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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

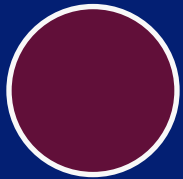
FORCED TO.....NEED TO.....WANT TO

You push.....They comply.....They seek

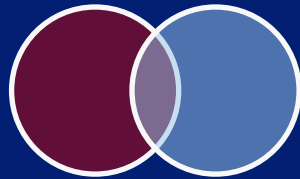
2. Engage in meeting standards that are aligned with assessment expectations



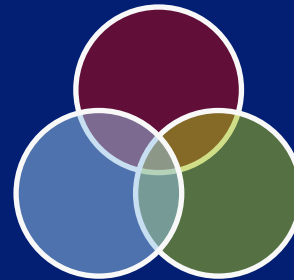
Integration Continuum



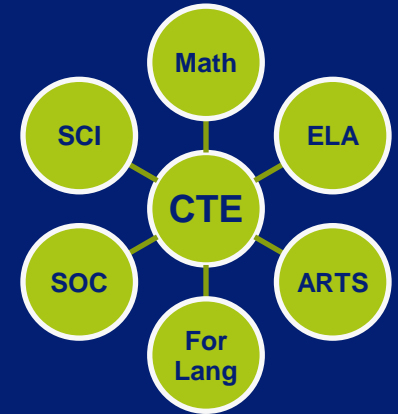
Single Subject



Paired



Interrelated



Conceptual





Integrated Curriculum Design

- Curriculum/Performance mapping
- Overarching theme
- Essential questions
- Performance assessments
- Industry partners
- Reflection and revision



Integrated Planning in Action



Integrated Projects

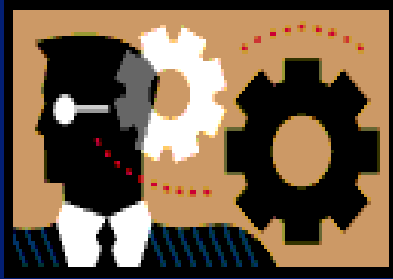
- Standards driven – timely and identifies level of mastery
- Inquiry driven – becomes the students' problem
- Authentic – product, performance, service or solution
- Personalized – differentiated based on students' motivation and skills



Quality integrated curriculum

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 need 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

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

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



Unpacking the Standards

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

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.


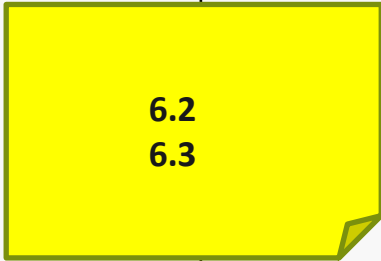
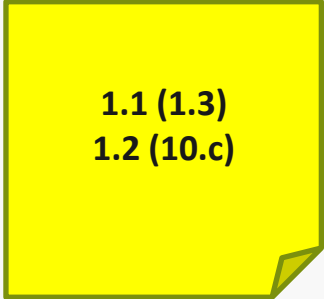

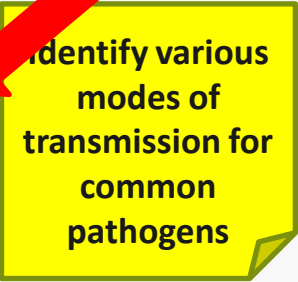
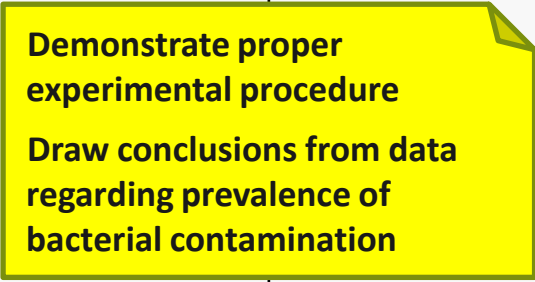


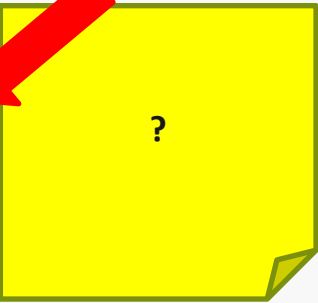
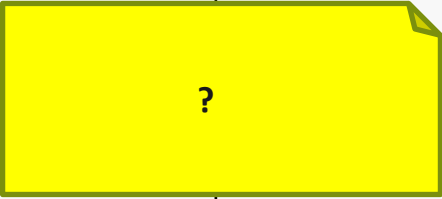
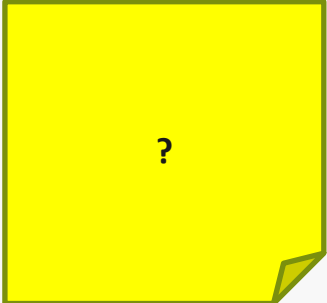
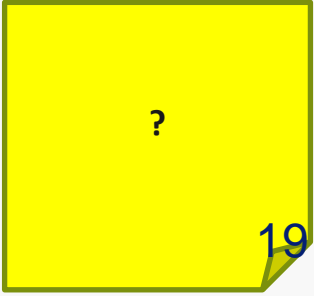
1	2	3	4	5
Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real-world predictable situations	Apply to real-world unpredictable situations

Application Model




Curriculum Map – How It Should Be


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

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


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

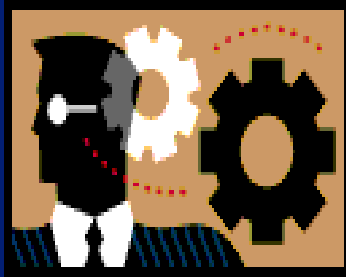
Subject	Week 1	Week 2	Week 3	Week 4	Week 5
					

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

Subject	August	September	October	November	December
					

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

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
					



Reflection

Session Worksheet

Question Two

Finding Connection Among Subjects

Performance Map Template Across Subject Areas

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Health Science</i>	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
<i>English</i>	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. Formulate a preliminary thesis statement to reveal the specific point of the paper.		Prepare a formal outline using proper outlining form.
<i>Science</i>		Distinguish between active and passive transport along concentration gradients.	Analyze structural differences between cells and viruses	Compare and contrast viral replication and cellular division	

	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**



Multiple Roles for Industry



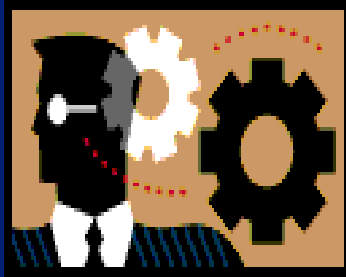
Curriculum
Development



Instruction and
Implementation



Student
Assessment



Reflection

Session Worksheet

Question Three



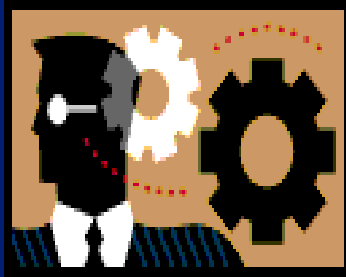
RUBRICS

- *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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