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### Topic Agenda

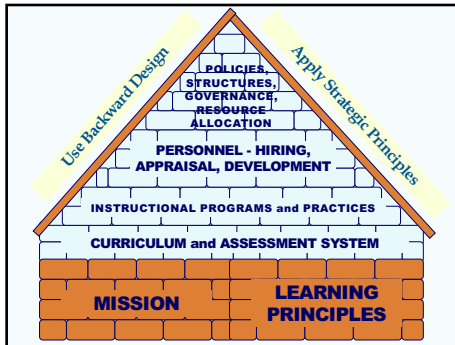
- ✓ A Systems Framework
- ✓ A Curriculum & Assessment Blueprint
- ✓ Assessing P.O.G. Competencies
- ✓ Curriculum Mapping 3.0
- ✓ Grading & Reporting: A Cautionary Note
- ✓ Ideas & Resources for Action

6

### Questions to Consider

- How can we integrate P.O.G. competencies into our curriculum – by design?
- How should we assess P.O.G. competencies?
- How might we “map” a modern-day curriculum?
- Grading & reporting P.O.G. competencies – what could go wrong?

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Something to consider...

“Do not confine your children to your own learning, since they were born in another time.”

- Chinese proverb

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### Top Ten Skills Important in the Workforce

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source: World Economic Forum

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### Portrait of a Graduate Competencies (21<sup>st</sup> Century Skills)

- critical thinking
- creative thinking
- communication
- collaboration
- citizenship

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### A Research Finding

A guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.

-- Marzano, *What Works in Schools*

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### An Understanding-based Curriculum

**Teach & Assess for Understanding & Transfer**

**Plan Curriculum "backward" 3 Stages of Design**

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### 3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

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### 3 Stages of Backward Design

**Stage 1 - Desired Results**

**Stage 2 - Assessment Evidence**

**Stage 3 - Learning Plan**

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### The UbD Template...

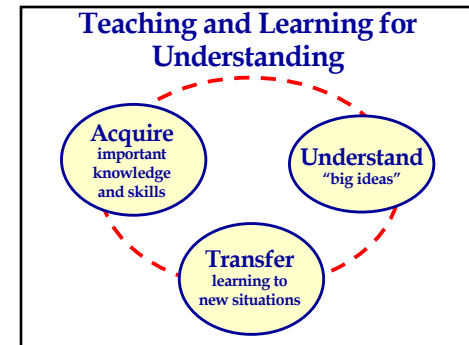
- ✓ reflects a way of thinking and planning
- ✓ fosters a "mental template" for effective design

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### 3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

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Deep Learning focuses on P.O.G. Competencies using a Project-based Learning (PBL) Approach

**6C's**

- Critical Thinking
- Creativity
- Communication
- Collaboration
- Citizenship
- Character Development

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### DEEPER LEARNING


Deeper learning is a "process through which an individual becomes capable of taking what was learned in one situation and applying it to a new situation."

— National Research Council

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... but a coherent and coordinated curriculum needs to be developed by design.

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**Curriculum...** 

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**“The course to be run”**

Curriculum = a plan to achieve designated goals.

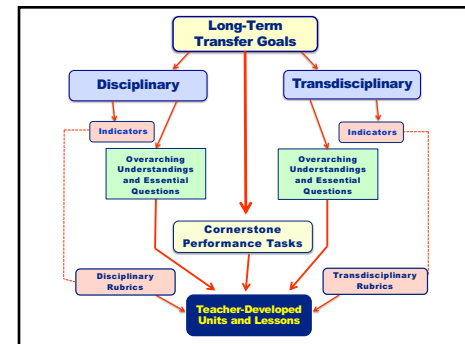
Curriculum ≠ a list of topics and related activities.

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Academic Standards → **Long-term Transfer Goals** ← 



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**Long-Term Transfer Goal**

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**“Students will be able to independently use their learning to ...”**



An effective curriculum equips learners for autonomous performance ... by design!

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**Long-term Transfer Goals**

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- Performance-based exit outcomes
- Disciplinary and Transdisciplinary
- Serve to focus and prioritize
- Support an aligned curriculum

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**Transfer Goal: Writing**

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*Students will be able to independently use their learning to:*

- **Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).**

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**Transfer Goals: Mathematics**

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- **Make sense of never-before-seen, “messy” problems and persevere in trying to solve them.**
- **Construct viable arguments and critique the reasoning of others.**

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**Transfer Goal: History/SS**

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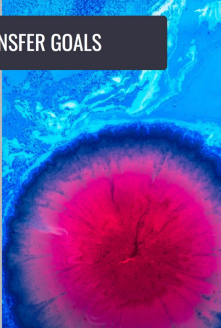
- **Use knowledge of patterns of history to better understand the present and prepare for the future.**
- **Critically appraise historical claims and analyze contemporary issues.**

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**CFSD SCIENCE TRANSFER GOALS**

Students will be able to independently use their learning to...

- Make informed judgments and decisions with a balance of curiosity, skepticism, and social perspective.
- Communicate scientific ideas, arguments, and/or results for a variety of purposes and audiences.
- Make sense of problems or phenomena and construct solutions through disciplined trial and error.



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**CFSD** WORLD LANGUAGES  
TRANSFER GOALS

Students will be able to independently use their learning to...

- Establish and maintain positive relationships in diverse cultural contexts.
- Serve as mediators within and across cultures in order to reach shared goals and understanding.
- Communicate effectively in more than one language, honoring culture and context.

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**CFSD** VISUAL & PERFORMING ARTS  
TRANSFER GOALS

Students will be able to independently use their learning to...

- Develop and engage in their own passions to find joy, peace, intellectual stimulation, and meaning through the arts.
- Create and participate in aesthetic experiences that evoke emotion and foster connections with self, others, and/or the world around them.

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**CFSD** HEALTH AND WELLNESS  
TRANSFER GOALS

Students will be able to independently use their learning to...

- Make informed decisions that optimize mental, physical, and social wellness in response to changing needs.
- Advocate for the health and wellness of self and others in a variety of contexts.

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**P.O.G. Competencies are Long-Term Transfer Goals!**

- **critical thinking**
- **creative thinking**
- **communication**
- **collaboration**
- **citizenship**




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**CFSD** COLLABORATION  
TRANSFER GOAL

Students will be able to independently use their learning to...

- Work effectively with, and learn from, others in a variety of personal and professional contexts.

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**CFSD** CITIZENSHIP  
TRANSFER GOALS

Students will be able to independently use their learning to...

- Participate as civil and active citizens through ever-shifting roles, contexts, and values.
- Collaborate, communicate, and learn with individuals and groups from other cultures to better understand self, others, and the world around them.

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**Recommended Wording of Transfer goals**

Wording should specify *desired performance* in **observable** terms.

~~We will cultivate a love of reading.~~

✓ **Students will choose to read as a leisure time activity.**



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**Practice vs. The Game**



**Learning and practicing**

- knowledge
- skills
- strategies




**Requires transfer**

- autonomous application

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**T-Chart Process**

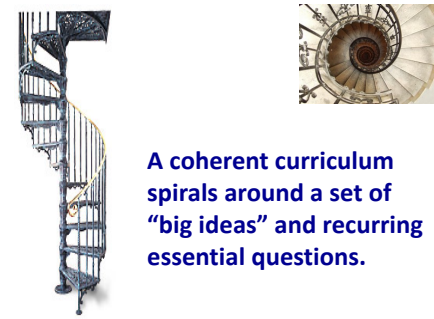
What would we see in a <i>critical thinker?</i>	a <i>non-critical thinker...</i>
•	•
•	•
•	•
•	•
•	•



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Four Traits for Critical Thinking			
Clarifies Issue	Recognizes Perspectives	Evaluates Claims	Supports Position
<ul style="list-style-type: none"> <li>Views issues and problems on a macro and micro level</li> <li>Recognizes that complex issues are nuanced, containing shades of grey, and can tolerate ambiguity</li> <li>Is willing to change his or her mind when presented with new evidence or compelling reasons</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately seeks different points of view and considers their merits</li> <li>Identifies personal and cultural biases in self and others</li> </ul>	<ul style="list-style-type: none"> <li>Remains skeptical</li> <li>Asks for reasons and evidence in support of a claim</li> <li>Questions the accuracy, validity, and reliability of information or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identifies his or her position on an issue or situation</li> <li>Provides sound reasons and relevant evidence to support his or her own position</li> <li>Uses evidence to evaluate claims</li> </ul>

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**A coherent curriculum spirals around a set of “big ideas” and recurring essential questions.**


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**Overarching Essential Questions**

- are broader than the *topical* EQs in a single unit
- can and should recur across the grades
- help students deepen their understandings and transfer abilities

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**Overarching EQs for E/LA** 

What “truths” can we learn from fiction?

How do effective writers hook and hold their readers?

How does *what* your read influence *how* you should read it?

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**Overarching EQs for History and Social Studies** 

Whose “story” is this?

How do you know what to believe about a historical claim?

What can patterns of history teach us today?

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**Overarching EQs for Mathematics** 

How do we communicate mathematically?

How is mathematics used to measure, model and predict change?

What do effective problem solvers do when they get stuck?

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**Overarching EQs for Science** 

How are scientific results validated?

How are structure and function related in \_\_\_\_\_?

How do we know what to believe about a scientific claim?

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**Overarching EQs for the Arts** 

What makes art great?

Where do artists get their ideas?

To what extent is the medium the message?


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**Next Generation Science Standards** 

**6. Structure and Function.** The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

How are structure and function related:  
... in living things?  
... in nonliving things?

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### Next Generation Science Standards

Includes eight *Practices for K–12 Classrooms*.


**Example:**

7. Engaging in argument from evidence

**What an argument convincing?  
What constitutes effective evidence?**

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### Argumentation




**“Big Idea” Understandings**

- A convincing argument requires a clear position, logical reasoning and support with evidence.
- An effective argument contains rebuttals to possible objections.

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### Argumentation



**Essential Questions**

- *What makes an argument convincing?*
- *What are possible objections to my argument? How might these be countered?*

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Transfer Goal: **CRITICAL THINKING**

Overarching Understandings	Overarching Essential Questions
A critical thinker does not simply accept what they read, view, and hear. They remain skeptical, ask critical questions and seek evidence before deciding what to believe or do.	<i>How do I know what to believe in what I read, view and hear?</i>
A critical thinker deliberately seeks alternate perspectives.	<i>Whose “story” is this? What other perspective(s) should I consider?</i>
A critical thinker plays “devil’s advocate” to challenge claims, question assumptions and press for reasons.	<i>What is another way of viewing this?</i>
	<i>What is the evidence for _____?</i>
	<i>Why should I believe/accept this?</i>

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Transfer Goal: **PERSISTENCE**

Overarching Understandings	Overarching Essential Questions
People have a better chance of completing a task if they are focused on what they want, what they have to do, the time they have to get it done, and a plan for how they will achieve it.	<i>Why should I keep trying? What should I do if/when I get stuck?</i>
Instead of giving up, people who persist apply strategies to help them stick with it.	<i>Why is it so important that I work to complete this task?</i>
People need to decide whether persisting is worth pursuing since not all tasks are worth extended effort.	<i>What are the consequences if I do or do not complete this task?</i>
	<i>Would my time and efforts be better applied elsewhere? Is this worth my persistence?</i>

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PROFILE OF A RAMSEY GRADUATE COMPETENCY

### CRITICAL THINKING

Reason effectively using relevant information to make a judgement or solve a problem.

<b>ARGUMENTATION</b> Constructs arguments by providing strong claims that are supported by relevant evidence and sound reasoning.	<b>REASONING</b> Evaluates claims by weighing the accuracy, validity, and reliability of evidence and the logic of the reasoning used to support the position.
<b>RESEARCH</b> Gathers reliable and valid information from multiple sources and various points of view.	<b>PROBLEM SOLVING</b> Makes decisions after considering multiple solutions.

**Students will keep considering...**

- How do I know when to believe in what I see, read, and view?
- Is this a credible source?
- Is the reasoning sound?
- Is the evidence sufficient to make the case?
- Might I be wrong?
- When and why should I change my mind?
- What other perspectives should I consider?
- In what ways might this issue be defined?
- Where do I stand on this issue?

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PROFILE OF A RAMSEY GRADUATE COMPETENCY

### SELF DIRECTION

Set goals, prioritize, and engage in independent and lifelong learning.

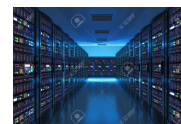
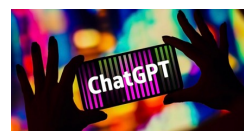
<b>INITIATIVE</b> Takes initiative and proactively seeks opportunities for self-growth and development.	<b>PLANNING</b> Designs a plan to accomplish goals based on priorities.
<b>TASK MANAGEMENT</b> Organizes time, manages workload, and completes tasks efficiently without direct oversight.	<b>PERSISTENCE</b> Persists when they encounter anticipated and unanticipated obstacles by employing a variety of strategies.

**Students will keep considering...**

- What does it mean to be self-directed?
- Where do I begin?
- How am I doing?
- What adjustments may be needed?
- What are the consequences if I do or do not complete the task?
- Are there areas where I need to ask for assistance?

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### Generative AI systems will be transformative.

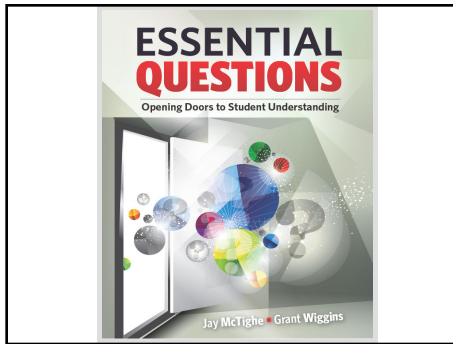
**How might we harness the power of AI to assist us?**

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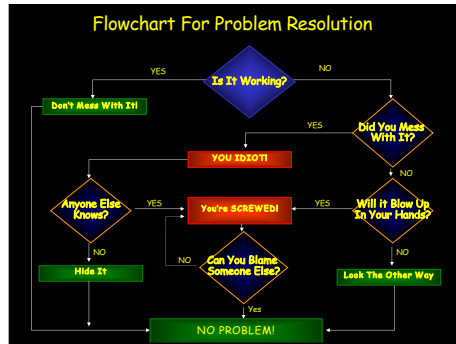
### ChatGPT offered Essential Questions for Theology

1. What is the nature of God, and how can we understand and relate to the divine?
2. What is the purpose and meaning of human existence, and how does it relate to a larger cosmic order?
3. How do religious beliefs and practices shape individual and collective identities?
4. What is the role of suffering and evil in the world, and how do different theological perspectives explain and respond to them?
5. How do different religious traditions approach and understand the concept of salvation or liberation?
6. How does theology intersect with science, reason, and the pursuit of knowledge?
7. What are the ethical implications and responsibilities that arise from religious beliefs and teachings?

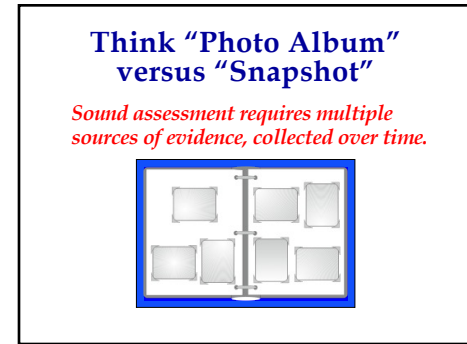
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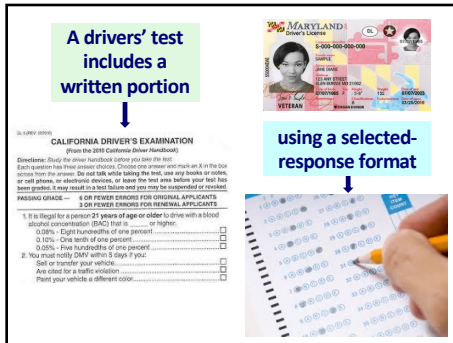
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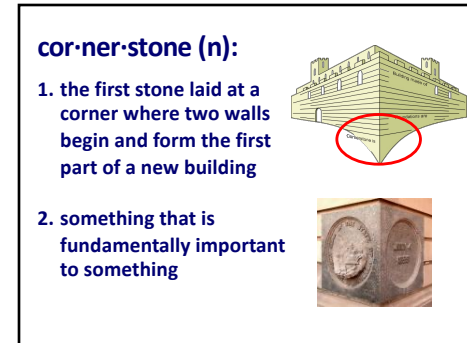
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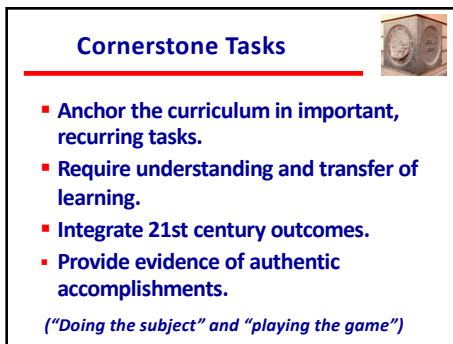
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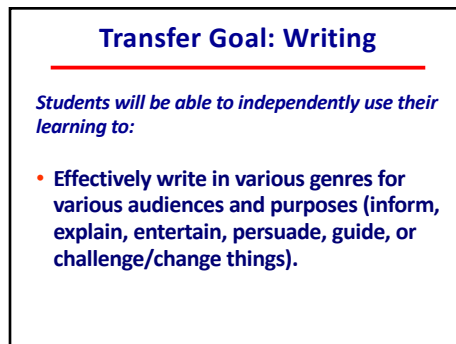
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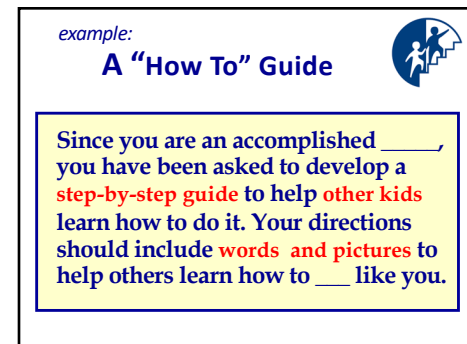
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example:


### A "How To" Guide

Since you have learned about \_\_\_\_\_, you have been asked to develop a **guide** to help **(target audience)** learn this. Offer specific tips and suggestions to help them be successful.

228

example:

### What's Your Position?




After reading \_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_ (essay or substitute) that compares \_\_\_\_\_ (content) and argues \_\_\_\_\_ (content). Be sure to support your position with evidence from the texts and rebut opposing views.

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example:

### What's Your Position?




**What makes something funny?** After reading selections from **Mark Twain and Dave Barry**, write a review that **compares their humor and argues which type of humor works for a contemporary audience and why**. Be sure to support your position with evidence from the texts.

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example:

### ChatGPT...




**Should ChatGPT be banned in Schools?** After researching **the pros and cons of students using ChatGPT**, develop your own position and develop a **(written explanation)** that argues your position to a target audience (e.g., BOE, administrators, teachers, parents). Support your position with evidence from your research while rebutting competing views.

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example:

### What's the Pattern?




Interpret the data on \_\_\_\_\_ for the past \_\_\_\_\_ (time period). Prepare a report (oral, written) for \_\_\_\_\_ (audience) to help them understand:

- what the data shows
- what patterns or trends are evident
- what might happen in the future

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example:

### What's the Pattern?




Interpret the data on **our changing heights in 3rd grade** for the past **school year**. Prepare a **chart** for the **1st graders** to help them understand:

- how our class grew this year
- how they are likely to grow next year

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example:

### What's the Pattern?



Interpret the data on **Coronavirus infection on 2 (selected) continents** for the past **12 months**. Prepare a **Podcast or newspaper article** to help policy makers and citizens understand:

- the patterns of infection rates over time
- variables (e.g., lockdowns, mask mandates, vaccination rates) that were influential

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example:

### Communication



Prepare a \_\_\_\_\_ (MEDIA and GENRE) for \_\_\_\_\_ (A TARGET AUDIENCE) in order to \_\_\_\_\_ (PURPOSE...)

- entertain
- inform
- persuade
- help them perform a task

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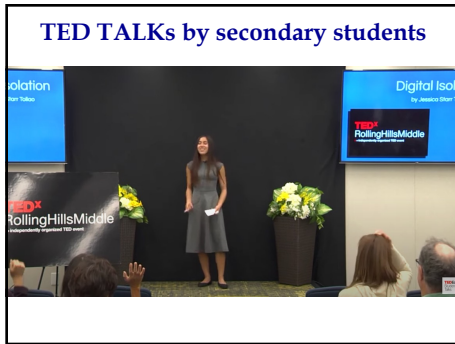
### 5th Grade Student TED TALKS



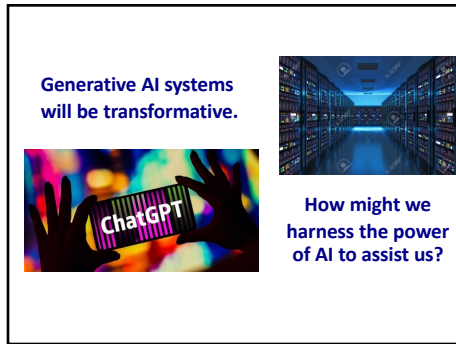
<https://photos.google.com/ramseyk12.nj.us/date=tod-talks-2018-2019/home/mrs-wass@k12.nj.us#111>

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I asked ChatGPT to design a performance task around the issue: *Should ChatGPT be banned in schools?*

My prompt: Design a performance task to explore the issue of banning ChatGPT in schools.

Here's a possible performance task that could be used to explore the issue of banning ChatGPT in schools:

**Task:** You are a member of a committee that is responsible for making decisions about the use of artificial intelligence (AI) technology in schools. The committee is considering a proposal to ban the use of ChatGPT, a language model, in schools. Your task is to research and present a well-reasoned argument for or against the ban.

**Instructions:**

1. Research: Begin by conducting research on the topic. Use a variety of sources, including articles, reports, and academic studies. Consider both the benefits and drawbacks of using ChatGPT in schools. Some questions to consider might include:
  - What are the potential benefits of using ChatGPT in schools?
  - What are the potential drawbacks or risks of using ChatGPT in schools?
  - How do students and teachers currently use ChatGPT in schools?
  - How do other schools or educational institutions handle the use of ChatGPT or similar language models?
  - What are the ethical considerations around using ChatGPT in schools?
2. Develop your argument: Based on your research, develop a well-reasoned argument either for or against the ban on ChatGPT in schools. Make sure your argument is supported by evidence and includes counterarguments to address potential opposing views.
3. Prepare a presentation: Create a presentation to present your argument to the committee. Your presentation should be clear, concise, and persuasive. Use visual aids and examples to help support your argument.
4. Present to the committee: Present your argument to the committee, taking into consideration their perspectives and potential objections. Be prepared to answer questions and engage in a discussion about your argument.

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Evaluative criteria for the performance task:  
*Should ChatGPT be banned in schools?*

**Quality of research:** The quality and thoroughness of your research, including the range of sources consulted and the relevance of the information gathered.

**Clarity of argument:** The clarity and persuasiveness of your argument, including the use of evidence and examples to support your points.

**Engagement with counterarguments:** The extent to which you engage with potential counterarguments and address opposing views.

**Quality of presentation:** The clarity, organization, and persuasiveness of your presentation, including the use of visual aids and examples.

**Engagement with the committee:** The extent to which you engage with the committee, answer questions, and participate in a discussion about your argument.

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My revisions to the criteria proposed by ChatGPT.

**Quality of research:** The quality and thoroughness of your research, including the range of sources consulted and the relevance and accuracy of the information gathered.

**Clarity of argument:** The clarity and persuasiveness of your argument, including the use of convincing evidence, sound reasoning and examples to support your points.

**Engagement with counterarguments:** The extent to which you engage with identify potential counterarguments and address effectively rebut opposing views.

**Quality Effectiveness of presentation:** The clarity, organization, and persuasiveness of your presentation to convince the committee of your position, including the use of relevant visual aids and examples.

**Engagement with the committee:** The extent to which you engage with the committee, answer questions, and participate in a discussion about your argument.

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Ideas for a Project (PBL) on designing a SKATEBOARD PARK

**Project Title: Designing and Building a Skateboard Park**

**Project Description:** The project aims to engage students in a project-based learning experience centered around designing and building a skateboard park. Students will have the opportunity to explore various aspects of park design, including conceptualization, planning, budgeting, construction, and community engagement. By working on this project, students will develop a range of skills, such as collaboration, critical thinking, problem-solving, and project management.

**Project Objectives:**

1. Research and understand the principles of skateboard park design, including safety standards, skateboarding trends, and user preferences.
2. Develop a comprehensive plan for the skateboard park, considering factors such as space availability, budget constraints, and the needs of the skateboarding community.
3. Collaborate in teams to create detailed design proposals, including layout, skate elements, landscaping, and other relevant features.

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Ideas for a Project (PBL) on designing a SKATEBOARD PARK

**Project Objectives:**

4. Present and defend design proposals to a panel of experts, incorporating feedback to refine the plans.
5. Conduct a cost analysis and create a budget for the project, considering construction materials, labor, permits, and ongoing maintenance.
6. Identify potential funding sources and develop a fundraising strategy to secure the necessary funds for the construction of the skateboard park.
7. Engage with the local community to raise awareness about the project, gather support, and involve stakeholders in the decision-making process.
8. Oversee the construction process, including coordinating with contractors, monitoring progress, and ensuring compliance with design specifications and safety standards.
9. Organize a grand opening event to celebrate the completion of the skateboard park and engage the community in a positive way.

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Ideas for a Project (PBL) on designing a SKATEBOARD PARK

**Project Deliverables:**

1. Research findings on skateboard park design principles, safety standards, and user preferences.
2. Detailed design proposals for the skateboard park, including layout, skate elements, landscaping, and other relevant features.
3. Presentations to a panel of experts, incorporating feedback and improvements.
4. Cost analysis and budget for the construction of the skateboard park.
5. Fundraising strategy and documentation of funds secured.
6. Documentation of community engagement activities, including meetings, surveys, and events.
7. Construction progress reports, including photos and documentation of compliance with design specifications and safety standards.
8. Documentation of the grand opening event, including photos, videos, and community feedback.

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Ideas for a Project (PBL) on designing a SKATEBOARD PARK

**Assessment:**

1. Design proposals and presentations: Evaluating the creativity, feasibility, and adherence to safety standards.
2. Budgeting and fundraising strategy: Assessing the accuracy and effectiveness of the cost analysis and the success of the fundraising efforts.
3. Community engagement: Evaluating the level of community involvement and impact, as well as the ability to address community concerns.
4. Construction oversight: Assessing the ability to manage the construction process, including adherence to timelines and quality control.
5. Documentation and reporting: Assessing the quality and completeness of the project documentation, including research findings, progress reports, and event documentation.

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**Rubric for Cooperation and Teamwork**

Traits	Contributes to Group Goals	Adheres to Agreements and Norms	Demonstrates Productive Interpersonal Skills
4	Actively helps identify group goals and works hard to meet them. Takes initiative to address group's needs and needs others when necessary to support the group.	Always adheres to group agreements and norms. Takes the lead in modeling and reinforcing group norms. Requests others to follow the importance of following agreements and norms.	Actively and consistently demonstrates productive interpersonal skills. Models effective and supportive practices for others. Provides respectful feedback to help others improve their interactions within the group.
3	Displays a commitment to group goals and works to meet them. Carries out assigned role independently.	Consistently acts in ways that follow established agreements and norms, but may have occasional lapses.	Generally demonstrates productive interpersonal skills. Interacts with others without prompting. Expresses ideas and opinions in a way that is sensitive to the knowledge base and feelings of others.
2	Puts forth some effort, but sometimes lets others shoulder the work. Needs reminders to stay on task or perform assigned role.	Inconsistently follows established agreements and norms. Needs behavioral reminders to follow the norms.	Use of productive interpersonal skills is infrequent. Sometimes interacts with others but not in ways that are helpful. May need reminders, e.g., to listen actively, work one-by-one, avoid put-downs, be flexible.
1	Does not actively work toward group goals. Often is passive and does not contribute to the group. Often acts in ways that undermine the ability of the group to achieve its goal.	Regularly violates the established agreements and norms. Behaves in ways that disrupt the effective functioning of the group.	Poor interpersonal skills in ways that affective group performance, e.g., does not listen, dominates, interrupts, insensitive, inflexible, puts-down others.

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**Performance List for Cooperative Learning  
Primary Level**

	Terrific	O.K.	Needs Work
1. Did I do my job in my group?	👍	👍	👎
2. Did I follow directions?	👍	👍	👎
3. Did I finish my part on time?	👍	👍	👎
4. Did I help others in my group?	👍	👍	👎
5. Did I listen to others in my group?	👍	👍	👎
6. Did I get along with others in my group?	👍	👍	👎
7. Did I help my group clean up?	👍	👍	👎

**Note:**  
This format encourages self-assessment and goal setting by the student.

What will you try to do better the next time you work in a group?

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- ChatGPT identified criteria for Research (middle school).
- Topic Selection:**
    - The topic is clearly defined and related to the subject.
    - The topic is appropriate and relevant for a 6th-grade audience.
  - Research Question:**
    - A clear and focused research question is provided.
    - The research question is relevant to the chosen topic.
  - Information Gathering:**
    - A variety of sources are used (books, websites, interviews, etc.).
    - Sources are credible, accurate, and appropriate for the topic.
    - Notes and references are organized and well-documented.
  - Organization and Structure:**
    - Information is presented in a logical and coherent manner.
    - The introduction provides a clear overview of the topic and research question.
    - Subtopics and main points are clearly identified.
    - There is a well-structured body of information that supports the research question.
    - The conclusion summarizes the findings and ties them back to the research question.

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- Criteria (continued)**
- Writing and Language:**
    - The writing is clear, concise, and engaging.
    - Proper grammar, punctuation, and spelling are used.
    - Transitions are used to connect ideas and create a smooth flow.
  - Citations and References:**
    - Sources are properly cited within the research paper or presentation.
    - A bibliography or reference page is included, following a consistent citation style (e.g., MLA, APA).
  - Critical Thinking and Analysis:**
    - The research demonstrates the ability to critically analyze and interpret information.
    - The research goes beyond simple summarization and shows independent thought.
    - Connections and relationships between ideas or concepts are explored.
  - Time Management:**
    - The research was completed within the given timeframe.
    - Deadlines for different stages of the research process were met.

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ChatGPT proposed this rubric for an Innovative Problem Solver.

Category	Exemplary	Proficient	Developing	Beginning
Identification of the problem	Accurately identifies the root cause of the problem and articulates it clearly.	Accurately identifies the problem and can articulate it with some clarity.	Identifies the problem, but not always the root cause and struggles to articulate it clearly.	Struggles to identify the problem and its root cause.
Creative thinking	Consistently generates a wide range of innovative solutions to the problem, including those that challenge conventional thinking.	Generates innovative solutions to the problem, including those that challenge conventional thinking, but not always consistently.	Generates some innovative solutions, but not always original or challenging to conventional thinking.	Struggles to generate innovative solutions and relies heavily on conventional thinking.
Implementation	Successfully implements chosen solution and adapts to changes as needed.	Successfully implements chosen solution, but struggles to adapt to changes as needed.	Partially implements chosen solution and struggles to adapt to changes as needed.	Struggles to implement chosen solution and does not adapt to changes as needed.

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- A Tension**
- Project-based Learning requires...*
- Time (at expense of "content")
  - Opportunities for teachers to meet & plan
  - Teacher facilitation skills
  - Self & group management skills

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**Recommended article**

ONLINE EXCLUSIVE

**Performance Tasks or Projects? Complementary Approaches for Student Engagement**

Jay McTigue, John Larmer

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**First generation = Diary Mapping**

Year-Long Course Map  
Sixth Grade – Social Studies

	1 <sup>st</sup> 9 Weeks			2 <sup>nd</sup> 9 Weeks			3 <sup>rd</sup> 9 Weeks			4 <sup>th</sup> 9 Weeks		
	August	September	October	November	December	January	February	March	April	May		
Economics Theme	Europe			Latin America		Canada	Australia & Oceania				Preview 1 <sup>st</sup> Grade Curriculum	
Social Studies Skills Matrix												
Notes												

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**Second generation = Consensus Mapping from Standards**

COMMON CORE STATE STANDARDS INITIATIVE  
RESEARCH CENTER | UNIVERSITY OF MINNESOTA | CENTER

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**Second generation = Consensus Mapping from Standards**

SAUSD Common Core Aligned Curriculum Map: Math Grade 5, Year at a Glance

Unit	Subject	Instructional Path	Big Idea	Essential Questions	End of Year Goal
Unit 1: Operations and Fractions	Math	Operational proficiency with addition, subtraction, multiplication, and division with whole numbers.	Operations with fractions	How do we use operations with fractions to solve problems?	Students will be able to add, subtract, multiply, and divide whole numbers and fractions.
Unit 2: Operations and Fractions	Math	Operational proficiency with addition, subtraction, multiplication, and division with whole numbers.	Operations with fractions	How do we use operations with fractions to solve problems?	Students will be able to add, subtract, multiply, and divide whole numbers and fractions.
Unit 3: Operations and Fractions	Math	Operational proficiency with addition, subtraction, multiplication, and division with whole numbers.	Operations with fractions	How do we use operations with fractions to solve problems?	Students will be able to add, subtract, multiply, and divide whole numbers and fractions.
Unit 4: Operations and Fractions	Math	Operational proficiency with addition, subtraction, multiplication, and division with whole numbers.	Operations with fractions	How do we use operations with fractions to solve problems?	Students will be able to add, subtract, multiply, and divide whole numbers and fractions.
Unit 5: Operations and Fractions	Math	Operational proficiency with addition, subtraction, multiplication, and division with whole numbers.	Operations with fractions	How do we use operations with fractions to solve problems?	Students will be able to add, subtract, multiply, and divide whole numbers and fractions.

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**It's Time for Curriculum Mapping 3.0**

**First generation = Diary mapping**

**Second generation = Consensus mapping against standards**

**Third generation = Mapping performance backward from long-term transfer goals**

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K-12 Cornerstone Task Map for Writing

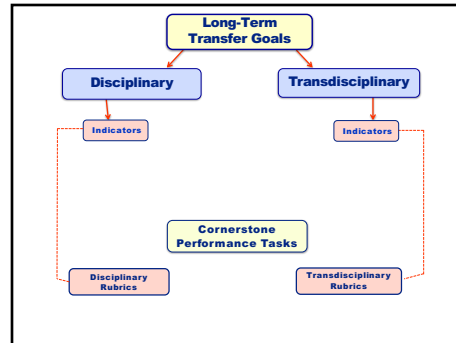
Grade	Informative/Explanatory	Narrative	Opinion/Persuasion/Argumentative
K	Science Observation	All About Me	XXX
1	My Favorite Animal Book	Imaginary Character Story	XXX
2	How-to Book (Illustrated)	Modern-day Fairy Tale	XXX
3	Friendly Letter	Personal Narrative	Opinion Letter
4	Feature Article	Poetry Collection	Issue Analysis
5	Research Project	Descriptive Narrative	Argumentation Essay
6	How-to Guide	Autobiography	Editorial
7	Cause-Effect Essay	Myth, Fable, Fairy Tale, Folklore or Legend	Position Paper
8	Research Project	Narrative/Historical Fiction	Social Issue Essay
9	Problem-Solution Essay	Poetry, Song/Lyrics	Editorial
10	News Article	Memoir	Policy Evaluation
11	Technical Manual	Dramatic Script/One-act Play	Argumentation Essay
12	Independent Research with Written Product and a Presentation	Parody, Satire, Irony	Position Paper on Issue chosen by student

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Sample Map of Cornerstone Performance Tasks

Grade	Mathematics	Science	Social Studies
12	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
11	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
10	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
9	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
8	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
7	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
6	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
5	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
4	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
3	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
2	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)
1	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)	Investment Entry Project (ELA and Science)

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Common Rubric for Mathematical Problem Solving

	Problem Solving	Reasoning and Proof	Communications	Representation
4 Expert	An efficient strategy is chosen and applied to solve the problem. Adjustments in strategy or resources are made along the way, and for alternative strategies are considered. Evidence of analyzing the situation in mathematical terms, and extending prior knowledge is present. A correct answer is achieved.	Deductive arguments are used to justify decisions and may result in formal proofs. Evidence is used to justify and support decisions made and conclusions reached. This may lead to generalizing and extending the solution to other cases.	A sense of audience and purpose is communicated. Communication of argument is supported by mathematical properties. Precise math language and symbolic notation are used to communicate ideas.	Abstract or symbolic mathematical representations are constructed to analyze relationships, to find patterns, and clearly to interpret phenomena.
3 Practitioner	A correct strategy is chosen based on mathematical situation in the task. Some of the knowledge is used to solve the problem. A correct answer is achieved.	Arguments are constructed with adequate mathematical justification of correct reasoning to present. This may lead to clarification of the task and solving patterns, structures and regularities.	A sense of audience or purpose is communicated. Communication of argument is supported by mathematical properties. Precise math language is used to communicate ideas.	Appropriate and accurate mathematical representations are constructed and used to solve problems or parity solutions.
2 Apprentice	A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen. Evidence of knowing or using previous knowledge is present, showing some relevant engagement in the task.	Arguments are made with some mathematical basis. Some correct reasoning or justification for reasoning is present. Some communication of an approach is evident through explanations, use of diagrams or objects, writing, and using mathematical symbols.	Some awareness of audience or purpose is communicated. Communication of an approach is evident through explanations, use of diagrams or objects, writing, and using mathematical symbols.	An attempt is made to construct mathematical representations to record or communicate problem-solving, but they are incomplete or inappropriate.
1 Novice	No strategy is chosen, or a strategy is chosen that will not lead to a correct solution.	Arguments are made with no mathematical basis. No correct reasoning or justification for reasoning is present.	No awareness of audience or purpose is communicated. Little or no communication of an approach is evident or. Everyday language is used to communicate ideas.	No attempt is made to construct mathematical representations.

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Performance List for Writing Fiction Primary Level

	Terrific	O.K.	Needs Work
1. I have an interesting setting and characters for my story.	🍎	🍎	🍎
2. The problem in my story will be clear to my readers.	🍎	🍎	🍎
3. My story events are in order.	🍎	🍎	🍎
4. The solution will be clear to my readers.	🍎	🍎	🍎
5. I used many describing words to tell what is happening.	🍎	🍎	🍎
6. My words "paint a picture."	🍎	🍎	🍎
7. I have a title that goes with my story.	🍎	🍎	🍎

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How might we grade and report on P.O.G. competencies?

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**Ideas for Action**

- 👉 **Think BIG.**
- 👉 **Start small.**
- 👉 **Work smart.**
- 👉 **Go for "early wins."**

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