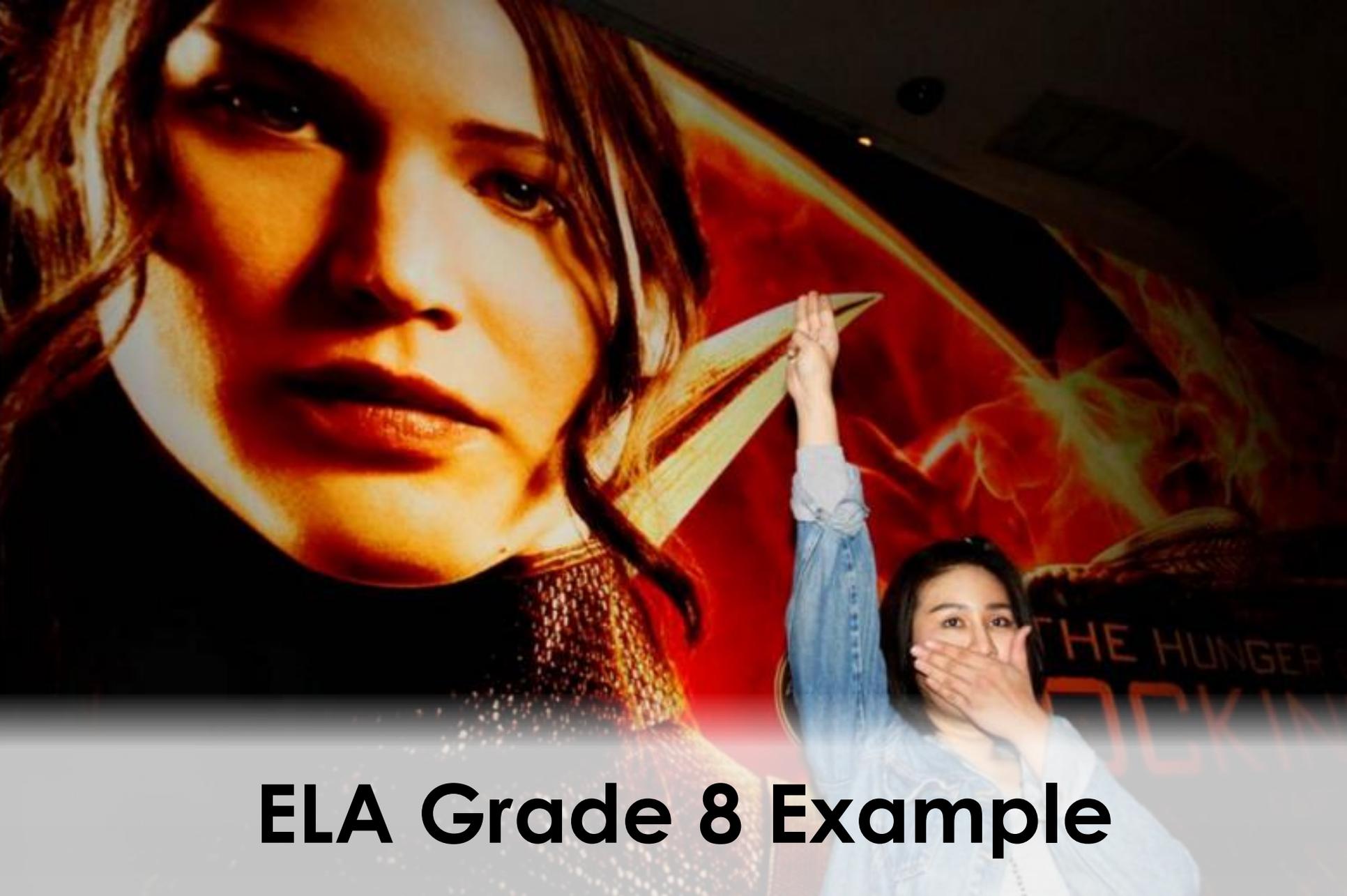
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

## Enduring Understandings

~~Explorers changed the Europeans' views of the world.~~

**To understand a historical event, we must look at it from multiple perspectives.**

\*The “great” example applies to any historical event, helping kids see this pattern throughout their history courses



# ELA Grade 8 Example

# Standards & Benchmarks

## CCSS ELA Standards Grade 8

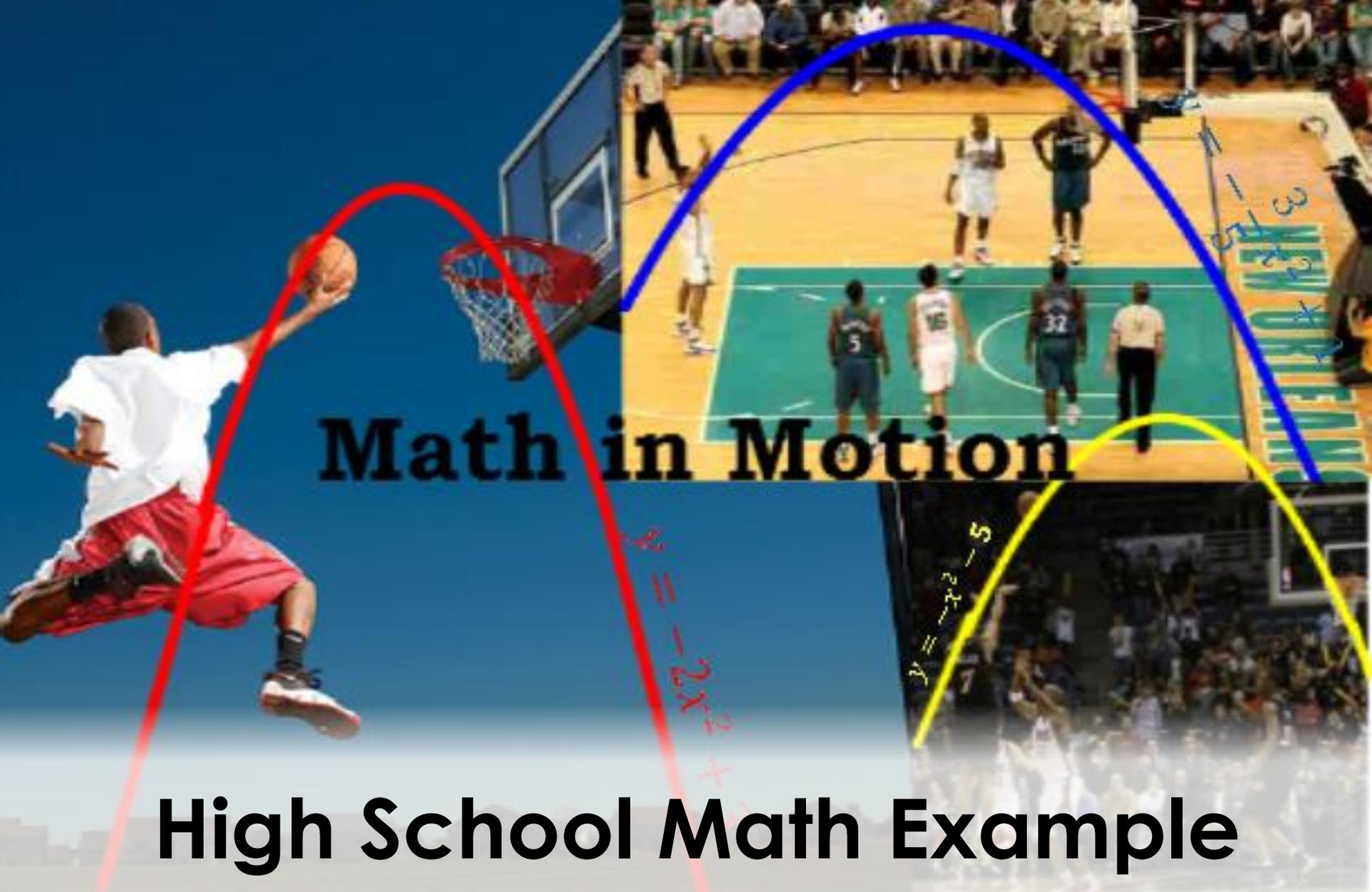
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

# Enduring Understandings

~~**Making text-to-self**~~  
~~**the reader to understand**~~  
**Effective authors connect**  
**elements that allow**  
**to their own experiences**

\*The “great” example has student-friendly language that can be generalized beyond the English classroom.

- ✓ *Is it broad & overarching? Does it touch on core concepts, principles, theories, & processes within a discipline?*
- ✓ *Will it transfer to other contexts beyond this year and grade level?*
- ✓ *Does it align with Standards, EQ, Mission, etc.?*



# Math in Motion

## High School Math Example

# Standards & Benchmarks

CCSS Standard: HS Algebra

HSA.SSE.A.1: Interpret parts of an expression, such as terms, factors, and coefficients.

## Enduring Understandings

**~~Algebra is a language.~~**

**The symbolic language  
used to communicate  
patterns.**

\*The “good” example is so broad that it lacks specific connections. The “great” is still broad.

- ✓ *Is it broad & overarching? Does it touch on core concepts, principles, theories, & processes within a discipline?*
- ✓ *Will it transfer to other contexts beyond this year and grade level?*
- ✓ *Does it align with Standards, EQ, Mission, etc.?*

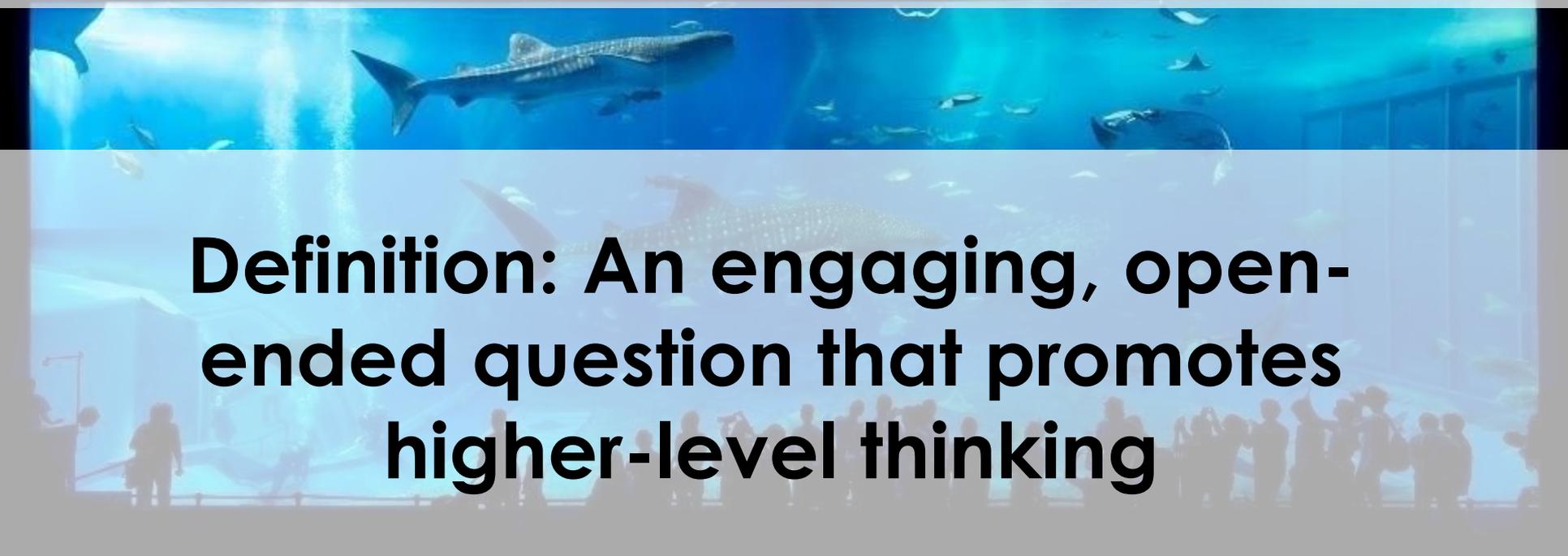
# A Review: Good to Great

1. Reptiles vs. amphibians
  2. Explorers changed the Europeans' views of the world.
  3. Making text-to-self connections helps the reader to understand the text.
  4. Algebra is a language.
1. Plants and animals have different characteristics that help them live in their habitats.
  2. To understand a historical event, we must look at it from multiple perspectives.
  3. Effective authors capture human elements that allow readers to connect to their own experiences.
  4. The symbolic language of algebra can be used to communicate and generalize patterns.

# How can you use Enduring Understandings?

- Review your unit plans and check if the EUs align to content, skills, assessments, and activities
- Post the EUs on the board to center learning and reference on a daily basis
- Take the EUs off of the board for the summative assessment and ask students to write what they believe the EUs are from the unit

## Essential Questions (EQs)

The background of the slide is a photograph of an aquarium. In the upper half, a large shark swims in clear blue water. In the lower half, the silhouettes of people are visible, looking at the exhibit. The text is overlaid on this image.

**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

# What are Essential Questions?

Highlight  
key,  
transferable  
ideas and  
raise new  
questions

Highlight  
key,  
transferable  
ideas and  
raise new  
questions

Will transfer  
to other  
contexts  
beyond this  
year, grade  
level, or  
discipline

# Good to Great



# Science Grade 2 Example

# Standards & Benchmarks

NGSS Standard: Grade 2

2-LS4-1. Make observations of plant life in different habitats

## Enduring Understanding

Plants and animals have different habitats.

## Essential Questions

- ✓ Are the EQs authentic & age-appropriate for students?
- ✓ Do the EQs spark debate, research, or reflection?
- ✓ Do the EQs span broader than just this unit?
- ✓ Are the EQs connected to the standards, EUs, etc.?

~~What key traits differentiate reptiles from amphibians?~~

~~Why do plants and animals live where they live?~~

\*The “great” example is broader and allows students to dive deeper without one “right” answer.



# Social Studies 5 Example

# Standards & Benchmark

C3 Framework: By the end of Grade D2.His.4.3-5. Explain why individuals of a period differed in their perspectives.

## Enduring Understanding

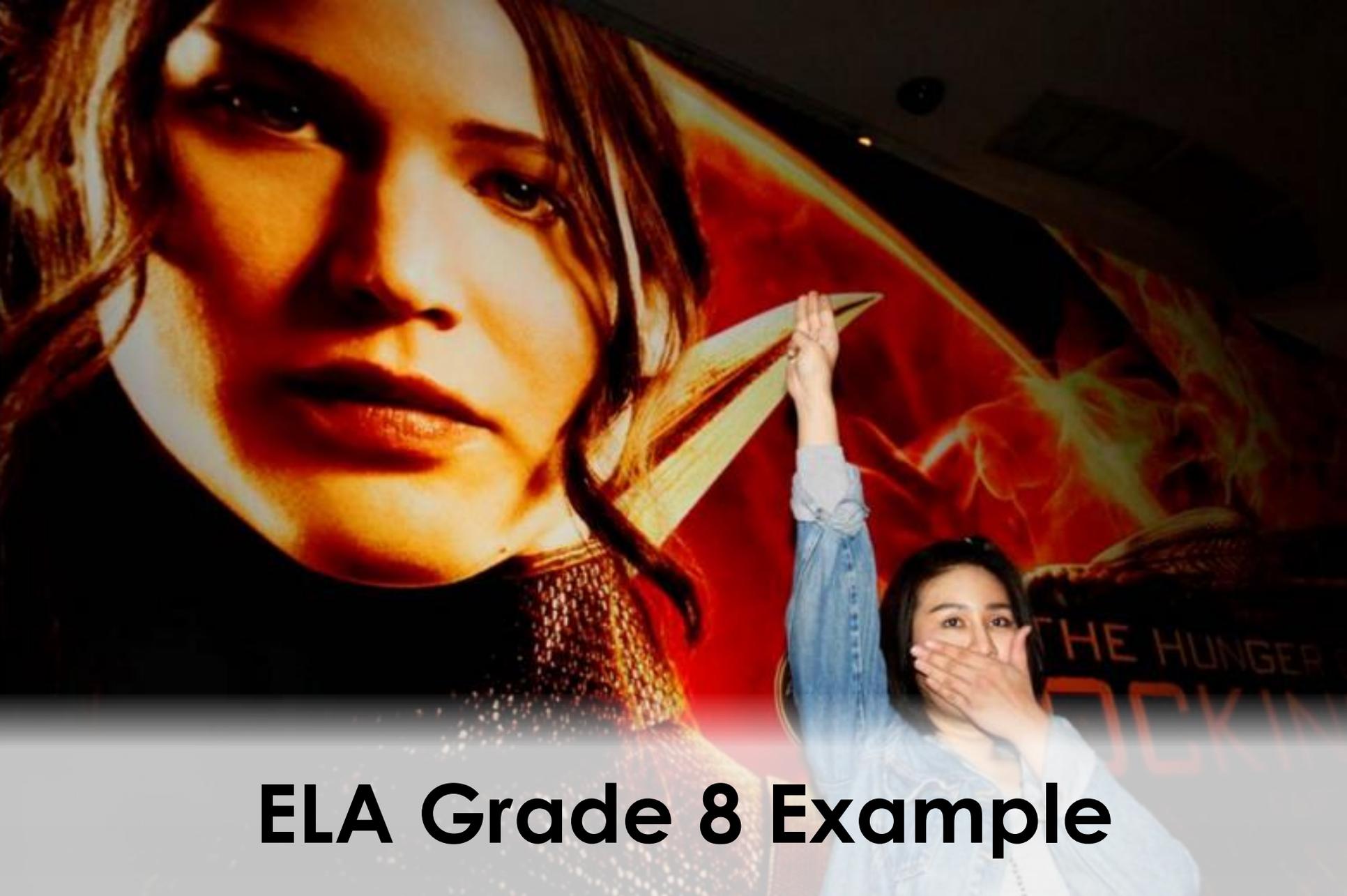
To understand a historical event, we

## Essential Questions

- ✓ Are the EQs authentic & age-appropriate for students?
- ✓ Do the EQs spark debate, research, or reflection?
- ✓ Do the EQs span broader than just this unit?
- ✓ Are the EQs connected to the standards, EUs, etc.?

**~~What caused the Age of Exploration?~~  
How does perspective shape or distort our understanding of an event?**

\*The "great" example can span multiple grade levels and subject areas. It also captures the heart of the standard by removing one specific time period.



# ELA Grade 8 Example

# Standards & Benchmarks

CCSS ELA Standards Grade 8

RL.8.6. Analyze how differences in the audience or reader create such effects

## Enduring Understanding

Effective authors capture human experiences from their own experiences.

## Essential Questions

- ✓ Are the EQs authentic & age-appropriate for students?
- ✓ Do the EQs spark debate, research, or reflection?
- ✓ Do the EQs span broader than just this unit?
- ✓ Are the EQs connected to the standards, EUs, etc.?

~~What elements of *The Hunger Games* by Suzanne Collins mirror current events?~~

~~How can we derive personal connections to something set in a different place and time?~~

\*The "great" example better captures the heart of the standard and allows kids to see beyond one novel.

# A Review: Good to Great

1. What key traits differentiate reptiles from amphibians?
2. What caused the Age of Exploration?
3. What elements of *The Hunger Games* by Suzanne Collins mirror current events?
4. How can algebra be used to represent abstract ideas?
1. Why do plants and animals live where they live?
2. How does perspective shape or distort our understanding of an event?
3. How can we derive personal connections to something set in a different place and time?
4. How can patterns and functions be used as tools to help explain real-life situations?

# How can you use Essential Questions?

- **Introduce a new unit with a discussion around your EQs**
- **Refer back to the EQs every day/week to see if kids have changed their opinions/want to adjust their conversation based on new learning**
- **Have a class debate with the EQs as a prompt**
- **Share EQs with parents and encourage dinner table conversation around them**



# Questions?

[atlas@rubicon.com](mailto:atlas@rubicon.com)

# Content & Skills



# Objectives

- Explore purpose, characteristics, and examples of Content & Skills
- Practice creating and revising Content & Skills

# 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

Standards

Enduring  
Understandings

Essential Questions

Content

Skills

Assessments

Learning Activities

Resources

# Content

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

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.?*

# Are these verbs **Measurable**?

## **Non-measureable**

- Know
- Understand
- Demonstrate
- Show
- Use

## **Measureable**

- Define
- Identify
- Justify
- Compare and contrast
- Sequence
- Determine

# Standards & Assessments



# Objectives

- Examine your standards or outcomes
- Align your standards to assessments
- Measure your progress

**1. Read**

**2. Align**

**3. Unpack & Assess**

# Standards

# Step 1: Read the Standards

**My Atlas** Search Develop Browse **Reports** References Communities

## Standards Overview

**1. Choose the Content Area:**

CCSS: Mathematics

**2. Choose the Benchmark Levels:**

Uncheck All

- CCSS: Kindergarten
- CCSS: Grade 1
- CCSS: Grade 2
- CCSS: Grade 3
- CCSS: Grade 4
- CCSS: Grade 5
- CCSS: Grade 6
- CCSS: Grade 7
- CCSS: Grade 8
- CCSS: HS: Num/Quantity
- CCSS: HS: Algebra
- CCSS: HS: Functions
- CCSS: HS: Modeling
- CCSS: HS: Geometry
- CCSS: HS: Stats/Prob

Reset Submit

Hide Standards

CCSS: M...  
CCSS: G...

Operations and Algebraic Thinking  
2.OA.A. Represent and solve problems involving addition and subtraction within 100 to solve one- and two-step word problems using mental strategies. [Targeted Standards:4 Assessments:4]

- 2.OA.A.1. Represent a number from 11 to 20 as the sum of two numbers in 100 to solve one- and two-step word problems using mental strategies. [Targeted Standards:4 Assessments:4]

2.OA.B. Add within 100, including mental strategies such as counting on. [Targeted Standards:4 Assessments:4]

- 2.OA.B.1. Add within 100, including mental strategies such as counting on. [Targeted Standards:4 Assessments:4]

2.OA.C. Work with equal groups of objects to gain foundations for multiplication. [Targeted Standards:4 Assessments:4]

- 2.OA.C.1. Work with equal groups of objects to gain foundations for multiplication. [Targeted Standards:4 Assessments:4]

Number & Operations in Base Ten  
2.NBT.A. Understand place value. [Targeted Standards:4 Assessments:4]

- 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; recognize "hundreds" as a group of ten tens and "ones" as a group of ten ones. [Targeted Standards:4 Assessments:4]

# Step 1: Read the Standards

## Consider:

What standards am I responsible for teaching?

What questions do I have?

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

How are the standards structured?

# Step 2: Align to Standards

The screenshot shows the 'Develop' page in the Rubicon Atlas interface. The navigation bar at the top includes 'My Atlas', 'Search', 'Develop' (highlighted in green), 'Browse', 'Reports', 'References', 'Communities', and 'Support'. Below the navigation bar is the 'Unit Planner' section, which includes a breadcrumb trail: 'Elementary School > Grade 2 > Mathematics > Math 2 > Week 1 - Week 6'. The main content area is titled 'Number Sense/ Basics Review' with a dropdown arrow. Below this, there are tabs for 'Collaboration', 'Unit Planner', and 'School Values'. The 'Standards & Benchmarks' section is expanded, showing a 'Choose Standards' button with a checkmark. The standards listed are 'CCSS: Mathematics' and 'CCSS: Grade 2', with the specific standard 'Number & Operations in Base Ten' selected. The standard '2.NBT.A. Understand place value.' is highlighted, with its sub-points: '2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:' and '2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a "hundred."'.

My Atlas Search **Develop** Browse Reports References Communities Support

Unit Planner

Elementary School > Grade 2 > Mathematics > Math 2 > Week 1 - Week 6

**Number Sense/ Basics Review** ▾

✉ Collaboration

Unit Planner School Values

Standards & Benchmarks ⓘ

Choose Standards

CCSS: Mathematics

CCSS: Grade 2

Number & Operations in Base Ten

**2.NBT.A. Understand place value.**

2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a "hundred."

# Search & Filter

**Add Targeted Standards**

Search Standards

Filter Standards

Browse Standards

- CCSS: Mathematics
  - CCSS: Grade 2
    - (All Strands)

## CCSS: Mathematics

### CCSS: Grade 2

#### Operations & Algebraic Thinking

**2.OA.A. Represent and solve problems involving addition and subtraction.**

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems

In this Course...

Targeted  (1)

# Measure your progress as you go!

## CCSS: Mathematics

### CCSS: Grade 2

#### Operations & Algebraic Thinking

##### 2.OA.A. Represent and solve problems involving addition and subtraction.

- 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

In this Course...

Targeted  (1)  
Assessed  (1)

##### 2.OA.B. Add and subtract within 20.

- 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. [Show details](#)

In this Course...

Targeted  (1)  
Assessed  (2)

##### 2.OA.C. Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

In this Course...

Targeted  (1)  
Assessed  (1)

Targeted  (1)  
Assessed  (1)

#### Number & Operations in Base Ten

##### 2.NBT.A. Understand place value.

- 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- 2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”

In this Course...

Targeted  (3)  
Assessed  (4)

Targeted  (3)  
Assessed  (4)

Cancel

11 Targeted Standards

Save

# Step 2: Align 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?

# Step 3: 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?

# Assessments

# Add Assessments & Measure your Progress

## Assessment ?

[View Standards Alignment Details](#)

[Add New Assessment](#)

- Summative: Test: Written**  
Timed test on addition and subtraction  
11 Standards Assessed
- Three digit number**  
**Formative: Other: Quiz**  
3 Standards Assessed
- Number (<1000) Comparisons**  
**Formative: Other: Quiz**  
3 Standards Assessed
- Addition and Subtraction**  
**Formative: Other: Quiz**  
3 Standards Assessed
- Mental Addition and Subtraction**  
**Formative: Other: Quiz**  
2 Standards Assessed

[+ Add an Attachment](#)

### Add Assessment

Assessment Name

Assessment Method  
(Select an Assessment Method) ▼

Assessment Type  
(Select an Assessment Type) ▼

Assessment Description  

**B** *I* U More

[+ Add an Attachment](#)

[Cancel](#)

Unit Targeted StandardsAdditional Standards

## CCSS: Mathematics

### CCSS: Grade 2

#### Number & Operations in Base Ten

**2.NBT.A. Understand place value.**

- 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - 2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - 2.NBT.A.1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4. Compare two three-digit numbers based on

Assessed in this...

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(4)

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(4)

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(3)

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(3)

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(3)

Unit	<div style="width: 20px; height: 10px; background-color: green;"></div>	(2)
Course	<div style="width: 20px; height: 10px; background-color: purple;"></div>	(2)

No Standards aligned in this Assessment

[S](#)

# Assessment Discussion Questions

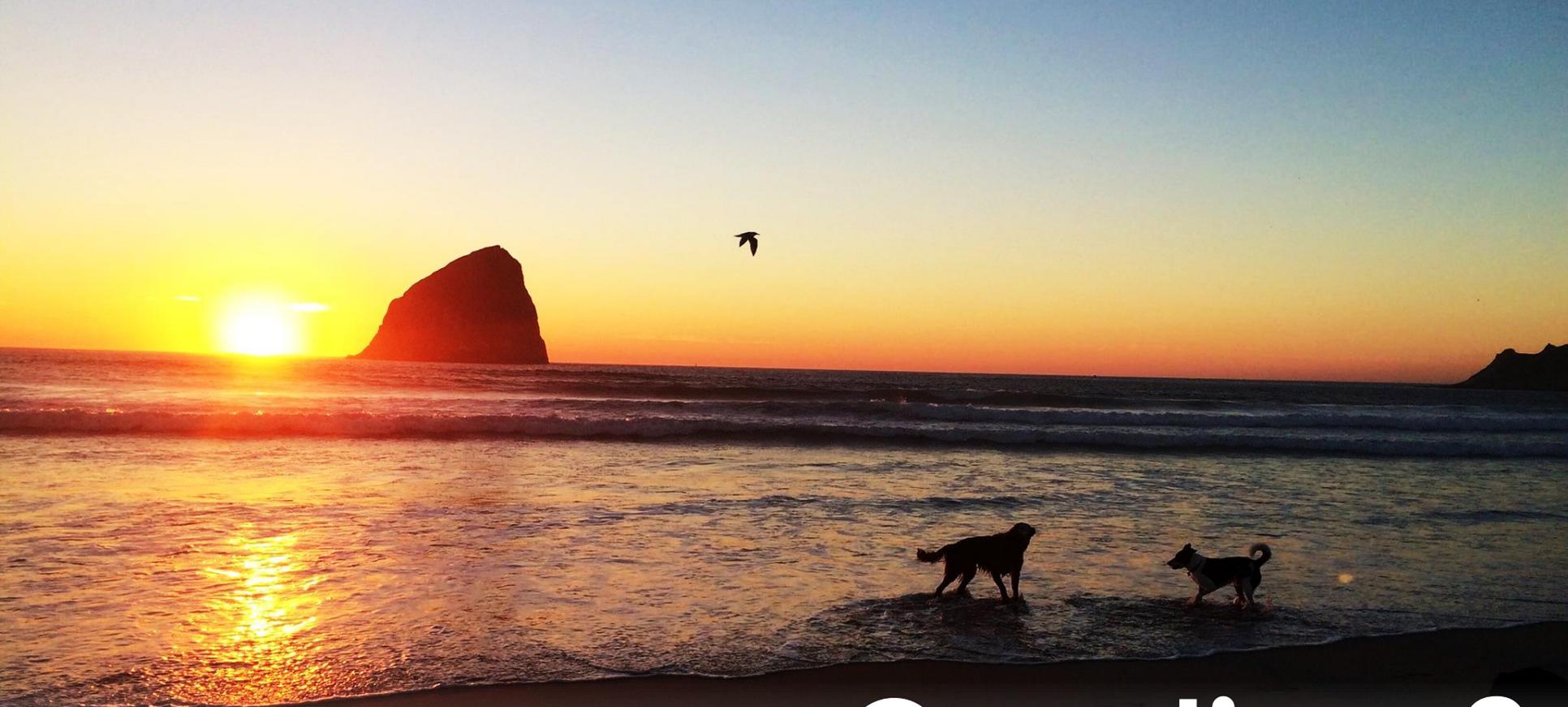
- Why do we (as a team) want to preserve our assessments in our curriculum maps?
- How do we define each Assessment Method and Assessment Type?
- Should we include homework, exit tickets, practice activities, etc. as assessments in Atlas?
- What files/links should we attach?  
(ex: student work, rubrics,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

# Standards & Assessments

Measure your progress [sneak peak]

Benchmark Level	Targeted Standards	Assessed Standards
CCSS: Kinderga...	 35/81 (43%)	 30/81 (37%)
CCSS: Grade 1	 66/89 (74%)	 61/89 (69%)
CCSS: Grade 2	 68/80 (85%)	 32/80 (40%)
CCSS: Grade 3	 93/97 (96%)	 31/97 (32%)
CCSS: Grade 4	 67/95 (71%)	 14/95 (15%)
CCSS: Grade 5	 86/97 (89%)	 14/97 (14%)
CCSS: Grade 6	 41/95 (43%)	 14/95 (15%)

For more information, join us for Reports in Atlas!



**Questions?**  
[atlas@rubicon.com](mailto:atlas@rubicon.com)



**LUNCH**



# I SPY!

Let's Look at a  
Few Examples  
Try to 'Spot' What needs to be  
reviewed for quality...

# Report: Comparative Unit Calendar

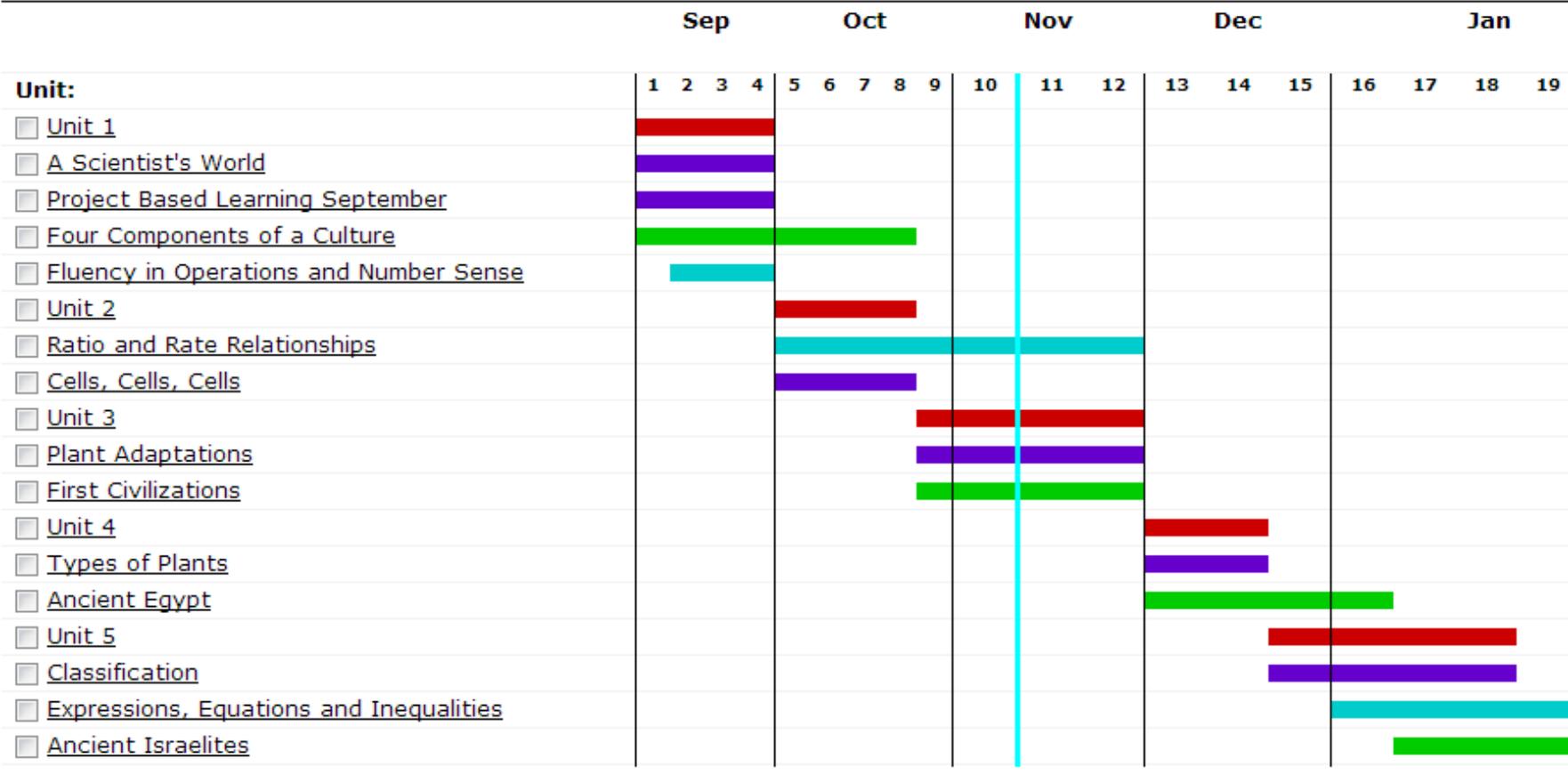
**English Language Arts 6 (C)**

**Math 6\* (C)**

**Science 6 (C)**

**Social Studies 6 (C)**

Unit Comparison



# Standards & Benchmarks

CCSS Standard: HS Algebra

HSA.SSE.A.1: Interpret parts of an exponential function.

## Enduring Understanding

The symbolic language of algebra generalizes patterns.

## Essential Questions

- ✓ Are the EQs authentic & age-appropriate for students?
- ✓ Do the EQs spark debate, research, or reflection?
- ✓ Do the EQs span broader than just this unit?
- ✓ Are the EQs connected to the standards, EUs, etc.?

~~How can algebra be used to represent abstract ideas?~~

**How can patterns and functions be used as tools to help explain real-life situations?**

\*The "great" example is more specific and might help learners connect to real-life experiences beyond the classroom.

# Essential Questions

- Why do I need to add?
- Why do I need to subtract
- How can knowing addition and subtraction facts help me?
- Why can't I just use a calculator
- Where and when will I use math in the “real world”

## Content

- Sums/Differences
- +&-
- Word Problems

## Skills

- More speed and accuracy
- Understand Math Facts
- Know zeros, doubles, counting on, counting back etc
- Use addition and subtraction

- ✓ *Is the content noun driven?*
- ✓ *Are the skills verb driven?*
- ✓ *Are these clear and concise?*
- ✓ *Are the EQs connected to the standards, EUs, etc.?*

# Essential Questions

- Why do I need to add?
- Why do I need to subtract
- How can knowing addition and subtraction facts help me?
- Why can't I just use a calculator
- Where and when will I use math in the “real world”

## Content

- ~~Sums/Differences~~ Sums/Differences of numbers 0-18
- ~~+~~ & Addition and subtraction fact strategies
- ~~ord Problems~~ Key words in word problems (vocabulary)
- Relationship between addition and subtraction (fact families)

- ✓ *Is the content noun driven?*
- ✓ *Are the skills verb driven?*
- ✓ *Are these clear and concise?*
- ✓ *Are the EQs connected to the standards, EUs, etc.?*

## Skills

- ~~More speed and accuracy~~ **Increase** speed and accuracy by recalling and writing addition and subtraction facts
- ~~Know zeros, doubles, counting on, counting back etc~~ **Identify** and use strategies/properties such as zeros, doubles, counting on, counting back, making a ten etc.
- ~~Use addition and subtraction, understand Math Facts~~ **List** from memory words such as “all together”, “sum”, “total”, “how many”, “left”, “more than”, “difference”, etc.
-

# Tips & Tricks

1. Group under Content Headers
2. Group or Attach Vocabulary List
3. Bold Verbs with Bloom's Taxonomy or Webb's DOK
4. Use Consistent Color-Codes

# 1. Group under Content Headers

**Option A**  
Content  
Hitting, catching, throwing, three outfield positions, four infield positions, pitcher, catcher, know when to run, three strikes and you're out, four balls is a walk, encourage teammates

**Option B**  
Content  
**Fundamentals**  
- Hitting, Catching, Throwing  
**Positions**  
- Three outfield positions  
- Four infield positions  
- Pitcher, Catcher  
**Basic Rules of the Game**  
- Know when to run  
- Three strikes and you're out  
- Four balls is a walk  
**Sportsmanship**  
- Encourage teammates

# 2. Group or Attach Vocab Lists

## Option A

### Content

- Reading Strategies to identify unknown words
- Developing Stamina
- Comprehension Strategies

### Unit Terms:

*-mini-lesson, strategy, chunks, listening, turn and talk, re-reading, main idea*

## Option B

### Content

- Reading Strategies to identify unknown words
- Developing Stamina
- Comprehension Strategies

See attached file for Unit Terms

 [Add an Attachment](#)

**Drop a file here or choose one of these:**

 [Website Link](#)

 [Displayed Image](#)

 [File Attachment](#)

 [Lesson Plan](#)

# 3. Bold Verbs

## (with Bloom's Taxonomy or Webb's DOK)

- Option A**
- Skills
- Examine facts and opinions from primary and secondary sources
  - Summarize and paraphrase learned information
  - Determine ways to engage your reader in the writing
  - Organize writing to improve understanding of topic
  - Utilize elements and structure of nonfiction in the writing piece

- Option B**
- Skills
- **Examine** facts and opinions from primary and secondary sources
  - **Summarize** and **paraphrase** learned information
  - **Determine** ways to engage your reader in the writing
  - **Organize** writing to improve understanding of topic
  - **Utilize** elements and structure of nonfiction in the writing piece

# 4. Use Consistent Color-Codes

## Option A: Corresponding Content & Skills

### Content

**Students will know the 3 stages of water cycle**

- Evaporation
- Condensation
- Precipitation

**Students will know the basics of the fo**

- Power Point
- Digital Cameras

**Student will know basic elements of str**

- structure and organization (introduction, conclusion)
- speaking skills
- effective visuals

### Skills

**Students will be able to:**

- Describe each of the 3 stages of the water cycle
- Explain how the 3 stages are connected
- Make Use of a digital camera to capture images of the water cycle
- Create a power point presentation
- insert images into a power point presentation
- record audio narration into a power point presentation
- Create an outline for the presentation which includes:
  - Clear images for the introduction, body and conclusion slides.
  - Write an introductory topic sentence, supporting details, clear transitions and a conclusion
- Apply effective speaking skills to narrate presentation

# 4. Use Consistent Color-Codes

## Option A: Corresponding Content & Skills

### Big Ideas

- Writer's employ literary tools and devices to engage
- The human condition generates recurring issues
- Human beings progress or regress through their

### Essential Questions

What are the tools **Harper Lee** uses to tap into **the** reader's imagination?

Is intolerance inevitable in the human condition or is it bred?

Do challenging circumstances affect a person's destiny?

### Content

#### A. Literary tools

- Setting- time and place of the novel; larger events
  - Harper Lee- background and biographical referen
  - The text and storyline arch through each section
  - Author experiences as an influence on the constr
- the various plot lines.
- Background on film version and the director, Rob

#### B. Tolerance and Justice

- Themes of: community, race, education, prejudice
- Time period and its influence on the novel using a
- Norman Rockwell painting reflection values of the

#### C. Challenging circumstances and the individual

- Difference between Scout's child voice versus ad
- Education redefined through the various characte
- The trial as a lens to human behavior.

### Skills

**A1 Identify** key historical events and the time context for the events that transpire in the novel southern community and larger issues in nation.

**A2. Research and select** those elements in Harper Lee's biography that had a direct impact on characters.

**A3. Identify and explain the** use of flashback in text to engage reader.

**A4. Analyze** the various positions of the characters in order to understand their reactions to the involvement in the related discourse.

**B1. Analyze** the representation of human themes in various art forms other than literature.

**B2. Define** the development of the themes of intolerance and justice by Lee through the eyes

**B3. Analyze** the trial Harper Lee used as the basis for her book, as well similar cases she may

**C1. Track** a character throughout the novel in order to understand their behavior toward and p

**C2. Identify** specific strong and revealing text references throughout the book to support chan specific character.

**C3. Acknowledge and evaluate** character growth based on the resolution of conflict

# 4. Use Consistent Color-Codes

## Option B: Interdisciplinary Connections

### Content ⓘ

#### Social Studies:

- Louisiana Purchase & Thomas Jefferson
- Lewis & Clark and the formation of the Corps
- The Journey: Interactions with Native Americans
- Characteristics of an effective team
- The winter at Fort Clatsop
- Contributions of the expedition to expansion of the United States

#### Science:

- The scientific process
- Inquiry process & method
- Scientific Discoveries of the Corps

#### ELA Reading:

- Literary Elements: Characterization & Symbolism
- Relationship between fictional characters
- Word choice

### Skills ⓘ

#### Bloom's Taxonomy

#### Social Studies:

- Explain Jefferson's role in the Louisiana Purchase.
- Explain how Lewis and Clark helped to form the Corps.
- Give examples how the journey impacted Native Americans.
- Explain the relevance of the winter at Fort Clatsop?
- Identify the characteristics of successful team.
- Explain the impact of the expedition on the expansion of the United States.
- Utilize research skills to learn about members of the Corps or topics related to the expedition.
- Gather information and summarize informational text

#### Science:

- Identify the steps in the scientific process.
- Formulate measurable questions & make predictions.
- Define and inquiry and give examples as it relates to Lewis and Clark.
- Develop an experiment that incorporates the steps and explain how you would conduct it.
- Observe and record data
- Analyze the information to determine the impact on the scientific discoveries

#### ELA Reading:

- Identify the character traits of Lewis & Clark.
- Compare & contrast Lewis & Clark using a Venn diagram.



# Questions?

[atlas@rubicon.com](mailto:atlas@rubicon.com)

What did you **discover** and what  
were some **confusions**?





# Reports in Atlas



# Objectives

- Analyze standards and assessment alignments
- Create a scope and sequence report
- Search curriculum for key topics and resources

# Things to consider



## **Quality in, Quality Out**

The reports are pulling from the curriculum information you added in Develop. If the report seems inaccurate, the units may need to be updated or revised.



## **Choose a Focus**

Before running a report, think about the question you are trying to answer. We will show you some sample questions today.

**Standards Analysis**

**Assessment Method Mix**

**Standards Overview\***

# **Standards & Assessments**

# Standards & Assessments

Which standards have we targeted?  
Not targeted yet? Assessed?

Do we provide students with a mixed  
variety of assessments?

Where can we find \_\_\_\_\_ in the  
standards?

# Standards Analysis: How much progress has the 6<sup>th</sup> grade math team made aligning to the CCSS Math standards?

Content Area: CCSS: Mathematics; Benchmark Level: CCSS: Grade 6

List results by: Standards

List

Pie

Bar

Shc

	Content Area ▲	Benchmark Level	Targeted Standards	Assessed Standards
<input type="checkbox"/>	CCSS: Mathematics	CCSS: Grade 6	 <u>25/55</u> (45%)	 <u>20/55</u> (36%)
<input type="checkbox"/>	Ratios & Proportion...		 <u>7/7</u> (100%)	 <u>5/7</u> (71%)
<input type="checkbox"/>	The Number System		 <u>4/15</u> (27%)	 <u>3/15</u> (20%)
<input type="checkbox"/>	Expressions & Equa...		 <u>10/12</u> (83%)	 <u>8/12</u> (67%)
<input type="checkbox"/>	Geometry		 <u>4/4</u> (100%)	 <u>4/4</u> (100%)

[Comparative Unit Calendar](#)

[Scope & Sequence](#)

[Unit Overview](#)

# Scope & Sequence

# Horizontal Alignment



How do we create more interdisciplinary units?

Are we helping students draw connections between their different courses?

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

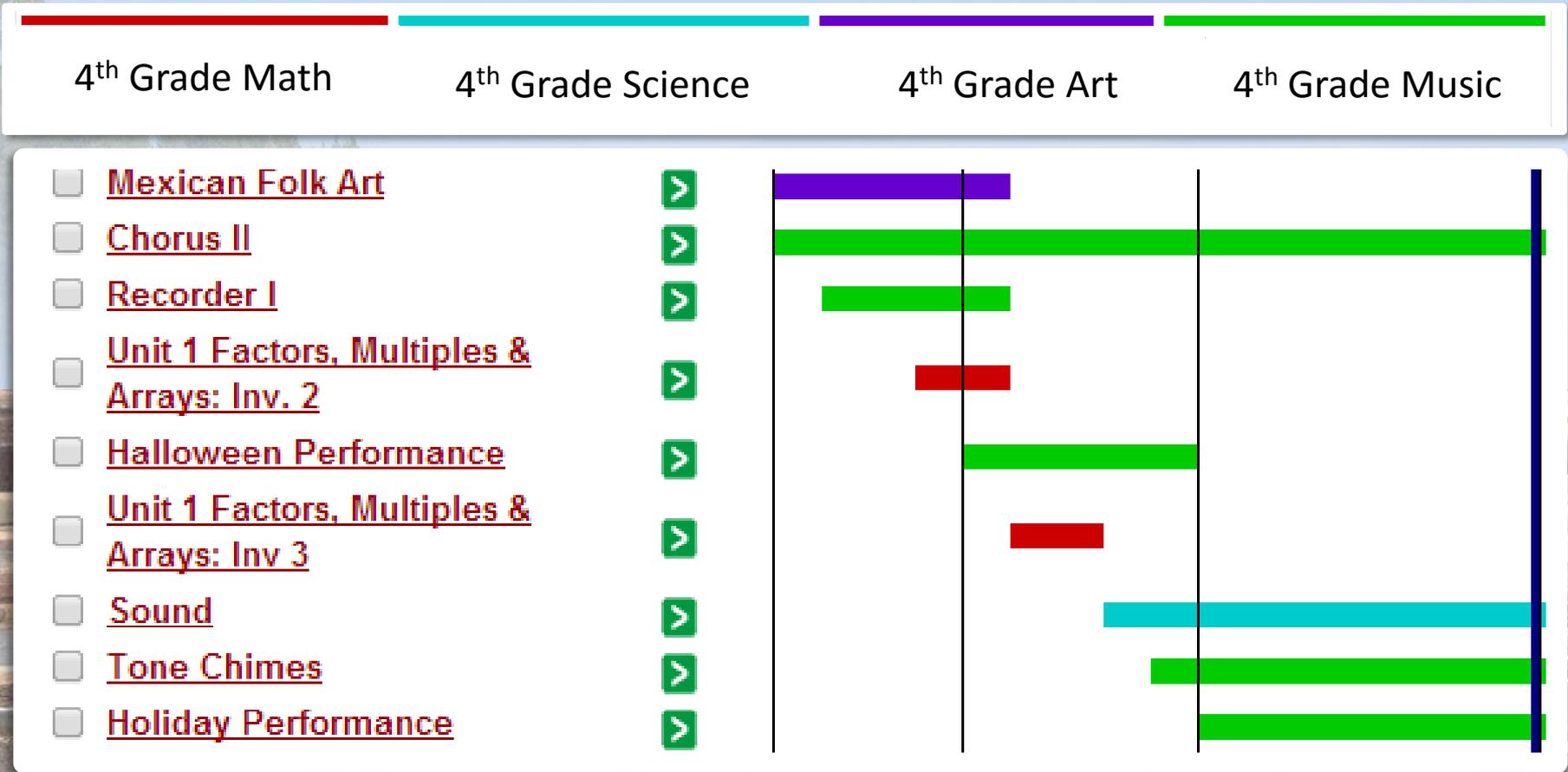
# Vertical Alignment

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?

# Comparative Unit Calendar (horizontal): How can we help Grade 4 students make STEAM connections?



**List View**

**Pie Chart**

**Bar Graph**

**Tabular**

# Search

# Search

As a school we are focusing on improving \_\_\_\_\_.

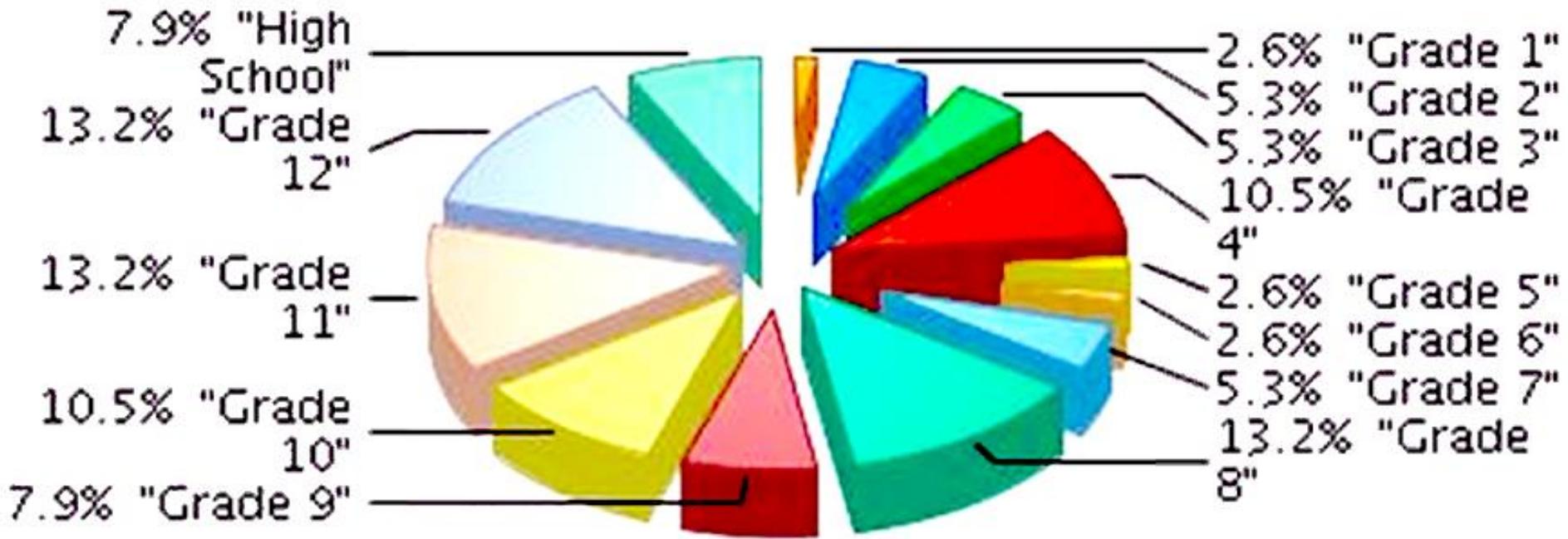
Where can I find resources on\_\_\_\_\_?

Where was that website/file about\_\_\_\_\_?

I need to ask my colleague about\_\_\_\_\_?

Based on recent data, my new students need to review\_\_\_\_\_.

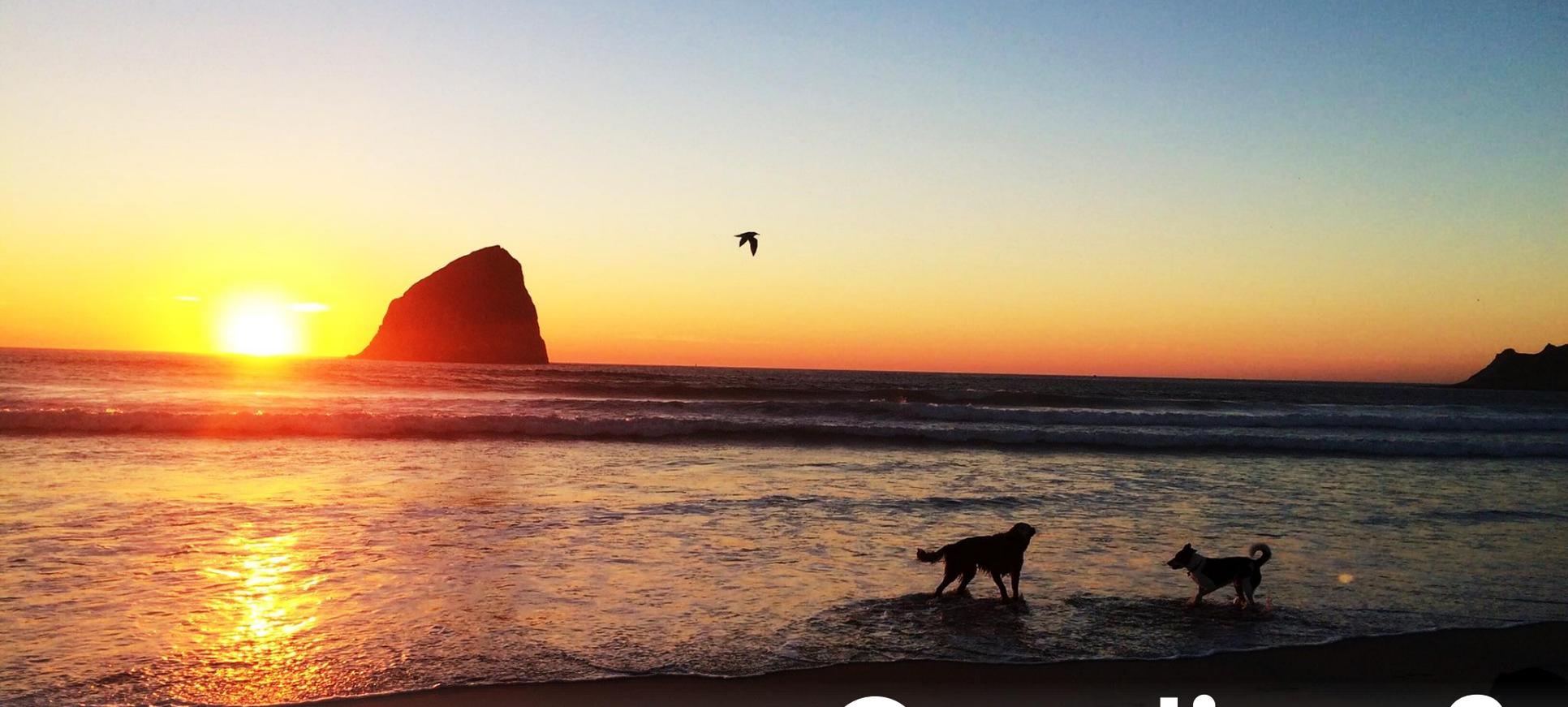
# Search: How many units address \_\_\_\_\_ across grade levels?



# Reflections

- What reports will be the most helpful for you?
- What are your next steps?
- What are your goals?

Learn More: <http://pd.rubicon.com/2014/09/10/setting-curriculum-goals/>



# Questions?

[support@rubicon.com](mailto:support@rubicon.com)



**Thank you for your time!**  
[www.rubicon.com](http://www.rubicon.com)