Methacton Curriculum Writing Process

What are Standards?

- Educational standards are benchmarks that define what students should <u>know</u> and be able to <u>do</u> by specified grade levels.

- The [Pennsylvania Department of Education](#) requires under Chapter 4 of the PA School Code of 1949 that school districts within Pennsylvania align curriculum to state standards.

- If national standards are more rigorous, schools within Pennsylvania have the option to align curriculum with national standards, as long as the state standards are also being addressed.

- Math and ELA are referred to [PA Core Standards](#)

- All others are referred to [PA Academic Standards](#)

Math Standards

Mathematical Standards: Development and Progression											
Standards for Mathematical Practice											
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.								Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
	PreK	K	1	2	3	4	5	6	7	8	HS
2.1 Numbers and Operations	(A) Counting & Cardinality										
		(B) Numbers and Operations in Base Ten						(D) Ratios and Proportional Relationships			(F) Number and Quantity
					(C) Numbers and Operations — Fractions			(E) The Number System			
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking							(B) Expressions and Equations			(D) Algebra
										(C) Functions	
2.3 Geometry	(A) Geometry										
2.4 Measurement, Data, and Probability	(A) Measurement and Data							(B) Statistics and Probability			

ELA Standards

PA Core Standards
English Language Arts & Literacy

Foundational Skills

A necessary component of an effective, comprehensive reading program designed to develop proficient readers.

Reading Informational Text

Enables students to read, understand, and respond to informational texts.

Reading Literature

Enables students to read, understand, and respond to literature.

Writing

Develops the skills of informational, argumentative, and narrative writing as well as the ability to engage in evidence based analysis of text and research.

Speaking & Listening

Focuses students on communication skills that enable critical listening and effective presentation of ideas.

⇒ Appendix A: Text exemplars illustrating complexity, quality, and range of reading appropriateness

⇒ Appendix B: Annotated samples of student writing at various grades

⇒ PA Core – Reading and Writing for Science and Technical Subjects 6-12

⇒ PA Core – Reading and Writing for History and Social Studies 6-12

Mapping Assessments for Frequency and Function
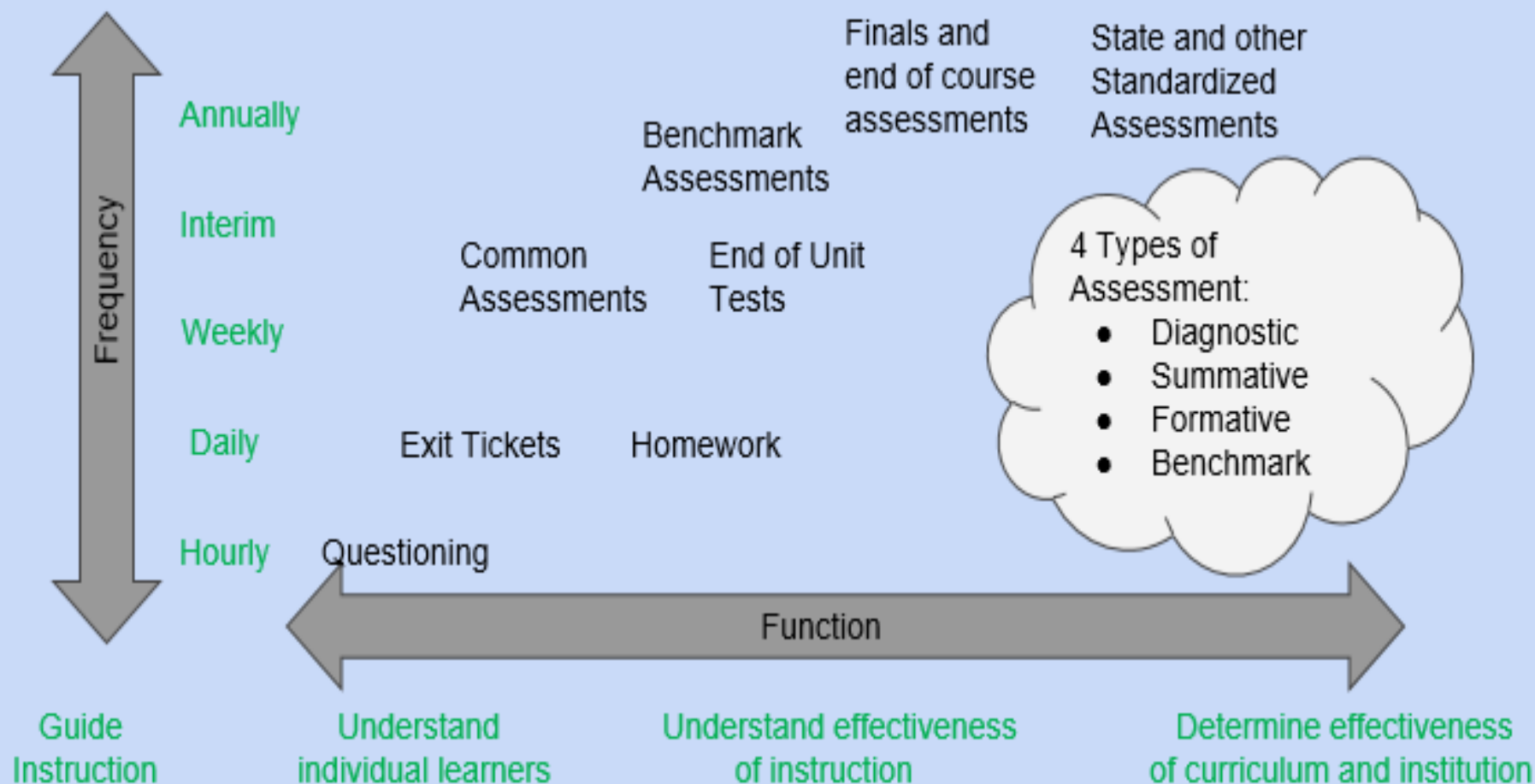
The MSD Curriculum Review Cycle

METHACTON SCHOOL DISTRICT
CURRICULUM REVIEW CYCLE K-12

CURRICULUM AREA	JAN 21 JUN 21	JUL 21 DEC 21	JAN 22 JUN 22	JUL 22 DEC 22	JAN 23 JUN 23	JUL 23 DEC 23	JAN 24 JUN 24	JUL 24 DEC 24	JAN 25 JUN 25	JUL 25 DEC 25	JAN 26 JUN 26	JUN 26 DEC 26
Mathematics / **Business, FCS, Tech Ed, Media**	Research/Assess		Develop/Write/Identify			Implementation		Review		Monitor/Evaluate		R/A
Music and Art / **Health and Physical Education**	Monitor/Evaluate		Research/Assess		Develop/Write/Identify			Implementation		Review		M/E
Science / **World Language**	R	Monitor/Evaluate			Research/Assess		Develop/Write/Identify			Implementation		R
Social Studies / **Counseling**	D/W/I	I/R		Monitor/Evaluate			Research/Assess		Develop/Write/Identify			I
English Language Arts / **ELD, Library**	Dev/Write/Identify		Implementation		Monitor/Evaluate			Research/Assess		Dev/Write/Ident		

| Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
*Establish Steering committee *Perform Site visitations *Create Needs Assessment *Develop Curriculum	*Identify Curriculum Writers *Write using UbD template *Identify materials to pilot/study *Recommend approval of program	*Share pacing guides *Implement w/Prof Development *Create assessments	*Review implementation *Examine student data *Revise assessments *Extend DI activities	*Evaluate current program *Monitor student performance *Research Professional Lit. *Prepare Stakeholder Survey

Understanding by Design -
The Backward Planning Model

Plan Backwards!
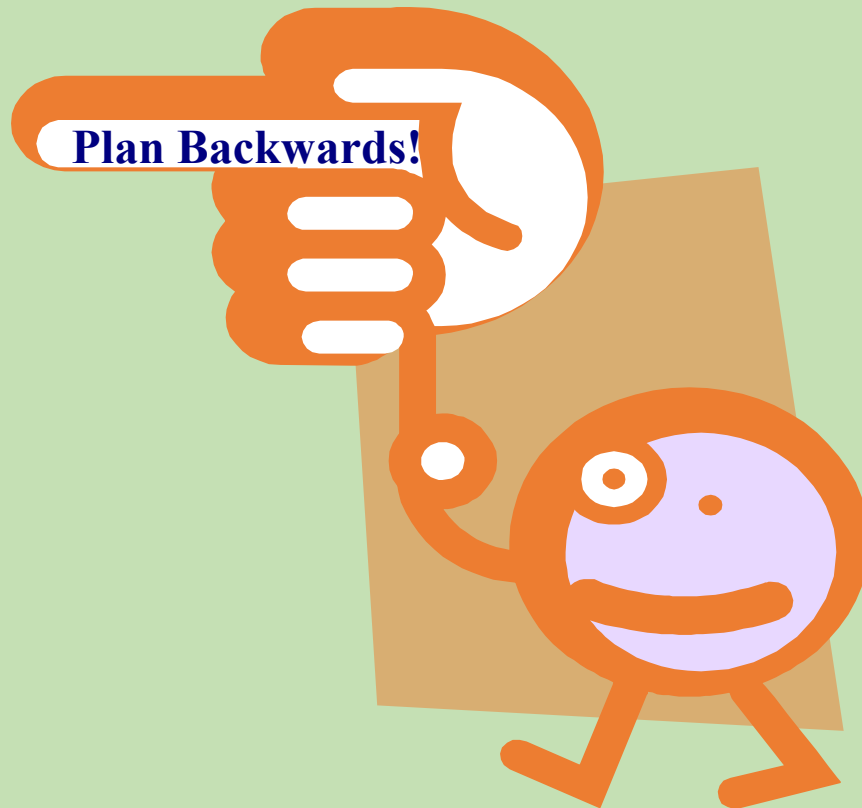
Based on the work of Grant Wiggins and Jay McTighe

What Is UbD?

- Integrating *curriculum*, *instruction*, and *assessment* within a unit of study in any discipline

- A unit design template for beginning with the end in mind

- A way to enhance meaningful understanding and transfer of learning

Three Stages of Backward Design

1. Identify Desired Results	What is it that I want the students to understand and know and be able to do?
2. Determine Acceptable Evidence	How will I know that they know what I want them to know?
3. Plan Learning Experiences	What do I need to do in the classroom to prepare them for the assessment?

Methacton Planned Course Template

Methacton School District

Curriculum Template

Unit _____ Grade Level _____ Timeframe _____

Stage 1 – Desired Results	
PA Standards: • *What relevant goals will this unit address?*	
Big Ideas: *Students will understand that...* • *What are the big ideas?* • *What specific understandings about them are desired?* • *What misunderstandings are predictable?*	**Essential Questions:** • *What provocative questions will foster inquiry, understanding, and transfer of learning?*
Concepts: *Students will know that...* • *What key knowledge will students acquire as a result of this unit?* • *What conceptual understandings will students acquire?*	**Competencies:** *Students will be able to... (VERBS)* • *What should they eventually be able to do as a result of such knowledge and skill?*
Academic Vocabulary: • *What terms must students know in order to understand the instruction?*	**Differentiation:** • *How will teachers address diverse learners, including those with differing abilities, learning styles, background knowledge, first language, etc.?*
Stage 2 – Assessment Evidence	
Summative Assessments: • *Through what other evidence will students demonstrate achievement of the desired results?*	**Formative Assessments:** • *What checks for understanding will be used to determine how students are progressing during the lesson or unit of study?*
Stage 3 – Suggested Learning Plan	
Materials, Technology, Resources: • *What tools will students use while learning? (Note: The textbook is not the curriculum!)*	**Activities/Strategies:** • *What activities/strategies work well to help students understand and master this material?*

Methacton Sample Planned Course Document

GRADE 5, Unit 1 and 2 The Land and the Early People and Early Exploration
Timeframe: 4-6 Weeks

Stage 1 – Desired Results

PA Standards:
- 8.1.5B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
- 8.1.5C Locate primary and secondary sources for the research and summarize in writing the findings
- 8.3.5A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.5C Differentiate how continuity and change in U.S. history are formed and operate.

Common Core Standards:
- CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Big Ideas:	**Essential Questions:**
Students will understand that…	
	• How did natural resources impact people's lives?
• People are influenced by the geography and natural resources of where they live.	• How did social disagreement and collaboration affect the development of The United States of America?
• Cultural differences and competition for land led to conflicts among different groups of people.	• How do people interpret events differently?
• Various perspectives have shaped interpretations of events in history.	

| **Concepts:**	**Competencies:**
Students will know that…	*Students will be able to…*
• Native Americans established civilizations, cultures, lived and prospered in the Americas.	• Understand the Native American tribes' culture and their contributions to early American history.
• European Exploration came from a desire to find riches and spread religious beliefs.	• Compare and contrast Native American tribes.
• European Exploration led to the discovery of a "New World."	• Recognize the acclimations needed to settle in a region.
• Europeans and Native Americans interacted.	• Recognize the importance of European Exploration to the current day North America.
• Various necessities with the help of new technologies and scientific understanding led to European Exploration.	• Develop an understanding of the European conquests of the Americas including motives, technology utilized, obstacles, and accomplishments.

Webb's Depth of Knowledge
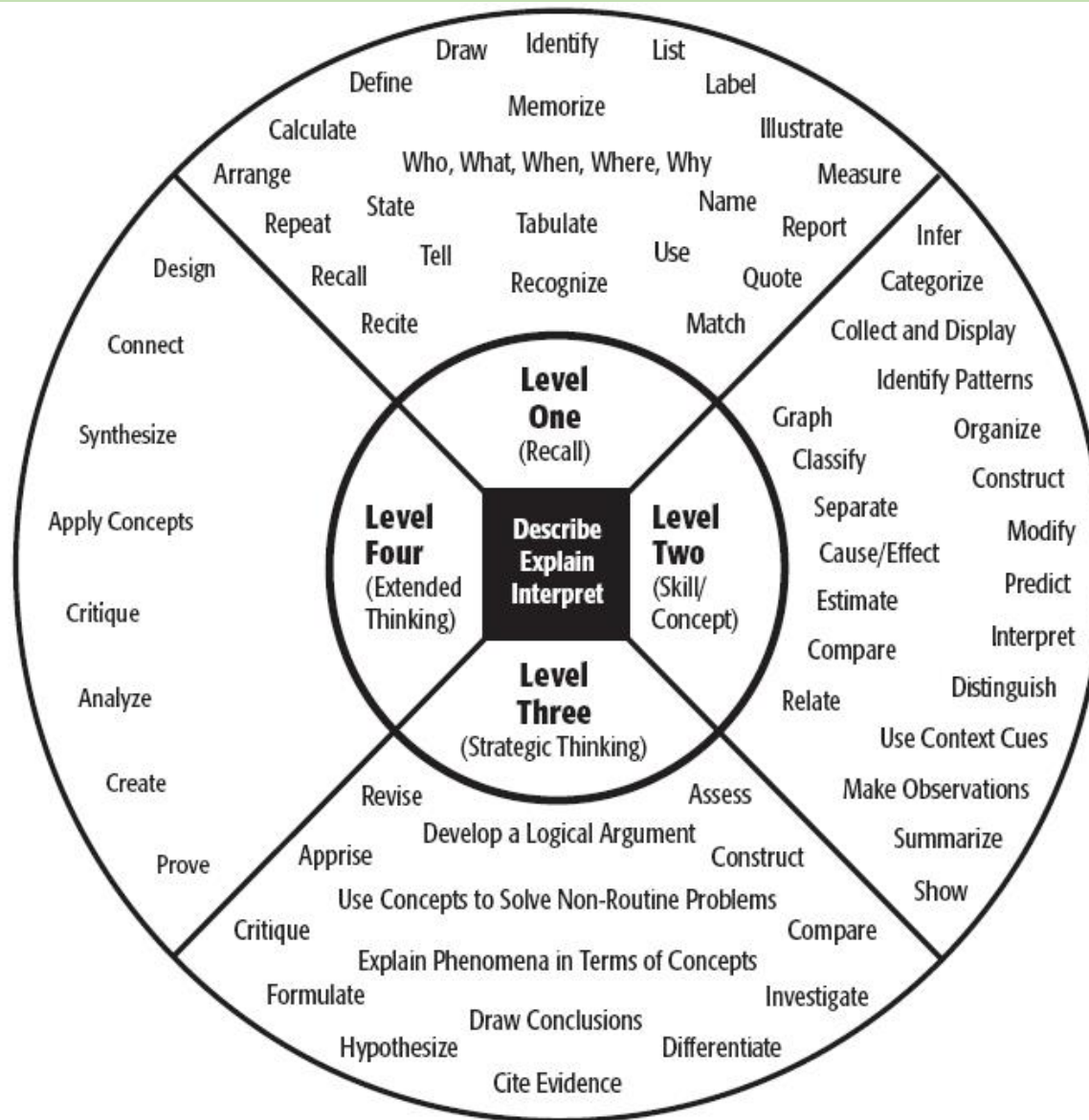
Next Steps….

- Once curriculum is written, resources such as textbook and digital components are examined

- Field study or pilot materials, usually in the Fall/Winter

- Teachers, Curriculum Coordinators, Supervisors, and Principals make recommendations using textbook evaluation form (February/March)

- Textbook and resources are on review for public for 30 days prior to adoption (March/April)

- Budget approval process in June

- Implementation with Professional Development for staff

- Ongoing evaluation of curriculum with revisions to assessments and resources as needed