Building Curriculum from Scratch: Basic Principles

Goals and Outcomes

Overarching Objectives of the July 2014 Network Team Institute

- Teachers will be able to
  - Identify and plan to implement effective discussion practices.
  - Scaffold speaking and listening instruction for students with disabilities.
  - Identify the primary design considerations when creating curriculum from scratch.

- Leaders will be able to
  - Identify effective discussions and provide focused feedback to help teachers improve speaking and listening instruction.
  - Identify the primary design considerations when creating curriculum from scratch.
  - Provide focused feedback to help teachers improve their instruction.

High-Level Purpose of this Session

The purpose of this session is for participants to learn the key processes for designing Common Core-aligned curriculum. Participants will explore...
different models of performance assessments and design a module-culminating performance assessment.

Related Learning Experiences

- Session 1: Speaking and Listening Instruction: Identifying and Using Effective Approaches to Facilitating Classroom Discussions
- Session 2: Developing Effective Speaking and Listening Scaffolds for Students with Disabilities
- Session 4: Building Curriculum From Scratch: Designing an Assessment Map

Key Points

- The process for designing CCSS-aligned curriculum involves multiple steps and layers of consideration.
- Performance assessments provide students with opportunities to consolidate their thinking and demonstrate cross-textual understanding through multiple modalities.

Session Outcomes

<table>
<thead>
<tr>
<th>What do we want participants to be able to do as a result of this session?</th>
<th>How will we know that they are able to do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will be able to:</td>
<td>• Aligned survey question</td>
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<tr>
<td>• Identify key processes and design principles for developing Common Core-aligned curriculum</td>
<td>• Aligned survey question</td>
</tr>
<tr>
<td>• Develop a module-culminating performance assessment</td>
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</tbody>
</table>
# Session Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Overview</th>
<th>Prepared Resources</th>
<th>Facilitator Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 min</td>
<td>Participants are introduced to the objectives and agenda for the session</td>
<td>Session PowerPoint</td>
<td></td>
</tr>
</tbody>
</table>
| Core Principles and Processes for Designing standards-aligned Curriculum | 45 min | Participants learn the Core Principles and Processes for Designing standards-aligned Curriculum | • Session PowerPoint  
• 9-12 ELA CCSS Reading Standards 1-10 | Position mic runners at various spots around the room for report out. |
| Performance Assessments: Designing the Heart of the Module | 60 min | In this section, you will explore different models of performance assessments and design a module-culminating performance assessment. | • Session PowerPoint  
• Sample Module Performance Assessments  
• Performance Assessment Template  
• Sample yearlong skills trajectory | Position mic runners at various spots around the room for report out. |
| Reflection and Closing | 10 min | In this section, you will reflect on learning and consider implications for practice. | Session PowerPoint | Position mic runners at various spots around the room for report out. |

120 min Total for this session
# Session Roadmap

## Section: Introduction

In this section, you will be introduced to the objectives and agenda for the session.  
Materials used include: Session PowerPoint

<table>
<thead>
<tr>
<th>Slide</th>
<th>Time</th>
<th>Picture</th>
<th>Script/Activity Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 min</td>
<td><img src="link" alt="Building Curriculum From Scratch" /></td>
<td>Welcome participants to the session</td>
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</table>

Our Students. Their Moment.

Building Curriculum From Scratch

Basic Principles

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### Slide 2

**Time**: 5 min

**Picture**: Session Objectives

**Script/Activity Directions**

Participants are introduced to the objectives and agenda for the session. Participants will be able to:

- Identify key design principles for developing Common Core-aligned curriculum
- Develop a module-culminating performance assessment

**Key Points**:

Explain that the purpose of this session is for participants to learn the key processes for designing Common Core-aligned curriculum in order to adapt or design their own curriculum. Since many educators are looking to adapt and design curriculum around texts not currently in the EngageNY/PCG 9-12 ELA modules, it is critical that when doing so designers have a blueprint for CCSS-aligned curriculum design. This will help ensure a consistent set of processes for backwards design, while increasing the opportunity to provide students with strongly-aligned CCSS text-based experiences.

### Section: Core Principles and Processes for Designing standards-aligned Curriculum

<table>
<thead>
<tr>
<th>In this section, you will learn the Core Principles and Processes for Designing standards-aligned Curriculum</th>
<th>Materials used include: Session PowerPoint, 6-12 ELA CCSS</th>
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</thead>
</table>

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### Slide 3

**Time:** 5 min

**Picture:**

<table>
<thead>
<tr>
<th>Core Principles and Processes for Designing CCSS-aligned Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Year-long skills trajectory</td>
</tr>
<tr>
<td>2. Text Selection</td>
</tr>
<tr>
<td>3. Performance Assessment Development</td>
</tr>
<tr>
<td>4. Lesson-Level Assessment Mapping (session 4)</td>
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</tbody>
</table>

**Script/Activity Directions:**

Provide a high-level overview of the core principles and processes for designing standards-aligned curriculum:

1. Year-long skills trajectory
2. Text Selection
3. Performance Assessment Development
4. Lesson-Level Assessment Mapping
Explain how the 9-12 ELA curriculum modules are predicated on the structure of the PARCC model content frameworks.

- Year-long skills trajectory is roughly predicated on PARCC model content frameworks
- Integrates opportunities for students to engage in reading, writing, research and a range of text types
- Roughly maps out skills in broad strokes

Key Points:
- The PARCC Model Content Frameworks offer one way of organizing the standards, in this case into quarterly modules
- Equally successful models could be based around semesters, trimesters or other school schedules
- It’s okay to change or adopt the four module per year structure to best meet your school or district’s needs. Equally successful models could be based around semesters, trimesters or other school schedules
- However, if you do adopt the four-module structure it is critical that you find ways to integrate reading, writing and research into the curriculum so students don’t miss out on these experiences and opportunities to hit the related standards.
Ask participants to start by surfacing their understanding of what it means for a text to be “worth reading?”

Discuss in groups:
- What does it mean if a text is “worth reading?”
- Why might a text like *Of Mice and Men* be worth reading?

Have participants share out, making sure the following points get made:

A text is “worth reading” if it:
- Is sufficiently complex and grade-appropriate, especially in terms of language, meaning and knowledge demands.
- Provides the reader with new understandings or ways of thinking about things.
- Is sufficiently rich literature that lends itself to the skills embedded in the CCSS ELA/Literacy standards.
### Guiding Principles for Text Selection

- Complexity and grade-appropriateness
- Module text selection can be approached as *juxtapositions* as opposed to thematic connections
- Varying text types including achieving a balance of fiction and informational text
- Yearlong skills trajectory
- The standards

### Guiding Principles of Text Selection

- Complexity and grade-appropriateness
- Module text selection can be approached as *juxtapositions* as opposed to thematic connections
- Varying text types including achieving a balance of fiction and informational text
- Yearlong skills trajectory
- The standards

**Key Points**

- Texts must be grade-appropriate and sufficiently complex to meet RL/RI.10 standard. Use the three-part model for determining text complexity.
- Texts should lend themselves well to the focus standard(s) for a given module or unit
  - Example: RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - To meet the expectations of this standard we need to ensure we're designing instruction around a text or texts that are rhetorically rich, e.g. Letter from Birmingham Jail;
- Yearlong skills trajectory should help guide text selection by laying out a clear pathway for hitting the standards (e.g. argument, rhetoric, comparing a text in two mediums, etc.)
- Make sure to achieve a balance of fiction and informational texts—not for compliance reasons but to expose students to different text types while deepening their knowledge of the world
- The standards also help guide text selection by occasionally dictating specific texts and text types that require instruction
- When pairing texts, think about developing a new and non-traditional understanding for students (e.g. how Romeo and Juliet develops the star-crossed lover theme or feudal concepts)
Ask participants to briefly review reading standards 6-9 and 11. Divide the room into two groups with one half reviewing the RL standards and the other half reviewing the RI standards.

In groups, participants answer the following question:

Based on the standards, what specific texts and text types are required for students to read:
- In grades 9-10?
- In grades 11-12?

Groups share out as a whole room. (15 mins total)

Note that in addition, the writing standards (and to some extent the Speaking and Listening and Language standards) can also provide guidance for text selection, e.g.

-W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument

In order to effectively engage in argument and narrative writing, students will need strong models of what this looks like. See also SL.3 and L.3:

-SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

-L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
## Section: Performance Assessments: Designing the Heart of the Module

In this section, you will explore different models of performance assessments and design a module-culminating performance assessment.

Materials used include: Session PowerPoint, Sample performance assessments, Performance assessment template, Sample yearlong skills trajectory, 6-12 ELA CCSS.

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</table>
| 8     | 20 min | ![Talking about Text](image.png) | Talking about texts: The first step in curriculum design  
In preparation for designing a module-culminating performance assessment, ask participants to begin by engaging in an adult-to-adult conversation about the central module text, John Steinbeck’s *Of Mice and Men*. Participants may use the text excerpt provided or, if they have brought them, their own copies of *Of Mice and Men*. Excerpts are provided to focus conversation, but clarify that discussion should encompass the text as a whole.  
- What are some of the central ideas and key understandings in this text?  
- What texts would you consider pairing this with to deepen student understanding of encompassing issues, themes, or related concepts?  
As you discuss in your groups, start to think about how students will be assessed on their understanding of this text. |
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</table>
| 9     |      | ![Core Principles and Processes for Designing CCSS-aligned Curriculum](image) | 1. Year-long skills trajectory  
2. Text Selection  
3. Performance Assessment Development  
4. Lesson-Level Assessment Mapping (session 4) |
Analyzing different models of Performance Assessments.

Explain that participants will now analyze several different models of Performance Assessments in the PCG/EngageNY 9-12 ELA curriculum. The goal is to build your understanding of the range of ways in which performance assessments can be designed to assess student learning across multiple texts.

Participants analyze the model performance assessments and then discuss the following question in groups:

- What are some of the different ways performance assessments can be designed to measure student understanding of texts?
- What do you notice about how the assessments reflect the standards?

Key Points

- Cross-textual analysis—assesses student understanding of concepts and core understandings in multiple texts, and their ability to apply understandings across texts (ex. 10.4).
- Students apply skills developed within the module to a new text or text set (ex. module 11.2; also 9.4, 9.1)
- Text-based narrative writing (ex. 11.4)
- Speaking and Listening-based assessments (ex. Module 10.3 Podcast for research module)

While there are opportunities to get creative with module performance assessment design, it's critical that assessments are always tied to the standards.
| 11 | 15 min | **Performance Assessments: Designing the Heart of the Module**

In groups, you will design performance assessments for Steinbeck’s *Of Mice and Men* using the Performance Assessment Template.

Focus on:
- The standards
- The prompt
- The process

Be sure to include opportunities for cross-textual analysis, and always have the text and standards in front of you.

In groups, participants design performance assessments for Steinbeck’s *Of Mice and Men* using the Performance Assessment Template.

As you design, be sure to have the text and standards in front of you, as well as some ideas for potential text pairings.

Participants can refer to the sample grade 9 curriculum map as a sample trajectory of yearlong skills and standards.

During this time, circulate to support participants, ensuring performance assessments are strongly aligned to the standards. Remind participants to always have their standards and text out in front of them when designing.

| 12 | 10 min | **Performance Assessment Sketches**

Select several groups to share out with the whole room.

Record PA sketches and post in a centrally visible location.

Select several groups to share out with the whole room.

Record PA sketches and post in a centrally visible location.

Total time: 60 min

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engage\*ny
Section: Reflection and Closing

In this section, you will reflect on learning and consider implications for practice.

Materials used include: Session PowerPoint

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</table>
| 13    | 10 mins | ![Reflection and Closing](image) | Ask the following reflection questions:  
- What are some of the key processes and considerations in developing CCSS-aligned curriculum?  
- How would you describe the process of designing a Performance Assessment to a colleague?  
- What structures, resources and support will you need to do this effectively?  

Participants reflect on key takeaways and consider next steps.
### Slide 14

**Time:** 10 mins

**Script/Activity Directions:**
Provide participants an opportunity to ask questions about the modules.

### Turnkey Materials Provided

- Session PowerPoint
- CCSS ELA 6-12
- Sample performance assessments
- Performance assessment template