

ENGLISH LANGUAGE ARTS K-12 CURRICULUM REVIEW AND REVISION

Getting Started

- August 2012 Summer Session
 - ▣ K-12 English Language Arts Teachers

- Long-Term Transfer Goals
 - ▣ *Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.*

 - ▣ *Students will be able to thoughtfully produce texts for a broad range of audiences, purposes and tasks.*

Getting Started

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 - ▣ K-12 English Language Arts Teachers

- Understandings
 - ▣ *Effective readers use effective strategies (as needed) to construct from text.*
 - ▣ *Audience and purpose influence the structure, language, and style to achieve a goal effectively.*

- Essential Questions
 - ▣ *What do active readers do?*
 - ▣ *Why am writing this piece? Who will read this? (K-1)*
 - ▣ *How do my audience and purpose influence the structure, language and style of this piece? (4-12)*

Getting Started

- August 2012 Summer Session
 - K-12 English Language Arts Teachers

- Understanding by Design Curriculum Template
 - Adapted to match the characteristics of Avon teaching and learning

 - Ensures quality and consistency across all disciplines

The Process

How is this process different
(and better) from curriculum
writing of the past?

Before...



District group in theory

Divided into subgroups by grade



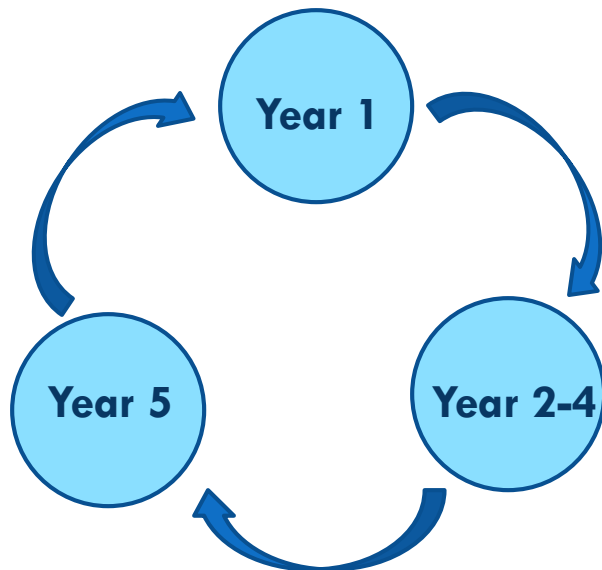
Revision completed in 3-5 days

Now ...

K-12 Committee created long-term transfer goals to guide work

Variety of integrated groups working across and within grades

5 Year Curriculum (Review and Revision) Cycle



Year 1: Presentation to CPDC

Year 2: Implement, Continuous Vertical Review

Year 3: Evaluation

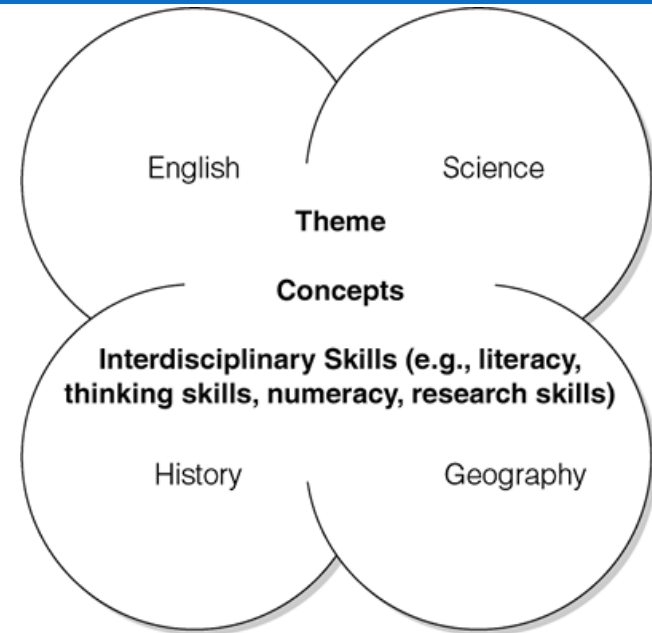
Before...

Now...

List of skills

Presented in Isolation

Teachers created their
own context



Themes are identified for each grade

Skills and understandings are
developed and applied within the
context of a theme

K-12 Continuum of Big Ideas (Themes)

Grade	Theme
Kindergarten	All About Me
Grade 1	Seasons and Change
Grade 2	Communities
Grade 3	Connecticut: Past, Present , Future
Grade 4	Regions of the United States
Grade 5	Early History of United States
Grade 6	Exploring the World: Conflict, Power and Human Rights
Grade 7	Growing Up and Surviving
Grade 8	Prejudice and the Understanding of Others

K-12 Continuum of Big Ideas (Themes)

Grade	Theme
Grade 9	Continuing Tension between Self and Society Development of the Individual Emergence of Self in the Context of Culture
Grade 10	Interpretation of Self and Society Pursuit of Power and Corruption of Self Threat of Dehumanization Tensions between Generations The Beast Within Pressure to Conform
Grade 11	Tension between the Collective and the Individual Exploration of “American” Self: Humanism, Secularism, Naturalism
Grade 12	Memory of Being Journeys Nature of Tragedy and Comedy

Before...

List of skills and content
to cover

Learning assessed on tests



Now...



Application of skills in
authentic, real world contexts
Greater Depth of Knowledge
Performance Communication
Tasks

Before...

Now...

Document what we do
(or has been done
recently).

Taught Curriculum



Review current practices and standards, thinking critically about outcomes and best practices.

Make revisions that move us forward towards improved teaching and learning.

Before...

Now...

Independent Contractor



Shared Responsibility



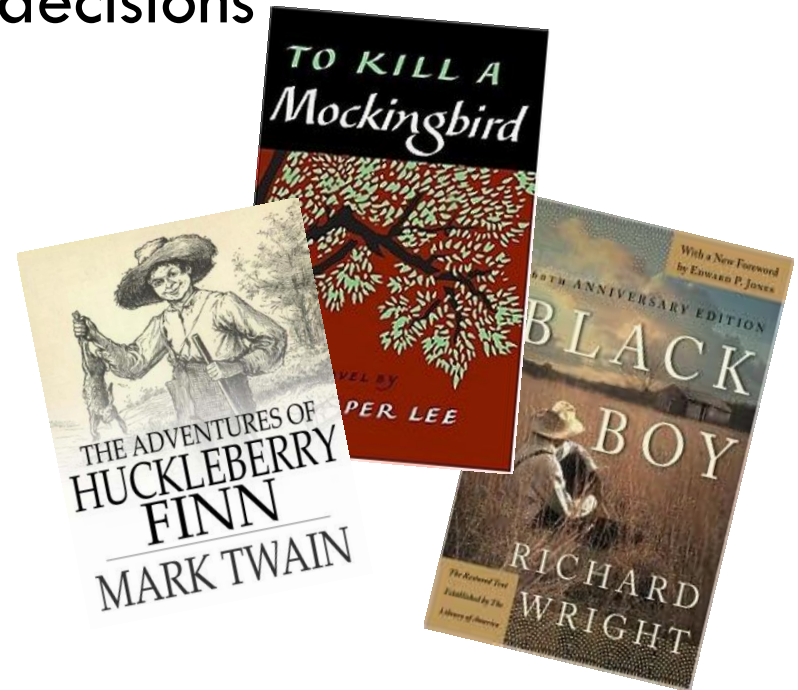
Before...

Resources drove the curriculum



Now...

Curriculum and students drive resources and instructional decisions



Where are we now?

- Curriculum, Instruction and Assessment are unified in a continuous and transparent cycle that involves the work of all teachers.

Continuing On...

- Flesh out the revised units of study at each grade level
- Reflect and revise for future implementation (continuous model of improvement)
- Develop quality performance tasks and activities