

Kinnelon Public Schools Curriculum Writers Handbook Summer 2011

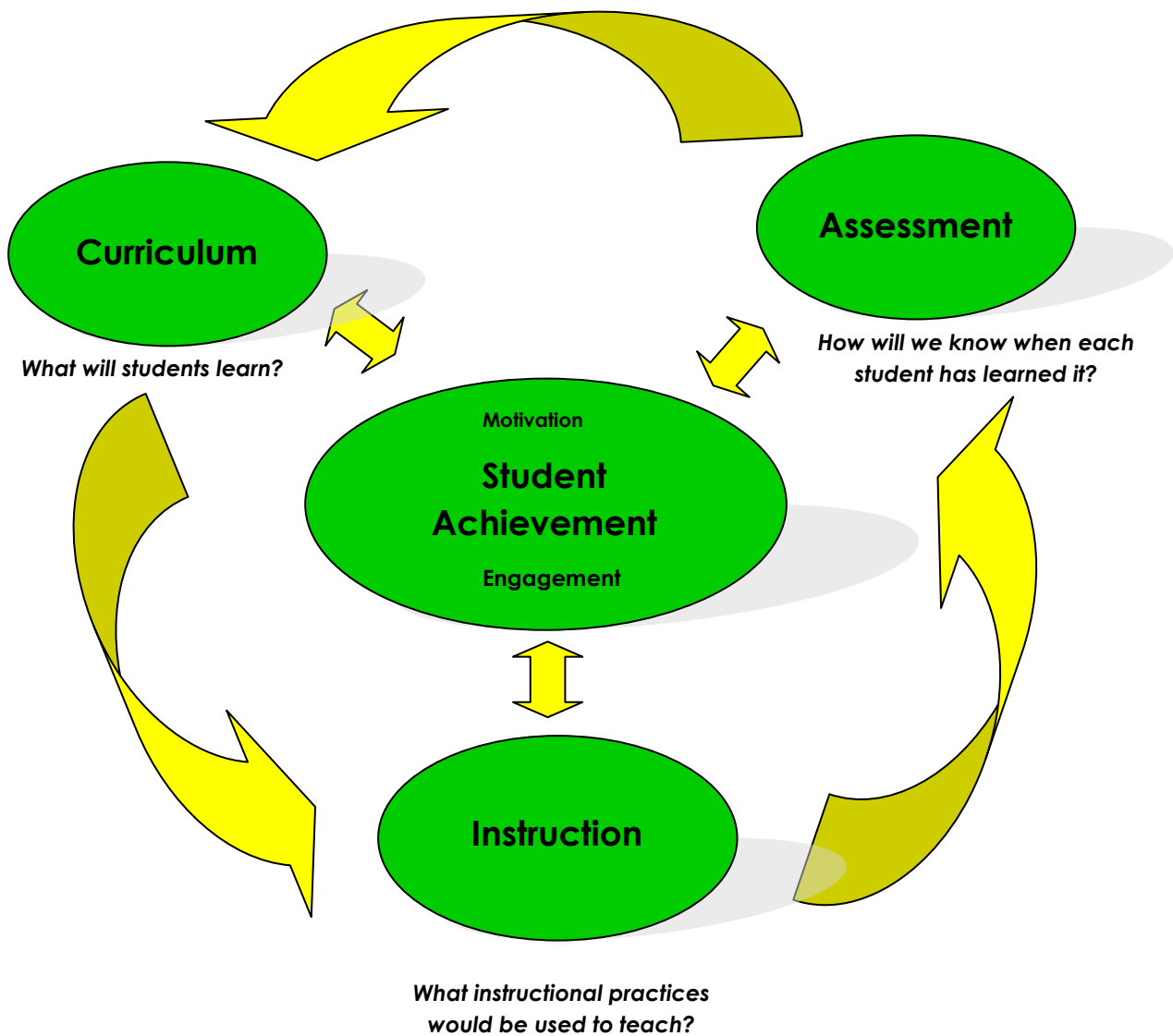


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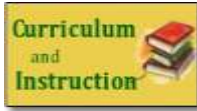
Curriculum Writing Benchmarks 2011

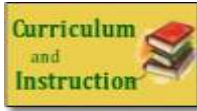
Summer Curriculum Writing Benchmarks 2011

1. All participants who have not written curriculum or not written curriculum recently the curriculum writing projects for the summer of 2010 **must** schedule a meeting with either the Director of C & I or one of the Supervisors of C & I prior to writing. Articulation days are to be scheduled by the Curriculum Office to meet with colleagues and supervisors to develop Scope and Sequence.
 - a. **Articulation days are between June 22 and 24, 2011**
 - i. Scope and sequence outlined
 1. pacing and assessments filled in
 - ii. UBD topics, if any, assigned
2. After articulation meetings, writers work independently or in groups/partners to complete Scope & Sequence and/or UBDs.
 - a. All curriculum writing information and templates are available at the Curriculum & Instruction page on the District's web site
3. Track your hours using a voucher. Log both articulation time and time spent on developing scope and sequences or UBDs.
 - a. Make sure you are aware of the approved hours for the project.
 - b. Under NO circumstances may anyone EXCEED the allocated hours for this project
4. All work must be submitted electronically (i.e. worksheets, support materials, reference page) to the appropriate supervisors.
 - a. Your assigned supervisor will be available, through email correspondence, to provide directions/clarification throughout the duration of the project.
 - b. Email can express:
 - i. Progress or reasons for limited progress
 - ii. Questions or concerns about process and content
 - iii. Informal statement of hours completed
 - iv. Any other pertinent information
 - c. Periodic submission of progress is expected on or before the following dates:
 - i. **July 8, 2011**
 - ii. **July 29, 2011**
 - iii. **August 12, 2011 (complete and final S&S)**
 - d. Completed curriculum is reviewed by your Supervisor using the rubric and checklist. Please familiarize yourself with these documents **before you begin** writing.
 - e. Checklist is returned to writers electronically with comments.

5. After acceptance of completed work, time vouchers are to be submitted to your supervisor.
 - a. All vouchers MUST include **your signature** and **the Director's signature (not an electronic version)**.
 - b. Payment is received only after all work is completed, submitted, and accepted
 - c. Payment Vouchers received after September 3rd may be subject to processing delays.

All curriculum writing templates can be found at <http://www.kinnelonpublicschools.org/>



Click on  and then on the link for **Summer Curriculum Writing for Staff**.

Curriculum Scope and Sequence Template Sample

Curriculum Scope & Sequence				
Content Area		Course Title/Grade Level		
General Overview and Pacing				
Topic/Unit Name			Suggested Pacing (Days/Weeks)	
Topic/Unit 1				
Topic/Unit 2				
Topic/Unit 3				
Topic/Unit 4				
Topic/Unit 5				
Topic/Unit 6				
Topic/Unit 7				
Topic/Unit 8				
Topic/Unit 9				
Topic/Unit 10				
CREATED BY		DATE		BOARD APPROVAL DATE

Unit/Topic Title			Approximate Pacing	
UNIT/TOPIC ENDURING OBJECTIVES/UNDERSTANDINGS				
<i>Students will understand that:</i>				
•				
PRIORITY NJ CORE CURRICULUM CONTENT STANDARDS/ COMMON CORE STATE STANDARDS				
NJCCCS/CCSS				
CPI #/CCSS #	CUMULATIVE PROCESS INDICATOR (CPI)/CCS STANDARD			
21ST CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)				
CPI #	CUMULATIVE PROCESS INDICATOR (CPI)			
STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT				
<i>Are concepts being introduced, reviewed, or mastered in this Unit/topic?(For LA, use direct, guided or independent)</i>				
Key Knowledge	NON LA - I/R/M LA - D, G, I	Process/Skills/Procedures/Application of Key Knowledge	NON LA - I/R/M LA - D, G, I	
<i>Students will know:</i>		<i>Students will be able to:</i>		
•		•		
EVIDENCE OF LEARNING				
Summative Assessment (Assessment at the end of the learning period)				
Formative Assessments (Ongoing assessments during the learning period)				
RESOURCES				

Curriculum Scope and Sequence Sample

Curriculum Scope & Sequence			
Content Area	Language Arts	Course Title/Grade Level	Grade 2 Writing Workshop

General Overview and Pacing		
	Topic/Unit Name	Suggested Pacing (Days/Weeks)
Topic/Unit 1	Launch	5 weeks
Topic/Unit 2	Fiction Writing	4 weeks
Topic/Unit 3	Revision & Publishing	4 weeks
Topic/Unit 4	Letter Writing	4 weeks
Topic/Unit 5	Authors as Mentors	4 weeks
Topic/Unit 6	Test Prep – Writing from a Prompt	4 weeks
Topic/Unit 7	Non-Fiction Writing	4 weeks

CREATED BY	Sample	DATE	June 2009	BOARD APPROVAL DATE	Aug. 2009
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Unit Title	Launch	Approximate Pacing	5 weeks
UNIT ENDURING OBJECTIVES/UNDERSTANDINGS			
Students will understand that:			
<ul style="list-style-type: none"> • writing is a process. • we can use our imagination to create stories. 			
PRIORITY NJ CORE CURRICULUM CONTENT STANDARDS/ COMMON CORE STATE STANDARDS			
NJCCCS/CCSS	W.CCR.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.CCR.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
English Language Arts CCSS			
CPI #/CCSS #	CUMULATIVE PROCESS INDICATOR (CPI)/CCS STANDARD		
W.2.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
21ST CENTURY LIFE AND CAREER (STANDARD 9) AND/OR TECHNOLOGY STANDARD (STANDARD 8)			
CPI #	CUMULATIVE PROCESS INDICATOR (CPI)		
NJCCS 9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
STUDENT LEARNING OBJECTIVES WITH CONCEPT ATTAINMENT			
<i>Are concepts being introduced, reviewed, or mastered in this unit?(For LA, use direct, guided or independent)</i>			
Key Knowledge	NON LA - I/R/M LA - D, G, I	Process/Skills/Procedures/Application of Key Knowledge	NON LA - I/R/M LA - D, G, I
Students will know: <ul style="list-style-type: none"> • careful, detailed writing will help their readers understand the meaning and feelings in their writing. • how to manage the structure and routines of Writer's Workshop at an appropriate independent level. • the process writers use to turn small moments or personal episodes from life into a story. 	D D G	Students will be able to: <ul style="list-style-type: none"> • acknowledge the specific meaning or feeling(s) their attempting to communicate in their writing. • SWBAT recognize and evaluate whether that meaning/feeling(s) has been fully communicated in their writing. • SWBAT demonstrate independent writing, access supplies, store their writings and decide when a piece is done or needs further work without help from the teacher. • SWBAT find/recognize a "small moment" from 	G G I

		<p>their lives in which to plan out and write about in a focused, sequenced story.</p> <ul style="list-style-type: none"> • revise and edit their story. 	G/I
			G/I

EVIDENCE OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Student writing will be assessed for proficiency for acquisition of the learning objectives using a rubric.</p>
<p>Formative Assessments (Ongoing assessments during the learning period)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Successfully share some meaningful life episodes and "small moments." • Show an appropriate level of independence during Writer's Workshop, making some Writer's Choices without the input of the teacher. • Develop several new ideas for personal narratives based on their fellow writers' shared ideas. • Find a "small moment" that has meaning and developed it into a story showing that meaning and specific feelings. • Revise and "polish " a personal narrative.

RESOURCES

["Launching and Small Moment Narratives" \(UBD\)](#)

Launching the Writing Workshop by Calkins & Mermelstein

Small Moments: Personal Narratives by Calkins & Mermelstein

CURRICULUM REFLECTION FORM

Reflect on the curriculum you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Curriculum Objectives:	Strongly	Moderately	Weakly
Student objectives are measureable and student centered.			
There is a variety of knowledge and skill objectives that extend student thinking through application synthesis and analysis.			
Learning objectives provide scaffolding for acquiring targeted knowledge/skills			
Learning objectives integrate 21 st century skills			
Learning objectives provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Learning objectives foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Learning objectives are varied to address different student learning styles and preferences			
Learning objectives are easily differentiated based on student needs			
Learning objectives meet minimum requirements of NJCCCS and CCSS for grade level benchmark.			
Enduring objectives represent the overarching "big picture" understandings for that particular unit			

SCOPE & SEQUENCE REVIEW SHEET

To:

Fr:

DA:

Scope & Sequence (Course/Subject/Grade Level): _____

I have reviewed the S & S project you completed recently. The items listed below are the standard components of this project; if the item is NOT checked, the document is either incomplete or in need of adjustment (as noted). Please submit the necessary revisions and/or additions no later than _____, 20__.

Title indicating name of course or subject area, target grade level, and date.

Comments:

Unit topics identified clearly and organized in a logical flow.

Comments:

Pacing for instruction is included and represents time to assess and make any needed adjustments.

Comments:

Enduring objectives represent the overarching "big picture" understandings for that particular unit.

Comments:

Student objectives are measurable and student centered. There is a variety of knowledge and skill objectives that extend student thinking through application synthesis and analysis.

Comments:

For each unit, objectives are identified as being a topic of review, introduction or mastery (for language arts only – the notation is direct, guided or independent.).

Comments:

Resources have been identified as important supports to instruction and student understanding.

Comments:

The most recent NJCCCS are identified with the appropriate CPI. (For documents written based on the 2009 standards, 21st Century Life & Careers are also included.)

The CCSS for English Language Arts and Literacy in History/SS, Science and Technical Subjects and/or Mathematics are identified as applicable.

Comments:

The suggested assessments are aligned to the learning objectives outlined and represent a variety of opportunity for students to demonstrate knowledge and understanding.

Comments:

NJ Core Curriculum Content Standards & National Core Curriculum Standards

New Jersey's 2009 Core Curriculum Content Standards address two critical education priorities. The revised standards align with the knowledge and skills needed by all students for post-secondary opportunities, which may encompass: four-year college, community college, technical training, military service, direct entry into the workplace, and an array of future careers—including some that are just being envisioned and others that are currently unforeseen. In addition, the standards by necessity reflect a framework for teaching and learning that responds to the needs of 21st-century digital learners by incorporating the 'new literacies' required in an innovation economy: the ability to effectively access, evaluate, and synthesize vast amounts of information; to apply knowledge and skills to personal, workplace, and global challenges; to work collaboratively in cross-cultural settings; to solve problems creatively; and to act ethically as citizens of the world community.

These 21st-century student outcomes require a deeper understanding of academic content at much higher levels than ever before. The revised standards facilitate this in-depth learning in all content areas through the *systematic and transparent integration of 21st-century knowledge, skills, and themes; global perspectives; cross content connections; and technology*. Consequently, successful implementation of the revised standards requires rethinking of traditional curricular and assessment approaches, as well as the creation of 21st-century learning environments in which teachers and students work across and beyond traditional disciplines and boundaries as engaged co-learners, critical and creative thinkers, and problem solvers.

Content Areas

The 2009 New Jersey Core Curriculum Content Standards include Preschool Teaching and Learning Standards as well as K-12 standards for: **Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology;** and **21st-Century Life and Careers**. Standards for **Mathematics** and **English Language Arts with Literacy in History/Social Studies, Science and Technical Subjects** were developed as part of the Common Core State Standards initiative coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

NJCCCS Interactive Website

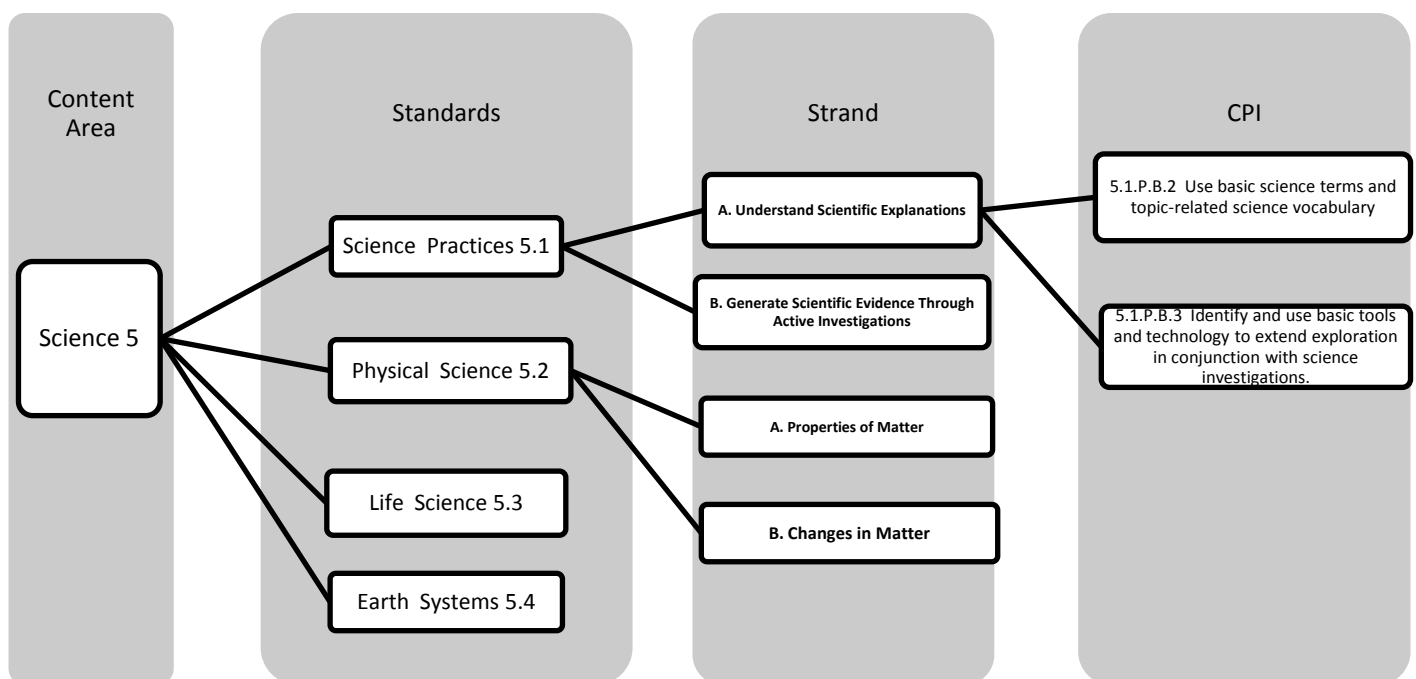
The New Jersey Core Curriculum Content Standards Interactive Website enables educators to easily access the 2009 standards and standards support materials. The goal of the Website is to assist with all aspects of standards implementation, including curriculum development, curriculum mapping, instruction, assessment, and professional development. To that end, the new Website has the following features:

- **2009 Introductions** to each of the nine Core Curriculum Content Standards areas provide valuable information for educators. Content in the introductory sections of the standards includes explanations of new organization and formatting schemes, calls attention to 21st-century skills areas, highlights new content-specific areas of emphasis, clarifies expectations for proficiency in targeted content areas, and more.
- The Website search engine allows users to access the standards and cumulative progress indicators by multiple means (e.g., grade level, content area, strand, keyword, essential questions, and enduring understandings).
- Document management tools allow users to view, print or download the standards and a host of accompanying support documents on demand. Among these support materials are **Classroom Application Documents** for all standards areas and related strands

Reading the Standards

The NJ Core Curriculum Content Standards are organized in a similar configuration with some differences between content areas.

- Content Area (Visual and Performing Arts, Comprehensive Health & PE, Science, etc.)
- Standard - The overarching statement describing what students should know/be able to do for that segment of content.
- Strand – Further delineates the standard
- Benchmark – grade by which students should acquire knowledge and skills outlined
- Content Statement – Describes the content for the strand and CPI group
- Cumulative Progress Indicator (CPI) – further specifies the standard and strand for that benchmark



NJCCCS Standards Notation

Content Area	Social Studies 6		
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Strand	A. Civics, Government, and Human Rights		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
4	Rules and laws are developed to protect people's rights and the security and welfare of society.	6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.1 refers to the content area of Social Studies and the standard U.S. History: America in the World (6.1), the benchmark grade (4), the Strand A. Civics, Government, and Human Rights (A), and the CPI Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good (1).

National Core Content Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

K–5 English Language Arts section

- Reading
 - Foundational Skills
 - Informational Text
 - Literature
 - Range, Quality, and Complexity of Student Reading K–5
- Writing
- Speaking & Listening
- Language
 - Language Standards
 - Language Progressive Skills

6–12 English Language Arts section

- Reading
 - Informational Text
 - Literature
 - Range, Quality, and Complexity of Student Reading 6-12

- Writing
- Speaking & Listening
- Language
 - Language Standards
 - Language Progressive Skills

6-12 Literacy standards for history/social studies, science, and technical subjects.

- Reading Standards for Literacy in History/Social Studies 6–12
- Reading Standards for Literacy in Science and Technical Subjects 6–12
- College and Career Readiness Anchor Standards for Writing
- Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6–12

Three appendices accompany the main document

1. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is *identical* across all grades and content areas.
 - a. Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

CCSS ELA Notation

- Individual CCR anchor standards can be identified by their strand, CCR status, and number.
 - Example: **R.CCR.4** refers to **Reading Anchor Standard # 4**

Reading **College & Career Readiness Anchor Standard** **#4**

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable),

○ Example: **RI.5.3**, refers to **Reading, Informational Text, grade 4, standard 3**

Reading → Informational Text → Grade 5 → #3

○ Example: W.5.1a refers to **Writing, grade 5, standard 1a**. Strand designations can be found in brackets alongside the full strand title.

Reading Standards for Informational Text K-5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic	4. Determine the meaning of general academic	4. Determine the meaning of general academic

National Core Content Standards (CCSS) for Mathematics

These CCSS for Mathematics define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from.

These standards are organized into two main areas:

- The Standards for Mathematical Practice
- The Standards for Mathematical Content
 - Included for each grade-level K-8
 - Operations & Algebraic Thinking
 - Number & Operations in Base Ten
 - Number & Operations— Fractions
 - Measurement & Data
 - Geometry
 - Included at 9-12 (with additional subcategories at each level)
 - Number & Quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Statistics and Probability

The **Standards for Mathematical Practice** describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The **Standards for Mathematical Content** are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the

mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

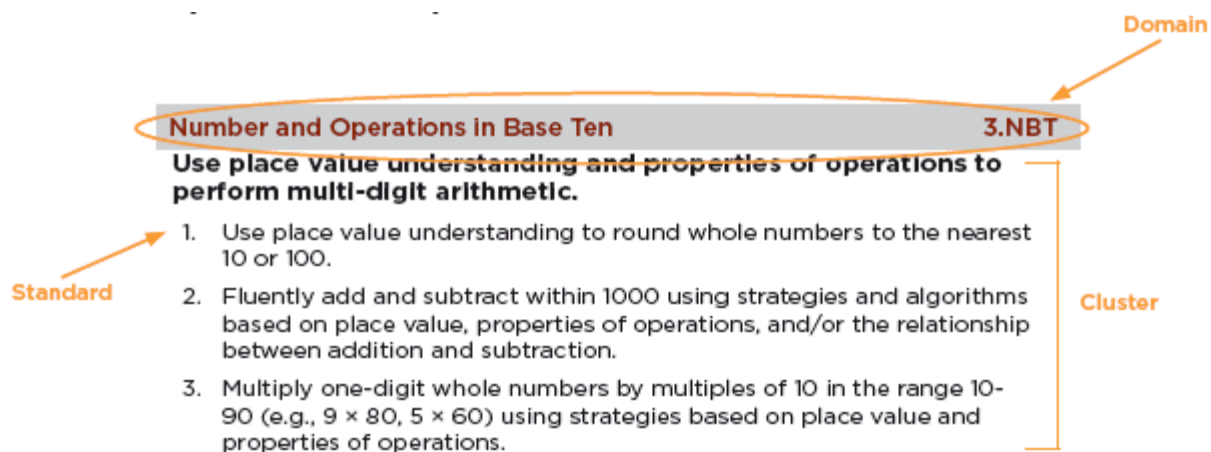
In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

CCSS Math Notation

Standards define what students should understand and be able to do.

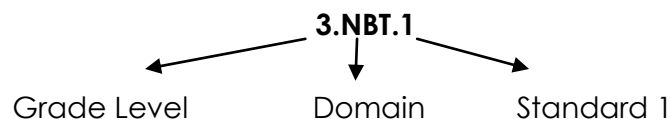
Clusters summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.



The number preceding the before the domain abbreviation indicates the grade level.

3.NBT means 3rd grade Numbers Base Ten. So, the CCSS could be **3.NBT.1** for the first standard of the domain in 3rd grade.



These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean

that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

Enduring Objectives/Understandings

Enduring objectives/understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area. Enduring objectives/understandings:

- Represent a big idea having enduring value beyond the classroom
- Reside at the heart of the discipline (involve “doing the subject”)
- Require “uncoverage” (of abstract or often misunderstood ideas) rather than ‘coverage’ of a topic
- Offer potential for engaging students

Essential Questions and the Relationship to an Enduring Understanding¹

Essential questions are important questions that recur throughout one’s life. Such questions are **broad in scope** and timeless by nature. They are perpetually arguable. They are **key inquiries within a discipline**. Essential questions in this sense are those that **point to the big ideas** of a subject and to the frontiers of technical knowledge. They are historically important and very much “alive” in the field. “What is healthful eating?” engenders lively debate among nutritionists, physicians, diet promoters, and the general public. An essential question refers to what is needed for learning core content. In this sense, a question can be considered essential **when it helps students make sense** of important but complicated ideas, knowledge, and know-how – findings that may be understood by experts, but not yet grasped or seen as valuable by the learner.

A question is essential when it:

1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;

¹ *What is an Essential Question?*, Grant Wiggins, Nov. 2007, [Authentic Education](#)

4. stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;
6. naturally recurs, creating opportunities for transfer to other situations and subjects.

Examples:

Enduring Objectives/Understandings

Essential Questions

Reading/Literature

- *Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.*

- How is reading a process of constructing meaning from text?

Function of Government

- *The function of government responds to social and economic changes*

- What were the causes and consequences of the new economic and political ideas that arose in the late 18th through early 20th centuries?

Writing Learning Objectives

- Learning objectives (often called performance objectives or competencies) are brief, clear, specific statements of what learners will be able to perform at the conclusion of instructional activities.
- Generally, learning objectives are competency-based as they designate exactly what students need to do to demonstrate mastery of course material.
- Learning objectives should always be stated in terms of student outcomes. The purpose of learning objectives is to:
 - Encourage goal-directed planning
 - Inform students of the standards and expectations of the course
 - Provide information for the development of assessments by identifying the types of evidence that students need to produce to demonstrate understanding
 - Clarify the intent of instruction and guide the formation of instructional activities
 - Provide a framework for evaluating student understanding and progress
 - Serve as an implicit contract between instructor and students setting up a basis for accountability
 - Create a framework for evaluating overall effectiveness of an educational program
 - Provide evidence of student learning to be utilized for accreditation

Tips for Writing Effective Learning Objectives

- Learning objectives have **two** parts: an **action verb** and a **content area**. Utilize the action verb to specify the desired student performance followed by a specific description of the course-specific content target.
 - *Students will be able to predict and explain where the most global rainfall would occur and where global deserts would be expected to form. (Verbs – predict and explain; content - various climates & weather patterns around the planet result from solar energy distribution, air & ocean currents, and uneven topography)*
- Keep statements short and focused on a single outcome. This allows you to determine whether or not an objective has been met without having to distinguish between partial completion or success.
 - *Students will demonstrate ability to create population age-structure pyramids from data tables*
 - *Students will be able to analyze population age-structure pyramids and determine which pyramid structures relate to growing, stable and declining populations*
- To ensure that learning objectives are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred. Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to assess, thus should be used with caution:

discuss	familiarize	become acquainted	learn
comprehend	study	with	realize
appreciate	be aware	gain knowledge of	know
		cover	understand

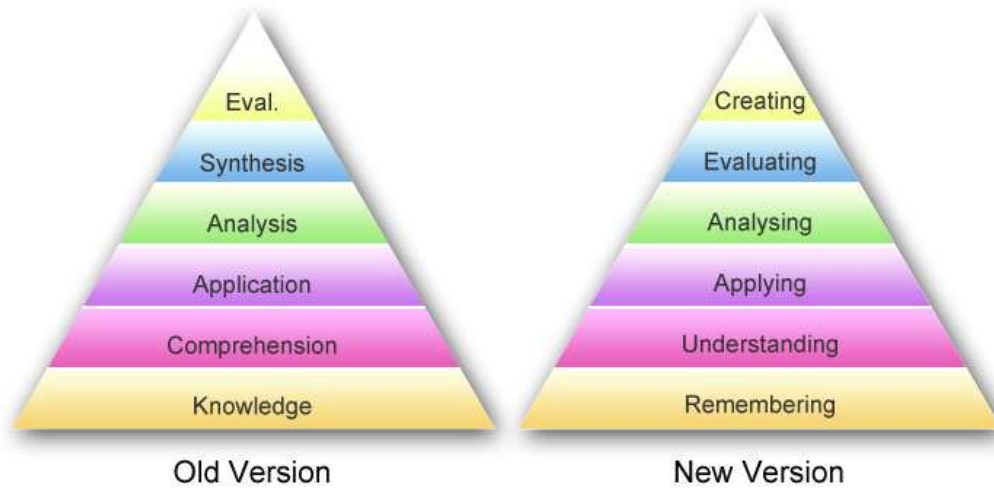
If you utilize verbs like "know" or "understand", make sure that you state how "knowledge" or "understanding" will be demonstrated. A good learning objective is one that can be assessed to determine students' mastery of course material.

- Include complex or higher-order learning objectives when they are appropriate. Most instructors expect students to go beyond memorization of facts and terminology; learning objectives should reflect instructors' expectations for student performance.

Bloom's Taxonomy Revised with Action Verbs

Bloom's Taxonomy defines six different levels of thinking. The levels build in increasing order of difficulty from basic, rote memorization to higher (more difficult and sophisticated) levels of critical thinking skills. For example, a test question that requires simple factual recall shows that you have **knowledge** of the subject. Answering an essay question often requires that you **comprehend** the facts and perhaps **apply** the information to a problem. To promote the **analysis** the subject matter, perhaps have students break a complex historical process or event

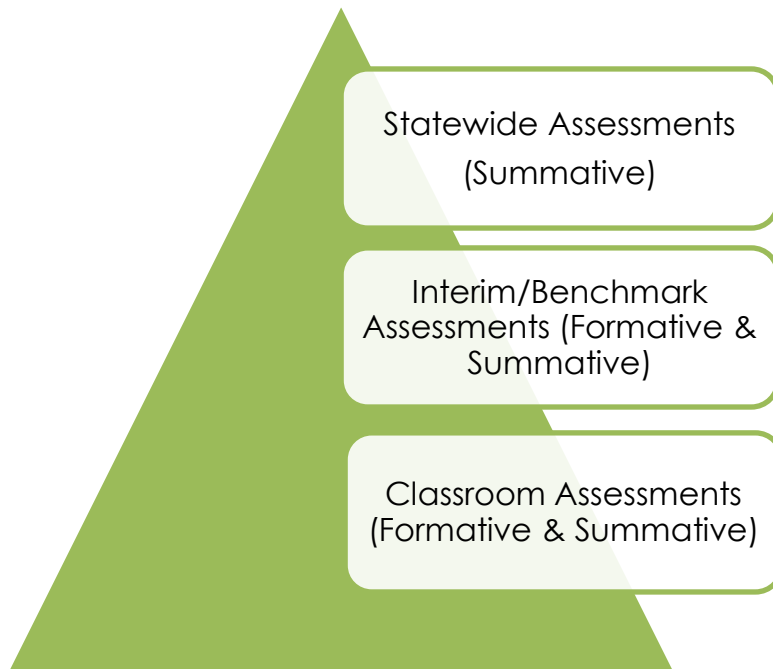
into constituent parts. If you want students to organize and present pieces of historical evidence in a new way, to **create or synthesize** an argument. In order to do so, students must **evaluate** evidence, making judgments about the validity and accuracy of primary sources.



Critical Thinking Activity [arranged lowest to highest]	Relevant Sample Verbs
1. Remembering Retrieving, recognizing, and recalling relevant knowledge from long-term memory, eg. find out, learn terms, facts, methods, procedures, concepts	Acquire, Define, Distinguish, Draw, Find, Label, List, Match, Read, Record
2. Understanding Construct meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Compare, Demonstrate, Differentiate, Fill in, Find, Group, Outline, Predict, Represent
3. Applying Carrying out or using a procedure through executing, or implementing. Make use of, apply practice theory, solve problems, use information in new situations	Convert, Demonstrate, Differentiate between, Discover, Discuss, Examine, Experiment, Prepare, Produce, Record
4. Analyzing Breaking material into constituent parts, determining how the parts relate to one another/an overall structure or purpose - differentiating, organizing, and attributing. Take concepts apart, break them down, analyze structure, recognize assumptions and poor logic, evaluate relevancy	Classify, Determine, Discriminate, Form generalizations, Put into categories, Illustrate, Select, Survey, Take apart, Transform
5. Evaluating Making judgments based on criteria & standards through checking and critiquing. Judge using standards, evidence, rubrics, accept or reject on basis of criteria	Argue, Award, Critique, Defend, Interpret, Judge, Measure, Select, Test, Verify
6. Creating Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Put things together; bring together various parts; write theme, present speech, plan experiment, put information together in a new & creative way	Synthesize, Arrange, Blend, Create, Deduce, Devise, Organize, Plan, Present, Rearrange, Rewrite

Assessment

A comprehensive balanced assessment system includes classroom assessments, interim/benchmark assessments, and statewide assessments that are aligned to state standards. Each component is important and should be valued for what it contributes.



Formative Assessment

Formative assessment implies that the results will be used in the formation and revision process of an educational effort. Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening.

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame.

Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments. One distinction is to think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.

Another distinction that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to


its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students.

Examples of Formative Assessments

Immediate Formative Assessment Techniques

1. Thumbs up/down – thumbs up = agree, thumbs down = disagree
Signals showing levels of understanding:

I understand so well, I could teach it to someone else. 

I understand this but don't ask me to teach  it.

I am a little confused. 

I haven't got a clue. 

2. Slates/white boards and communicators
3. Questioning
4. Observation

Other Formative Assessments Techniques

1. Teacher made tests/quizzes
2. Exit tickets
3. Surveys
4. Laboratory
5. Performance tasks
6. Homework
7. KWL charts
8. Journals
9. Checklists
10. Portfolios
11. Interviews
12. Graphic organizers
13. Summaries
14. Sequencing
15. Many others...

Summative Assessment

Summative assessment is used for the purpose of documenting outcomes and judging value. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district

and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- Mid-unit or chapter quizzes
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to curriculum learning objectives and content standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur *after* instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions *during* the learning process. It takes formative assessment to accomplish this.

In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. Depend too much on one or the other and the reality of student achievement in your classroom becomes unclear.

Benchmark Assessments

Benchmark assessments are common assessments used to determine if students in a particular grade or subject have mastered the skills and content at specific points along the delivery of the curriculum. These can be formative or summative (midterm exams for ex).