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# Getting It Right:  Performance Based Integrated Curriculum in Small Learning Communities

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# Objectives

- Identify key elements of quality integrated curriculum

- Recognize value of performance maps

- Determine how performance maps can be used in project development

- Practice using maps to find connections
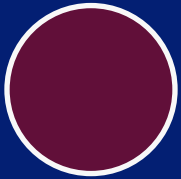
# Motivation and Rigor

1. **Tap motivation**

   FORCED TO…....NEED TO…….WANT TO
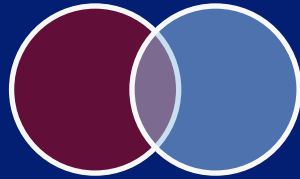   You push…..They comply…..They seek

2. **Engage in meeting standards** that are aligned with assessment expectations
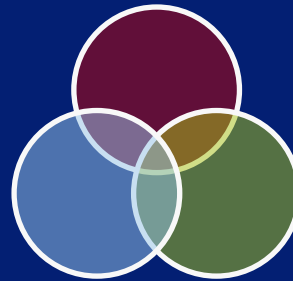
# Integration Continuum



Single Subject

Paired

Interrelated

Conceptual
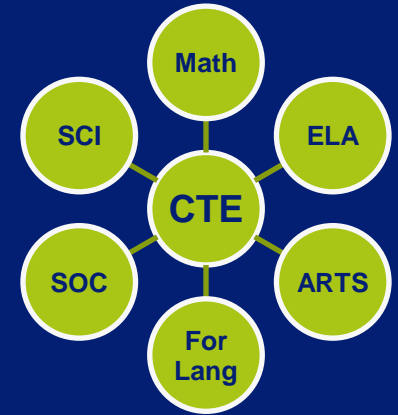
BASIC          INTERMEDIATE          COMPLEX

# Integrated Curriculum Design

- Curriculum/Performance mapping

- Overarching theme

- Essential questions

- Performance assessments

- Industry partners

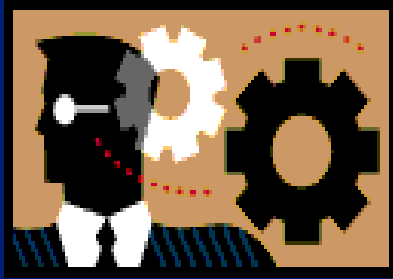- Reflection and revision

# Integrated Projects

- Standards driven – timely and identifies level of mastery

- Inquiry driven – becomes the students' problem

- Authentic – product, performance, service or solution

- Personalized – differentiated based on students' motivation and skills

ACTIVITY:

Review the sample projects as directed using the rubric provided

# Reflection
# Session Worksheet
# Question One

# Begin With the End in Mind

All things are created twice:

first mentally and then physically.

The key to creativity is to begin

with the end in mind, with a vision and a

blueprint of the desired result.

# What is the end?

- The project or activity

- The course outline/pacing guide

- Performance of standards

# What Can Performance Maps Do For Teachers?

**In single subject**

- Provide a tool for looking at their classes and how they might address relevancy and motivation

- Help teachers identify areas where students may needs skills remediation or special help before they fall behind

# What Can Performance Maps Do For Teachers?

**Across disciplines**

- Provide a tool for looking across students' program of study to find natural connections and build projects

# Curriculum Maps – How It Is

| Subject | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Topics/Activ.** | Disease agents<br><br>Chain of infection | Identifying fomites lab | | Tracking an epidemic classroom simulation and computer simulation | Clinical epidemiology lab |
| **Standards** | 1.2 (10.a)<br>1.2 (10.d)<br>6.2<br>6.3 | 6.2<br>6.3 | | 1.1 (1.3)<br>1.2 (10.c) | B3.1<br>B4.0<br>E1.0<br>E2.0 |
| **Performance** | Identify various modes of transmission for common pathogens | Demonstrate proper experimental procedure<br><br>Draw conclusions from data regarding prevalence of bacterial contamination | | Explain how different factors influence the spread of disease | Analyze and evaluate symptoms to determine patient health status |

*Curriculum Map Template: Topics, Standards, and Performance Assessments in Each Subject Area*

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# Verbs matter!

Verbs establish the level of learning and drive the assessment methods

Activities in the project must allow students to demonstrate the desired level of learning

# Bloom's Revised Taxonomy

- Remembering

- Understanding

- Applying

- Analyzing

- Evaluating

- Creating

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**Taxonomy**

| | | |
|---|---|---|
| Evaluation | 6 | |
| Synthesis | 5 | |
| Analysis | 4 | |
| Application | 3 | |
| Comprehension | 2 | |
| Knowledge/ Awareness | 1 | |

**Quadrant C – Assimilation**
Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique solutions.

**Quadrant D – Adaptation**
Students have the competence to think in complex ways and also apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

**Quadrant A – Acquisition**
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

**Quadrant B – Application**
Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

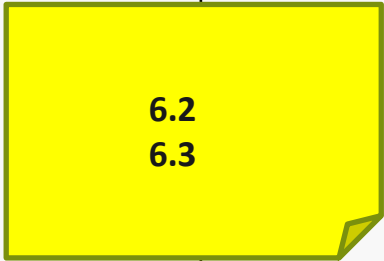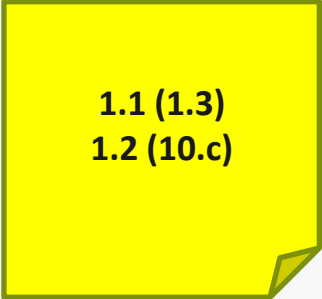| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Knowledge in one discipline | Apply in discipline | Apply across disciplines | Apply to real-world predictable situations | Apply to real-world unpredictable situations |
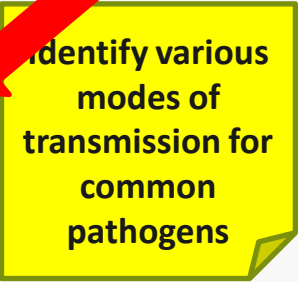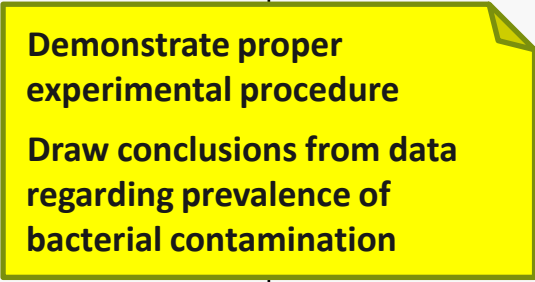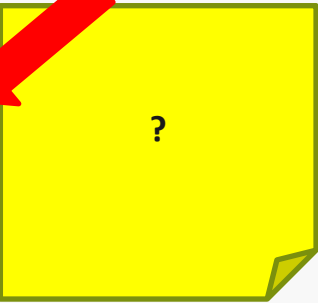
*Application Model*

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# Curriculum Map – How It Should Be

| Curriculum Map Template: Topics, Standards, and Performance Assessments in Each Subject Area | | | | |
|---|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Standards. | 1.2 (10.a) 1.2 (10.d) 6.2 6.3 | 6.2 6.3 | | 1.1 (1.3) 1.2 (10.c) | B3.1 B4.0 E1.0 E2.0 |
| Performance | Identify various modes of transmission for common pathogens | Demonstrate proper experimental procedure Draw conclusions from data regarding prevalence of bacterial contamination | | Explain how different factors influence the spread of disease | Analyze and evaluate symptoms to determine patient health status |
| Topics/Activ | ? | ? | | ? | ? |

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| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---------|--------|--------|--------|--------|--------|
|         |        |        |        |        |        |
|         |        |        |        |        |        |
|         |        |        |        |        |        |

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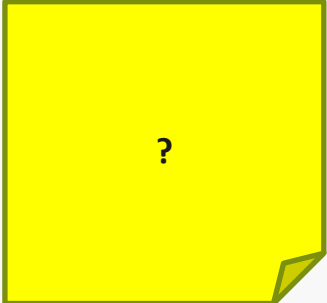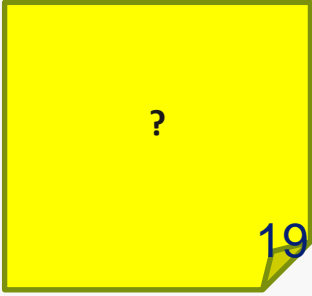| Subject | August | September | October | November | December |
|---------|--------|-----------|---------|----------|----------|
|         |        |           |         |          |          |
|         |        |           |         |          |          |
|         |        |           |         |          |          |

**Curriculum Map Template: Topics, Standards, and Performance Assessments in Each Subject Area**

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| Subject | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
|         |        |         |           |          |        |
|         |        |         |           |          |        |
|         |        |         |           |          |        |

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# Reflection
# Session Worksheet
# Question Two

# Finding Connection Among Subjects

| Subject | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| *Health Science* | Identify various modes of transmission for common pathogens | Demonstrate proper experimental procedure<br><br>Draw conclusions from data regarding prevalence of bacterial contamination | | Explain how different factors influence the spread of disease | Analyze and evaluate symptoms to determine patient health status |
| *English* | Find information on the topic using a minimum of five sources | Evaluate the credibility and reliability of resources. | Paraphrase the research into your own words.<br><br>Formulate a preliminary thesis statement to reveal the specific point of the paper. | | Prepare a formal outline using proper outlining form. |
| *Science* | | Distinguish between active and passive transport along concentration gradients. | Analyze structural differences between cells and viruses | Compare and contrast viral replication and cellular division | |

**Performance Map Template Across Subject Areas**

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| | Aug | Sep | Oct | Nov | Dec |
|---|---|---|---|---|---|
| **English** | **Biographies Character traits and motivation** | **Short stories Time and sequence Foreshadowing Flashback** | **Universal themes Literary devices Imagery, allegory, symbolism** | **Creative writing Interviews** | **Evaluating credibility Writing persuasive compositions** |
| **Algebra II** | **Numbers and functions** | **Solving systems of linear equations** | **Solving and graphing quadratics** | **Exponential equations Logarithms** | **Polynomial functions** |
| **Biology** | **Scientific method** | **Cell biology Photosynthesis Cellular respiration** | **Central dogma DNA structure and technology Protein synthesis** | **Meiosis Inheritance** | **Cloning Stem cell research** |
| **Geometry** | **Definitions Geometric reasoning** | **Induction vs. deduction Construction of lines, angles, shapes** | **Circles Properties of triangles Congruence** | **Quadrilaterals Polygons** | **Area, and surface area Sectors and segments** |
| **Law and Justice** | **Ancient legal systems Early laws** | **Sources of law Bill of Rights Amendments** | **Codes Criminal investigation** | **Courts Courtroom testimony** | **Mediation Arbitration Conflict resolution** |

Connections across subjects come from both verbs (skills) AND applications (content)

The goal of performance mapping is to find cross-subject area connections from which to build an authentic project

Key role for CTE teachers
Key opportunity for Industry/Advisory partners

# Getting Started on Performance Mapping

- Agree on the level of granularity (week vs. month) of map

- Establish the time spans for your maps (which sets an upper limit on the project)

- Design the (standardized?) physical format

# Getting Started on Performance Mapping

- Determine the means for sharing the maps

- Schedule curriculum design meetings

- Establish a strategy for providing technical assistance

# Building Connections into Lessons or Projects

# **Building the Lesson or Project**

- Find the link—concept, idea, and/or skill in common

- Determine authentic context for performance measures

- Align the appropriate activities to the context and performance measures

**Topic**

**Student Performances**

**Driving Question**

**Authentic Activity**

**Personalization Options**
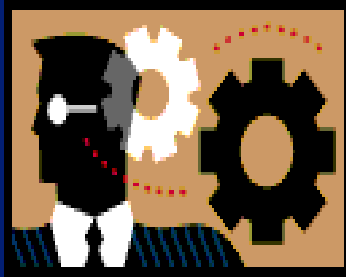
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# Multiple Roles for Industry



Curriculum Development



Instruction and Implementation



Student Assessment

# Reflection
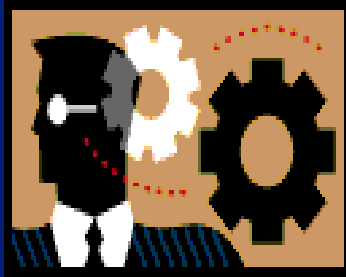# Session Worksheet
# Question Three

# RUBRICS

- *STANDARD*: uses verbs that imply level of performance

- *CRITERIA*: describes competence

- *SCALE*: rates student performance in relationship to competence

# Adapting Existing Curriculum

- Use map to find timely connections to the concept, driving questions or topic of the lesson/project

- Adjust activities in the project to match performances identified from the map

- Revise  assessment tools to reflect new performance expectations

# Reflection
# Session Worksheet
# Question Four

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