

# Model Curriculum Units in Literacy and Humanities

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Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

***Strengthening curriculum,  
instruction, and assessment***



# Research

*Strong skills in English, mathematics, technology, and science, as well as literature, history, and the arts will be essential for many; beyond this, candidates will have to be **comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt to frequent changes in the labor market** as the shifts in the economy become ever faster and more dramatic. (NCEE, 2007 p. xix)*



# Model Curriculum Units

- ★ Race to the Top initiative for ESE, which has previously concentrated on standards and assessments, not curriculum materials
- ★ 100 PK-12 units in ELA/literacy, mathematics, science, and social studies by 2014
- ★ Exemplify the shifts in the 2011 *Frameworks*
- ★ *Understanding By Design* model with lesson plans and print/digital media resources
- ★ WGBH documenting the process



# Model Units

The model units will provide districts and teachers with high quality and rigorous units they can choose to teach and/or use to advance their own curriculum development efforts. Part of the Teaching and Learning System (EDWIN)



# Unit Components

- ★ Unit Plan (UbD Template)
- ★ Table of Contents
- ★ Lesson Plans (including lesson sequence)
- ★ Lesson Resources
- ★ CEPA – Curriculum Embedded Performance Assessment
- ★ CEPA Resources



# Small Group Discussion



- ★ On a scale of 1-10 where does your district fall in terms of making the instructional shift to meet new standards?
- ★ Is your district/school developing units to align with the new MA Curriculum Frameworks?
- ★ What is your district's criteria for these aligned units?
- ★ How do you know if the units will shift instruction?





# Report Back



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# Understanding by Design



## ★ Stage 1 *Desired Results*

- ★ Goals
- ★ Transfer Goals
- ★ Understandings- Big Ideas
- ★ Essential Questions
- ★ Knowledge & Skills

## ★ Stage 2 *Evidence*

- ★ Performance Tasks
- ★ Formative Assessments

## ★ Stage 3 *Learning Plan*

- ★ Outline of learning experiences from which the lesson plans are developed





# Understanding by Design



UbD Template 2.0

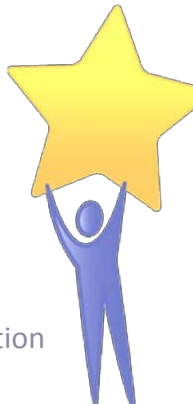
Stage 1 Desired Results		
ESTABLISHED GOALS <type here>	<b>Transfer</b>	
	Students will be able to independently use their learning to... <type here>	
	<b>Meaning</b>	
	UNDERSTANDINGS Students will understand that... <type here>	ESSENTIAL QUESTIONS <type here>
	<b>Acquisition</b>	
	Students will know... <type here>	Students will be skilled at... <type here>
Stage 2 - Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction  <type here>		



# Instructional Shifts in ELA/Literacy



- ★ Building knowledge through content-rich nonfiction
- ★ Reading, writing, and speaking grounded in evidence from text, both literary and informational
- ★ Regular practice with complex text and academic language



# Small Group Discussion

As you read Stages 1 and 2 of the unit, can you identify the shifts represented?





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# Small Groups Discussion



Read Stage 3 and review the Lesson Plans. Think about where your teachers are in terms of instructional shifts:

- ★ If presented with this unit could the teachers in your district/school pick it up and teach it?
- ★ What professional development would they need to teach one of these model units?
- ★ Does this unit fit into your curriculum map?
- ★ Is there a purposeful place to use this unit as part of your larger instructional plan?





# Report Back



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# One District's Perspective

- ★ Process for Malden Public Schools
- ★ How they use the MCUs – create their own units
- ★ Supporting teachers with implementation
- ★ How have the MCUs helped Malden grow?



# One District's Perspective

## The Malden Public Schools process:

- ★ 5 Social Studies teachers (core group) participated in the DESE Model Curriculum
- ★ Core group shared their knowledge and model units with colleagues
- ★ <http://historymalden.wikispaces.com/Understanding+by+Design>
- ★ Professional Development was dedicated for teachers to collaboratively design units
- ★ Model units and process shared on-line
- ★ Implementation of model units & collection of student work to assess & revise units





# One District's Perspective

- ★ MCU's have expanded Malden's ability to change instruction to meet the new and different expectations in the 2011 standards.
- ★ Created space in the HSS curriculum for on going project-based work by identifying "big ideas"
- ★ Connected to new teacher evaluation tool
- ★ Expectations rigorous and transparent to **all**

<http://historymalden.wikispaces.com/Curriculum+Map+USI>



# Quality Review Rubrics

- ★ The Tri-State Rubric was developed by MA, NY, and RI Educational Leaders to evaluate the quality of lessons and units intended to address the Common Core State Standards for ELA/Literacy and Mathematics.
- ★ Criterion-based rubrics in ELA & Mathematics
- ★ HSS and Science Content Leads have created rubrics for their respective content areas similar to the Tri-State Rubrics for ELA and Math.



# Quality Review Rubric for History and Social Science

Massachusetts Quality Review Rubric for History and Social Science (HSS) Lessons & Units – Version 1.0

Grade: History and Social Science Lesson/Unit Title:

Overall Rating:

I. Alignment to the revised History and Social Science standards	II. Key Areas of Focus in the revised History and Social Science Standards (Standards for Literacy in History Social Science)	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the HSS Frameworks:</i></p> <ul style="list-style-type: none"> <li>o Focuses teaching and learning on a targeted set of grade level standard(s) (unpacked) at the expected level of rigor. **</li> <li>o Identifies, addresses, and integrates into the lesson/unit the relevant history and social science concepts, skills, and literacy standards (unpacked where needed). **</li> <li>o (3-5) Builds students' content knowledge and their understanding of reading and writing in the social studies.</li> </ul>	<p><i>The lesson/unit reflects evidence of the HSS standards in addition to the shift articulated in the HSS Literacy Standards:</i></p> <ul style="list-style-type: none"> <li>o Focus: Centers on the core content, concepts, skills, and level of rigor that are articulated in the standards. **</li> <li>o Coherence: Makes connections and provides opportunities for students to transfer knowledge and skills within and across subjects and progressions of learning.</li> <li>o Literacy to support Content Learning: Supports student learning of, and engages students in, disciplinary literacy knowledge and skills that enhance the learning of history and social science, including the use of informational texts, primary and secondary source material and writing. **</li> <li>o Application: Provides opportunities for students to apply content, concepts, and skills in real-world situations.</li> <li>o Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. **</li> <li>o Source-Based Evidence: Facilitates evidence-based discussions and writing through inquiry and analysis of primary and secondary sources and other source material including illustrations, charts, diagrams, audio/video, and media to inform, explain, deliberate, or make an argument. **</li> </ul>	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li>o Engages students in appropriate experiences to support learning of the core ideas, concepts and practices in the targeted standards. **</li> <li>o Elicits students' prior knowledge and addresses common student conceptions relevant to the targeted standards. **</li> <li>o Supports students in making evidence-based explanations and critiquing claims of others about the core ideas and concepts being learned. **</li> <li>o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. **</li> <li>o Uses and encourages appropriate academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, graphics, models) in the discipline. **</li> <li>o Engages students through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit disciplinary thinking.</li> <li>o Integrates appropriate supports for students who are ELL, have disabilities, or perform well below grade level.</li> </ul> <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li>o Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, scaffolding etc.</li> <li>o Demonstrates an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.</li> <li>o Provides for relevant and authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.</li> </ul>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <li>o Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted standards. **</li> <li>o Assesses student proficiency using methods that are unbiased and accessible to all students. **</li> <li>o Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance **</li> </ul> <p><i>A unit or longer lesson:</i></p> <ul style="list-style-type: none"> <li>o Uses varied modes of curriculum embedded assessments that may include pre-, formative, summative, and self-assessment measures.</li> </ul>
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

**Rating Scale for Each Dimension:**

- 3: Meets all "must have" criteria (\*\*) and most of the other criteria in the dimension.  
 2: Meets many of the "must have" criteria and many of the other criteria in the dimension.  
 1: Meets some of the criteria in the dimension.  
 0: Does not meet the criteria in the dimension.

**Overall Rating for the Lesson/Unit:**

- E: Exemplar Lesson/Unit - meets all the "must have" criteria (\*\*) and most of the other criteria in all four dimensions (mainly 3's).  
 E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 3's and 2's).  
 R: Needs Revision - is a "work in progress" and requires significant revision in one or more dimensions (mainly 2's and 1's).  
 N: Not Recommended - does not meet the criteria in the dimensions (mainly 1's and 0's).

HSS Quality Review Rubric created by Karen P. White (Massachusetts) – facilitated by Jacob Foster (Massachusetts) and drawing from the TriState Collaborative Quality Rubrics for ELA and Mathematics May 2012



# In Small Groups Discuss the Quality Review Rubric



Through the lens of one of the four domains:

- ★ Review the unit
- ★ Make note of how the unit meets the criteria of that domain
- ★ Identify places within the unit that can easily be differentiated
- ★ Use the domain to measure the quality of the unit



# MCU Tryouts



- ★ We released 29 Model Curriculum Units to districts who have been involved with the Model Curriculum Project.
- ★ Six more Model Curriculum Units will be released later this fall.
- ★ All RTTT districts may try out any released units



# Tryout Units

## Model Curriculum Units for Tryout SY 2012-2013

Content Area	Grade	Unit Title
HSS	PK/K	<i>Economic Choices</i>
ELA	1	<i>Researching and Writing with Informational Text (Topic: Animals and Habitats)</i>
HSS	1	<i>National and State Holidays</i>
Math	1	<i>The Power of TEN- Place Value of Two Digit Numbers</i>
ELA	2	<i>Second Graders Are Independent Readers, Writers, Listeners, and Speakers</i>
ELA	2	<i>Reading for Inquiry: Comprehending Informational Text</i>
ELA	2	<i>Stories Matter: Understanding and Retelling Realistic Fiction</i>
Math	2	<i>To Compose or Decompose: That is the Question!</i>
ELA	3	<i>Whose Story Is It? The Craft and Structure of Writing about History (Topic Plymouth)</i>
ELA	3	<i>Stories Matter: Reading and Connecting to Realistic Fiction</i>
ELA	3	<i>Third Graders Are Independent Readers, Writers, Listeners, and Speakers</i>
ELA	3	<i>Reading for Inquiry: Understanding Informational Text</i>
Math	3	<i>Exploring Fractions</i>
ELA	4	<i>Reading and Writing to Informational Texts: Researching Players of the Negro Baseball Leagues</i>
ELA	4	<i>Using Words and Images to Interpret and Create Metaphor (Topic Poetry)</i>



# Where to go from here?



## Tryout Best Practices:

- ★ Teach the unit
- ★ Gather comments and student work
- ★ Feedback meeting
- ★ Consolidate feedback and make revisions  
Release time stipend?
- ★ Update curriculum map



# The Team



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- ★ Karen White
- ★ Jacob Foster
- ★ Susan Whelple
- ★ Barbara Libby
- ★ Staff in the Center of Curriculum and  
Instruction and Student Assessment Office

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# QUESTIONS?

