

# Designing Curriculum

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# Essential Questions

- 1. What do we believe about the design of teaching and learning?**
- 2. How do we design a K-12 viable curriculum?**



## Transformational 6

- **Building capacity for critical thinking**
- **Developing new lines of inquiry**
- **Making thinking visible**
- **Authentic audiences**
- **Demo “best of the world” - content and skill**
- **Purposeful work**

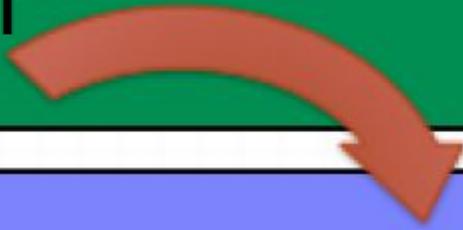
(November, 2015)

<b>What curriculum is</b>	<b>What curriculum is not</b>
Concise set of goals and offers possible ways to get there	A script
Recursive	An inventory of “stuff” to be covered
Living, breathing	A program
Relevant	A lesson plan
Has a scope and sequence	One and done
Ever-changing	Following a textbook (can use multiple resources)
Influenced by standards and eligible content	Only eligible content
Allows for differentiation yearly	The same annually

Stage 1: GOALS



Stage 2: ASSESSMENT



Stage 3: LEARNING EVENTS



# Approaches with Curriculum Work

- 1. Habits of Mind**
- 2. Practices**
  - **Standards for Mathematics Practice**
  - **Science and Engineering Practices**
  - **English Language Arts**
- 3. Understanding by Design**
  - **K-12 Transfer Goals**



<b>Persisting</b>	<b>Thinking about Thinking (Metacognition)</b>	<b>Thinking and Communicating with Clarity and Precision</b>	<b>Taking Responsible Risks</b>
<b>Managing Impulsivity</b>	<b>Striving for Accuracy</b>	<b>Gathering Data through All Senses</b>	<b>Finding Humor</b>
<b>Listening with Understanding and Empathy</b>	<b>Questioning and Posing Problems</b>	<b>Creating, Imagining and Innovating</b>	<b>Thinking Interdependently</b>
<b>Thinking Flexibly</b>	<b>Applying Past Knowledge to New Situations</b>	<b>Responding with Wonderment and Awe</b>	<b>Remaining Open to Continuous Learning</b>

(Costa & Kallick, 2000)



<b>Math</b>	<b>Science &amp; Engineering</b>	<b>English Language Arts</b>
Make sense of problems and persevere in solving them	Asking questions and defining problems	Responding to the varying demands of audience, task, purpose and discipline
Construct viable arguments and critique the reasoning of others	Constructing explanations and designing solutions	Understanding other perspectives and culture



<b>Art</b>	<b>Engineering &amp; Technology</b>	<b>Social Studies</b>	<b>Math</b>
Critically respond to and communicate effectively about the visual arts	Collaborate and communicate to create and present a solution to a technological problem and address its impacts	Communicate effectively based on purpose, task, medium, and audience using appropriate vocabulary	Persevere in solving problems and justify the answer effectively and efficiently using various tools, strategies and representations
Cultivate a personal artistic voice	Take responsibility and risks to preserve through technological challenges	Respectfully and intelligently converse with others even when opinions differ by understanding various cultures and belief systems	Use effective mathematical reasoning to construct viable arguments and critique the reasoning of others



# Understanding by Design

**Goals - Transfer Goals, Habits of Mind, Standards, Understandings, Knowledge and Skills**

**Assessments - Assessments aligning to goals in both content and rigor**

**Learning Activities - Planned learning activities linked explicitly to goals and assessments**



- 1. Start with standards and year-long context.**
  - a. Align to transfer goals.**
  - b. Determine understandings, essential questions.**
- 2. Craft performance tasks. Align performance tasks to understandings, essential questions, knowledge and skills.**
- 3. Vet performance tasks and understandings, essential questions, knowledge and skills using review criteria.**
- 4. Consider resources to best support these.**



# Academic Seminar Example

**Curriculum revisions this summer**



## Understanding by Design Glossary Review Criteria

Key: 3 = extensively; 2 = to some degree; 1 = not yet

Ubd Elements	Characteristics of Elements	3	2	1	Notes
<b>Understandings</b> <i>Specify transferrable ideas and processes that students should come to understand.</i>	<ul style="list-style-type: none"> <li>Are framed as full sentences in response to the prompt, "The students will understand THAT..." that is written in teacher friendly language.</li> <li>Help learners make sense of otherwise discrete facts and skills; they "connect the dots"</li> <li>Cannot be simply transmitted; they must be "earned" by the learner through the learner's development of generalizations, patterns, wisdom, inferences</li> <li>Are demonstrated through performance tasks in Stage 2</li> <li>Connect to Essential Question(s). NOTE: This does not have to be a 1:1 relationship</li> </ul>				
<b>Essential Questions</b> <i>Open-ended questions that focus instruction on the big ideas, align instruction with assessment. By exploring essential questions students develop and deepen their understanding.</i>	<ul style="list-style-type: none"> <li>Written in student friendly language to encourage active meaning-making by the learner about important ideas and issues</li> <li>Are open-ended — meant to be investigated, examined from different points of view, and raise other important questions. (NOTE: Closed-questions (right or wrong, yes or no) can be used as long as you are prepared for diverse points of view.</li> <li>Are meant to recur over time (units/course/subject areas/in and out of school)</li> </ul>				
<b>Knowledge and Skills</b> <i>Specify what students should know and be able to do as a result of the unit.</i>	<ul style="list-style-type: none"> <li>Content knowledge (noun dependent) and skill (verb dependent) should be "means," not an end in themselves</li> <li>Only list enabling knowledge and skills that will be <u>explicitly</u> taught and assessed in this unit</li> <li>Building blocks for application and transfer</li> </ul>				

# Questions

