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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**

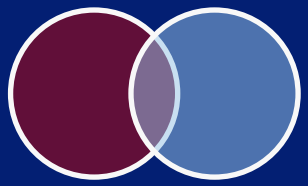
   FORCED TO…….NEED TO…….WANT TO

   You push…..They comply…..They seek

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

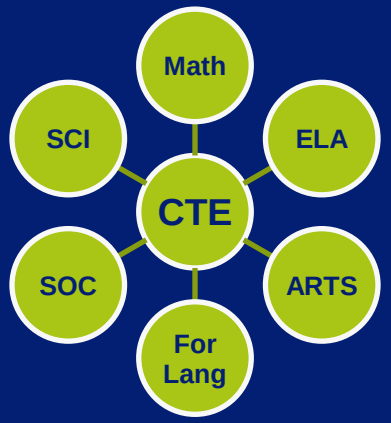
Integration Continuum

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 Planning in Action

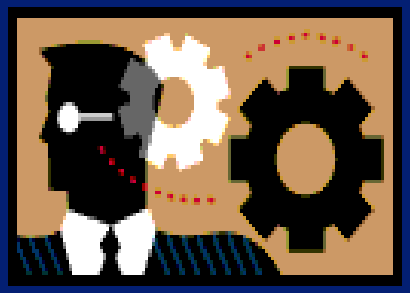
Integrated Projects

- 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 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

Curriculum Map Template: Topics, Standards, and Performance Assessments in Each Subject Area					
Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Topics/Activ.	Disease agents Chain of infection	Identifying fomites lab		Tracking an epidemic classroom simulation and computer simulation	Clinical epidemiology lab
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

Unpacking the Standards

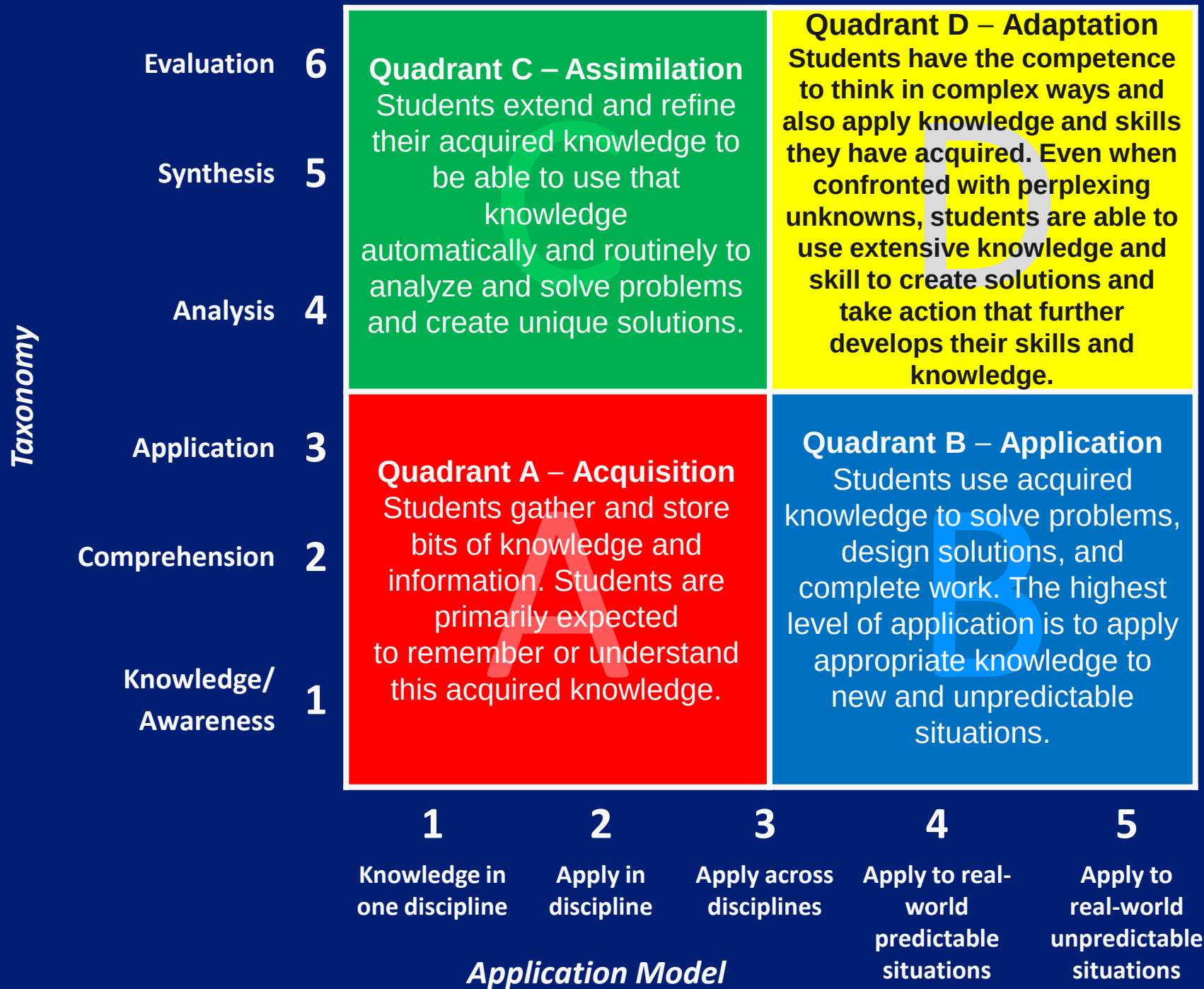
Verbs matter!

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

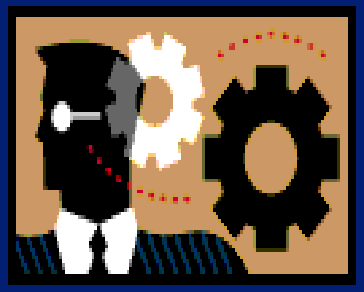
Curriculum Map Template: Topics, Standards, and Performance Assessments in Each Subject Area

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
Health Science	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
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. 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	

	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

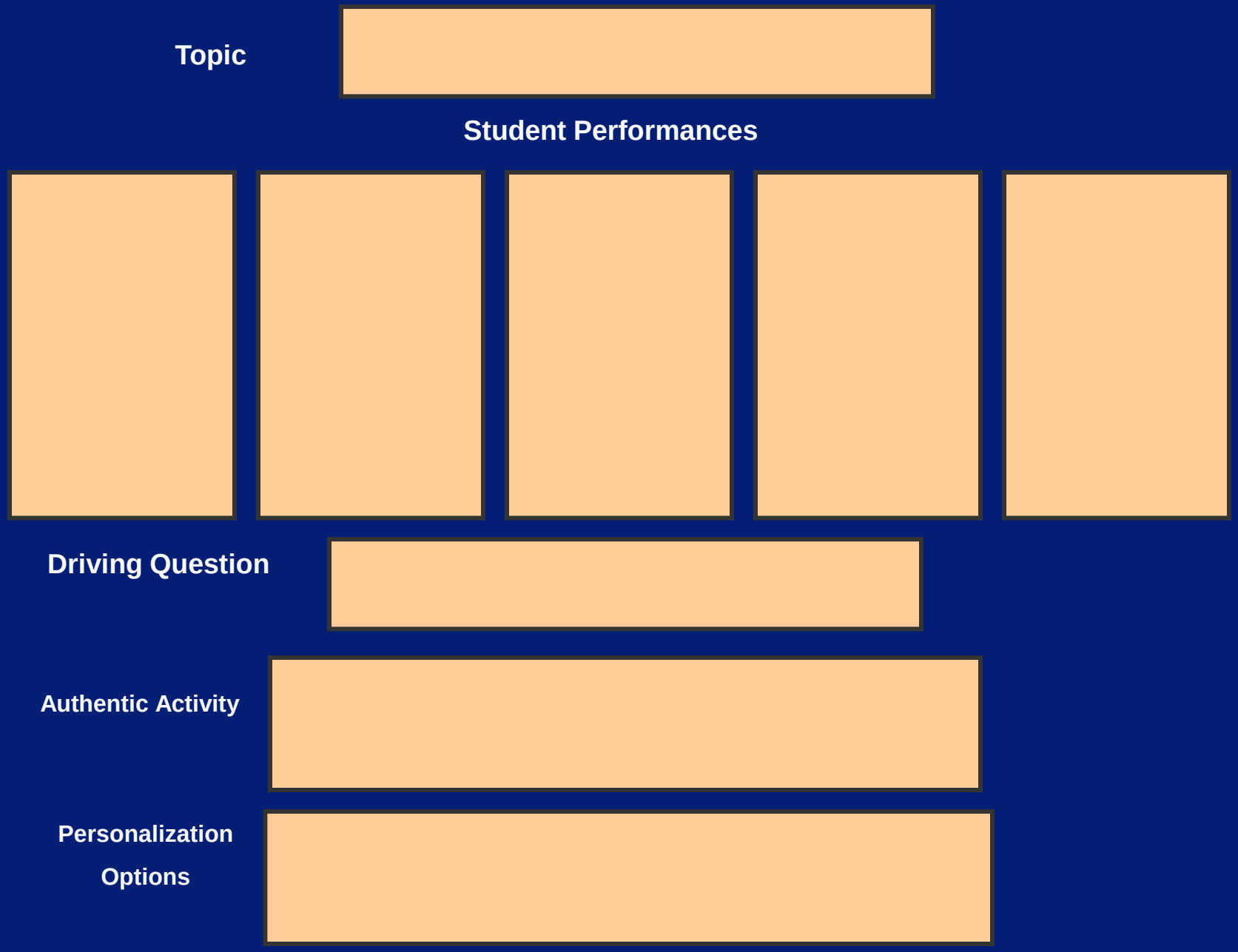
Getting Started on Performance Mapping

- 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

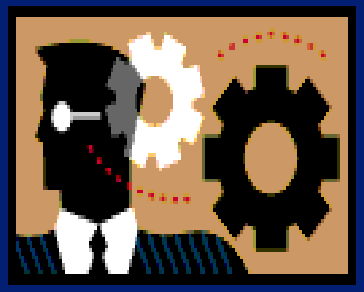

Topic
Student Performances
Driving Question
Authentic Activity
Personalization
Options

Multiple Roles for Industry

Curriculum Development

Instruction and Implementation

Student Assessment



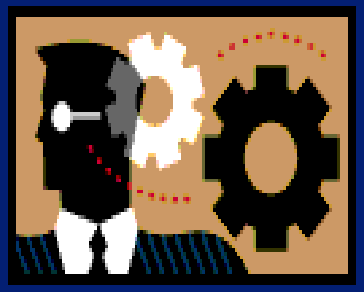
Reflection
Session Worksheet
Question Three

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



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Question Four

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