



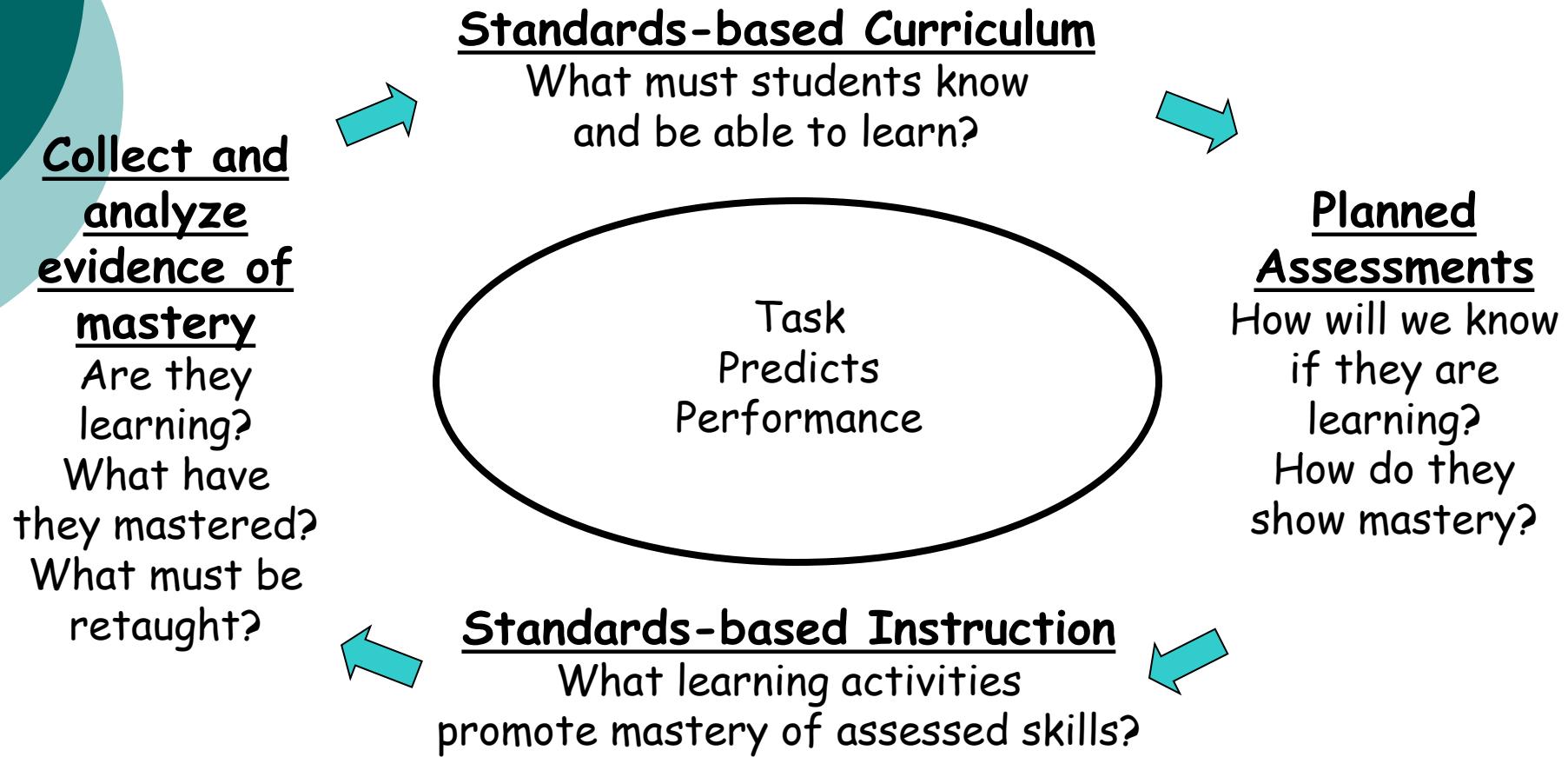
Curriculum Development / Lesson Planning

26 July 2012

Skills-based Learning and Assessment Curriculum

- Instructional Focus
 - Core Subjects: College Readiness Skills
 - EPAS/ACT
 - Non-core Subjects: ILS
 - Goals 11 thru 28, plus SEL
 - Core Integration Planning: CCSS
 - Included in CBSL for SY12/13
 - Social Studies to become CCSS heavy

The Standards-based Instructional Cycle



The Standards-based Instructional Cycle

Collect and analyze evidence of mastery
Are they learning?
What have they mastered?
What must be retaught?

Standards-based Curriculum

What must students know and be able to learn?

This is your Critical Benchmark Skills List

Task Predicts Performance

Planned Assessments

How will we know if they are learning?
How do they show mastery?

Standards-based Instruction

What learning activities promote mastery of assessed skills?

The Standards-based Instructional Cycle

Collect and analyze evidence of mastery
Are they learning?
What have they mastered?
What must be retaught?

Standards-based Curriculum

What must students know and be able to learn?

These are your Benchmark exams and quizzes

Task Predicts Performance

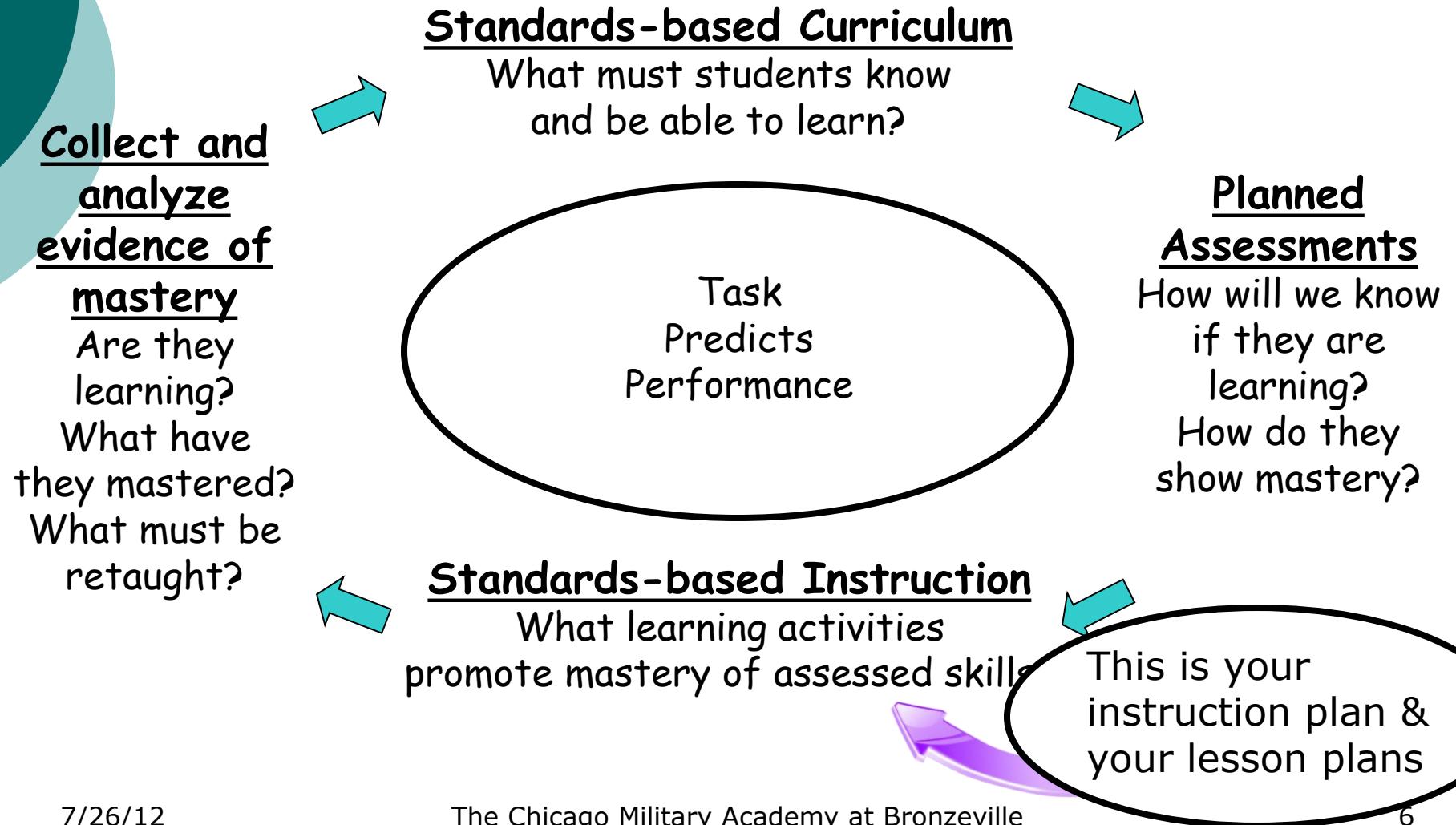
Planned Assessments

How will we know if they are learning?
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Standards-based Instruction

What learning activities promote mastery of assessed skills?

The Standards-based Instructional Cycle



Lesson Planning

- Target specific Learning Standard
 - CRS – CCSS – ILS
- Focused on problem-solving
 - Task-based
 - Active
- Five-phase lesson plan
 - Inquire, Gather, Process, Apply, Assess

Inquire

- What is the learning standard?
- What problem or type of problem can be solved with this skill?
- What use is the skill relative to other skills and knowledge?
- What sub-skills are prerequisite?
- Are there other skills and/or knowledge which must be incorporated?

Gather

- Critical Information
 - What do I need to know or accomplish in order to solve this type of problem?
- Critical Reading
 - What is relevant?
- Documentation
 - Notes, charts, tables, etc.

Process

- Solving the Problem
 - How do I answer the question with the information I have?
- Decision-making
 - What works, what doesn't work?
- Implement the solution
 - Return to the inquiry
 - Does it answer the mail?

Apply

- New context
 - Similar or dissimilar content
 - Similar or dissimilar data
- Guided application
 - Teacher-structured problem-solving
 - Student-centered decision-making
- Set the skill
 - Student will not own the skill if he/she has not worked independently

Assess

- Various methods
 - Quiz, essay, multiple choice, project
- Various contexts
 - Relevant to subject matter but avoid regurgitation
- Three assessments
 - To assure proficiency
 - Finals included