

CONTENT STANDARDS: CONNECTING STANDARDS-BASED CURRICULUM TO INSTRUCTIONAL PLANNING

CHALLENGE

- **Media:** Ms. Begay is a new teacher at an elementary school and has been informed that she must integrate state standards into her curriculum. She wants to make sure her lessons are engaging and meet the needs of all her students. She doesn't want merely to "teach to the test." (movie)

INITIAL THOUGHTS

- How will Ms. Begay know she is teaching her students everything they need to learn this year?
- What should Ms. Begay find out about her students before planning her curriculum units and lessons?
- How will Ms. Begay know if her lesson plans are effective and her students are learning?
- What should Ms. Begay know about creating effective lesson plans?

PERSPECTIVES AND RESOURCES

▶ Page 1: Standards

- Content standards: an inventory of the essential knowledge, skills, and understanding needed to achieve competence in a content area—students have more active roles in learning
 - **Media:** Listen as Torres-Velásquez talks about children as active participants in their learning (audio)
- Performance standards: Level of mastery a student is expected to attain
 - District, state, and national levels of assessment

▶ Page 2: Standards-based Assessment

- Ms. Begay needs to find out past curriculum her students are expected to know, standards for the next year, and the present grade-level standards
- Standards-based curriculum: Curriculum contained in state/ district policy that helps teachers adjust the taught curriculum so that it is linked to the required standards.
 - Taught curriculum
 - Learned curriculum
 - ELL students benefit when standards guide the curriculum

▶ Page 3: Curriculum

- Ms. Begay must match her curriculum to the standards curriculum
- Two major changes:
 - Increase the breadth of the content covered by including many more facts, concepts, and skills
 - Increase the demands of the student to engage in more complex applications and problem-solving
- Keep in Mind (box)

▶ Page 4: Benchmarks

- What?
 - Subcomponents of content standards
- Who?
 - Teachers use them as targets and inform the students
- When?
 - By a certain grade level or grading period
- Why?
 - To determine whether progress is being made
- Analogy: long distance travel and educational benchmarks

▶ Page 5: Putting it all Together

- How content standards, benchmarks, and performance standards are related (box)

▶ Page 6: Gather Information

- Characteristics of individual learners (bulleted list)
- **Media:** Torres-Velasquez discusses ways to learn about a student's language background (audio)
- Important instructional decisions (bulleted list)
- **Activity:** Think about one or two struggling students... (box)

▶ Page 7: Understand Input, Association, and Output

- The information processing model (bulleted list)
- What Is the Information-Processing Model?
 - Input
 - Association
 - Output
- Compare the Information-Processing Model to a Computer System
 - Input
 - Association
 - Output
- The Human Brain Uses an Information-Processing System
 - Input
 - Association
 - Output
- **Media:** In-depth exploration of how information processing model works (movie)

▶ Page 8: Adapt Instruction

- What is it?
 - Accommodations
 - Modifications
- Keep in Mind (box)
- Guidelines for Adapting Instruction (bulleted list)
- CRIME (box with link)
- *Link:* Materials (bulleted lists)
- *Link:* Scheduling (bulleted list)

- *Link:* Group Work (bulleted list)
- *Link:* Individual Work (bulleted list)
- Click on each of the items in the list below for examples of adaptations
 - *Link:* Full use of wheelchair mobility
 - *Link:* Work surface access
 - *Link:* Materials access and holding
 - *Link:* Chronic fatigue
 - *Link:* Limited endurance
 - *Link:* Underdeveloped motor skills
 - *Link:* Excessive energy
 - *Link:* Difficulty sustaining attention
 - *Link:* Difficulty processing visual information
 - *Link:* Difficulty processing auditory information
 - *Link:* Memory problems
 - *Link:* Speech problems
 - *Link:* Expressive language problems

▶ **Page 9: Assessing your Curriculum**

- The three types of performance measures:
 - Individual-referenced
 - Norm-referenced
 - Criterion-referenced
 - *Link:* Indirect Measures
 - *Link:* Direct Measures
- FYI (box)

▶ **Page 10: Monitoring Student Progress**

- Linking curriculum standards (numbered list)
- A good assessment must... (bulleted list)
- Keep in Mind (box)

▶ **Page 11: Implementing the Instruction Cycle**

- Instructional Cycle (graphic)
 - Stage 1: Intended Instructional Outcomes
 - Stage 2: Planning
 - Stage 3: Assessment
- Keep in Mind (box)

▶ **Page 12: Curriculum Mapping**

- As a teacher, Ms. Begay must ask herself... (numbered list)
- Curriculum Mapping (graphic)
- What is Curriculum Mapping?
- Why is Curriculum Mapping important? (bulleted list)

▶ **Page 13: Year-Long Planning**

- What is It?
- Why is a Year-Long Plan Important?
- Completing year long plans (table with numbered steps)
- *Link:* View an example

🎧 Page 14: Curriculum Planning Guidelines

- What are Curriculum Planning Guidelines?
- Why Use Curriculum Planning Guidelines? (bulleted list)
- Implementing the Use of Curriculum Planning Guidelines
 - Table of six curricular design guidelines
 - **Media:** Veronica Nolan shares her methods of implementing content standards to allow multiple ways for her students to demonstrate their learning (audio)
 - *Activity:* Select one of the guidelines or principles from the table above... (box)

🎧 Page 15: Unit Plan Design

- Myers and Myers list six components that each unit plan should contain.
 - Set Goals and objectives for the students
 - Choose Content
 - Choose Instructional Methods
 - Connect learning activities to experience
 - Choose and list resources
 - Choose assessment methods (bulleted list)

🎧 Page 16: Lesson Plan Design

- The daily lesson plan includes the following components: (numbered items)
 - Lesson Information (bulleted list)
 - Lesson Topic
 - Benchmarks and Performance Standards
 - Intended learning outcomes (bulleted list)
 - Instructional Resources (bulleted list)
 - Arrangement of the Environment (bulleted list)
 - Instructional Activities (lettered items)
 - Teacher Reflection
- **Media:** Veronica Nolan explains how she includes her students' culture into her classroom activities (audio)
- *Activity:* Write a standards-based lesson plan that includes the elements described in this module (box with numbered list)

🎧 Page 17: References, Additional Resources and Information

- References
- Additional resources and information

ASSESSMENT

- Please answer the questions below (numbered questions)

WRAP UP

- **Media:** Summary of module (movie)
- Think back to your initial responses to the following questions (box)

