Bishop Feehan HS January 20, 2017

 **September to June: Curriculum Planning and Assessment**

I. September to June

 Ice Breaker: What is a Curriculum?

II. Essential Questions

1. What Are They (and Are Not)
2. Essential or Not?
3. Write Your Own

III. Evidence of Learning: Assessment

1. Generate a Common Understanding
2. Assessment
3. Absolute v. Relative Gains
4. How are Assessment and Curriculum Development Linked?
5. Let’s Assess

IV: Where do We Begin? (or why do they call it Backward Design?)

1. The Bishop Feehan Student
2. Planning Backwards

 V: “The Whole Is Greater Than the Sum of Its Parts”-Aristotle

1. Unit Development

 B. Vertical and Horizontal Connections

 C. Sample Curriculum Map

VI: Next Steps

All workshop materials can be found at <http://mattersofeducation.org/workshop_materials/bishop-feehan/>

PW: shamrocks Workshop evaluation on web page CODE: *XSrC1*

Part I: What is Curriculum?

1. Ice Breaker: Using one the following 2 strategies, please define what a curriculum
2. ***Color-Symbol-Image***
3. ***3-2-1***

Participants will work individually and then share out full group to identify what they see as the salient aspects of Curriculum.

Description of Strategies:

1. **Color-Symbol-Image**

Choose a color that you think best represents the essence of that idea person, event, whatever

Create a symbol that you think best represents the essence of that idea, person, event, whatever

Sketch an image that you think best captures the essence of that idea person, event, whatever

***2. 3-2-1***

3 words

2 questions

1 metaphor/simile/analogy

II Essential Questions

1. What Are They (and Are Not!)
2. ESSENTIAL OR NOT????

Which of the Following are Essential Questions

1. What is religion?
2. How and when can Catholics use Faith?
3. What does it mean to be human?
4. What is our relationship to the world around us?
5. How do we know God exists through creation and reason?
6. Why is religion such an enduring phenomenon?
7. How has Jesus’s sacrifice led to our salvation?
8. Who are the leaders of the Church hierarchy and what is their role?
9. Is religion essential to our human experience?
10. How and when do we use the Catechism?
11. How is God revealed?

C. Write Your Own: Two EQs using the materials they brought (Some tips on p. 1 of the Materials Packet)

Using the checklist below determine if the Essential Question your partner shared meets the following criteria

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Is the question open ended and broad? |  |  |
| Is the question age-appropriate?  |  |  |
| Is the question broad enough to allow for multiple interpretations?  |  |  |
| Is the question thought provoking? |  |  |
| Can the question be revisited to encourage evolving dialogue and thought? |  |  |
| Can the question lead to other essential questions on the part of the student? |  |  |
| Does your essential question drive your planned instruction? |  |  |
| Does your essential question help the student answer “Why do I have to learn this?” |  |  |

 III Evidence of Learning: Assessment

1. Generate a Common Understanding

TS: Compass Points/Gallery Walk

Post headings around the room--Excitement, Worry, Needs, Supports

Do Independently and Then Share Out in a Gallery Walk

B. Assessment

1. What Are you Measuring?
2. Ways to Measure--Determining Acceptable Evidence
3. Best Practices
4. Grading Consistency (Horizontal and Vertical)
5. For critical and creative Thinking
6. Rubrics
7. How to use this Evidence of Learning
8. How are Assessment and Curriculum Development Linked?

TS: Chalk Talk

C. Absolute v. Relative Gains: The Growth Model

D. How are Assessment and Curriculum Development Linked?

E. Let’s Assess

1. Look at Stage 1 of a Unit (pp.4-5 in the Materials Packet)

What might be effective Evidence of Student Learning?

TS: Full Group

2. Using one of your own units, please identify/generate Evidence of Student Learning

[If you want to do this on a provided unit, please go to p. 6 in the Materials Packet]

TS: Pair-Share (be prepared to present your partner’s work)

IV: Where Do We Begin? (and why do they call it Backward Design?)

1. The Bishop Feehan Student

|  |  |  |
| --- | --- | --- |
| **KNOW**         | **DO** | **UNDERSTAND** |

1. Read Planning Backwards in The Materials Packet (p. 8)

 TS: The Final Word

 V: “The Whole Is Greater Than the Sum of Its Parts”-Aristotle

1. Unit Development
2. What every unit should contain:
3. Opportunities for Variation
4. Priorities/emphasis in our discipline

B. How Do You Build It

1. Identify Components
2. Teach to Mastery

C. Vertical and Horizontal Connections

1. What do you inherit/bequeath?
2. What else are my students learning this year?
3. How do 1 and 2 affect unit/curriculum planning?

D. Sample Curriculum Map

<https://cksschool-public.rubiconatlas.org/Atlas/Browse/View/Calendars?BackLink=Atlas_Browse_View_Calendars&Page=1&SubjectFilter%5B%5D=51&NowViewing=Atlas_Browse_View_Calendars>

VI: Next Steps