

Module Three: Curriculum Framework (65 minutes)

Module at a Glance

The focus of this module is for trainers to become knowledgeable in training others on how to utilize Curriculum Frameworks to enhance and strengthen classroom instruction across Grade Levels and Subject Areas. Trainers will navigate the Curriculum Frameworks to identify Big Ideas, Essential Questions, Concepts, Competencies, Standards and/or Eligible Content in order to guide others to create cross-curricular connections. They will also explore the Professional Development (PD) Center and will preview a professional development course on developing an aligned curriculum.

Objectives:

SASITs will:

- Explain how the Curriculum Framework guides and reinforces instruction and student learning.
- Demonstrate an in-depth understanding of the Curriculum Framework components.
- Identify ways to use the Curriculum Framework to create cross-curricular and grade level connections.
- Locate a variety of free professional development courses that grant Act 48 credit in the PD Center.

Train-the-Trainer Agenda

	Curriculum Framework: <ul style="list-style-type: none"> • Activity: Curriculum Framework Definitions – Part I • View Demonstration • Activity: Curriculum Framework Definitions – Part II • Teacher Tools: PD Center 	40 minutes
	Action Planning on Module 3	20 minutes
	Lingering Questions	5 minutes

Icon Legend



Group Activity



Presentation



Teacher Tools



Demonstration and Practice Using the SAS Portal



Action Planning Activity



SAS 101 Training Materials

Module 3 Materials Checklist

SASIT Instructor

- SASIT PowerPoint
- SASIT Training Manual
- SASIT Parking Lot posters
- Laptop or computer with hardwired Internet connection
- Content Area Strips for Curriculum Framework Definition Activity

Participants

- Name Tents
- SASIT Training Manual
- Laptop or tablet with Internet connection
- Markers (variety of colors; 4-5 markers per table)
- Post-it Notes

Equipment and Site Requirements

- Multimedia projector
- Screen
- Chart paper
- Availability of loaner laptops or additional computer access

SASIT Tip: Briefly review the **Action Plan** with participants prior to beginning the demonstration for this module.



Module 3 Action Plan:

(20 minutes)

Review the Train-the-Trainer information for Module 3 found below. Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element. This Module requires 65 minutes to provide full training.

Overview of this Module:

- Curriculum Framework Overview and Exploration
 - Curriculum Framework
 - English Language Learners (ELL) Overlay
 - Library Model Curriculum

SAS 101 Participant Objectives:

- Explain how the Curriculum Framework guides and reinforces instruction and student learning.
- Demonstrate an in-depth understanding of the Curriculum Framework elements.
- Identify ways to use the Curriculum Framework to create cross-curricular and grade level connections.



Suggested SAS 101 Agenda

Curriculum Framework	40 minutes
Activity: Curriculum Framework and Cross-Curricular Alignment	15 minutes
Lingering Questions	10 minutes
Total Duration:	65 minutes

Action Planning

Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

Section:	Critical Components to Convey in Training:
<ul style="list-style-type: none"> ▪ Curriculum Framework 	
<ul style="list-style-type: none"> ▪ ELL Overlay 	
<ul style="list-style-type: none"> ▪ Library Model Curriculum 	
<ul style="list-style-type: none"> ▪ PD Center 	

Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

Step Three: *Examples for Training*

Explore each tab in the Curriculum Framework element. Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience. Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

Section:	Example:
<ul style="list-style-type: none"> ▪ Curriculum Framework 	
<ul style="list-style-type: none"> ▪ ELL Overlay 	
<ul style="list-style-type: none"> ▪ Library Model Curriculum 	
<ul style="list-style-type: none"> ▪ PD Center 	

Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have. Share with your table and discuss. If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.



Curriculum Framework

(40 minutes)



Activity: Curriculum Framework Definitions – Part I (5 minutes)

Direct participants to review the six components of the Curriculum Framework (listed below). Distribute a set of Curriculum Framework strips (pp. 197-208); one Subject Area per table. Ask each table to identify which statement is the Big Idea, the Essential Question and so forth. Each table should keep their results for later use.

Definitions:

1. Review the definitions of **Big Ideas**, **Essential Questions**, **Concepts**, **Competencies**, **Standards** and **Eligible Content**.
 - **Big Ideas** - Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
 - **Essential Questions** - Questions connected to the SAS framework, specifically linked to the Big Ideas. They should frame inquiry, promote critical thinking, and assist in learning transfer.
 - **Concepts** - Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
 - **Competencies** - Describe what students should be able to do (key skills) as a result of this instruction specific to grade level.
 - **Standards** – Statements that define what students should know and be able to do as a result of instruction.
 - **Eligible Content** - Helps educators identify how deeply they need to cover an Assessment Anchor and/or the range of content they should teach to maximize student achievement and best prepare their students for the PSSA.

Curriculum Framework:

1. Direct participants to the **Curriculum Framework** tab in the SAS Portal.

2. Have participants identify the search tools in the **Curriculum Framework**. How many search tools did you find? What did you find under each search tool?

SASIT Tip: Relay to participants that the **Curriculum Framework** search tools allow users to navigate by:

- **Subject Area:** All Subject Areas, plus more specific areas such as Listening, Dance, or Entrepreneurship.
- **Grade Level, Band, or Stage:** Kindergarten to 12th grade, plus grade level Bands for K-2, 3-5, 6-8 and 9-12, as well as Stages for World Languages.
- **Course:** Specific courses offered at the secondary level.

3. To begin, select the **Subject Area *Mathematics*** and **Grade Level *8th Grade***, and then click **Search**.
4. A list of **Big Ideas** will populate the screen. Select the **Big Idea “*Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.*”**
5. Once you select the **Big Idea**, the related **Essential Questions, Concepts, Competencies, and Standards/Eligible Content** will populate.

SASIT Tip: A faint gray background will appear behind the selected **Big Idea**, and its related **Essential Questions, Concepts, Competencies, and Standards/Eligible Content**. Clicking a different **Big Idea** in the list in the left column of the **Curriculum Framework** will change the **Essential Questions, Concepts, Competencies, and Standards/Eligible Content** shown.

6. Demonstrate how to use the **Hide Essential Question** or **Hide Concepts** buttons to hide/show those columns within the chart. Click once to **Hide Essential Questions** and once to again **Show** them.
7. Show that the **Export/Print CF** button can be used to save the **Curriculum Framework** as a Microsoft Word document.
8. Locate the **Eligible Content** code ***M8.C.1.1.2. “Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles).”***
 - It will be the last code in the fourth row of **Standards/Eligible Content**.
9. Demonstrate how to hover your mouse over the **Standard** or **Eligible Content** code to view the text of the statement.

SASIT Tip: Clicking on any **Standard** or **Eligible Content** code in the **Curriculum Framework** will take you to the **Browse View** of the **Standards**.

10. Click on the **Eligible Content** code: **M8.C.1.1.2**

SASIT Tip: Appearance of the **Materials & Resources** button to the right of the **Eligible Content** statement indicates that there is content aligned to that **Standard** or **Eligible Content**.

11. Click on the button to show **Materials & Resources** that are aligned to the statement **M8.C.1.1.2**.

12. Point out to audience that **Vertical Angles by Math Open Reference** is aligned to the **Eligible Content M8.C.1.1.2**. This is an interactive resource that demonstrates vertical angles. Click on the link under **Web-based Resource** to view this material.

13. Click the **Curriculum Framework** tab to return to the search tool.



Activity: Curriculum Framework Definitions – Part II (5 minutes)

Using the materials from the previous Curriculum Framework Activity, have participants locate that alignment in the Curriculum Framework. Once they have found the alignment in the Curriculum Framework, have them confirm their selection as appropriate or realign their Framework.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for this section of Curriculum Framework (p. 45), identifying the key components from this section to include in their training.

ELL Overlay:

1. Click on the **ELL Overlay** tab to view an **ELL Overlay** to see related standards for **English Language Learners**.
2. Click on **Math Overlay Algebra I Listening and Reading**.

- The **ELL Overlay** will open in a new window. At the top of the second column on page 1, point out the **Competency** *“Use algebraic properties and processes in mathematical situations and apply them to solve real world problems.”*

SASIT Tip: When training be sure to point out the instructional features that will assist the teacher in helping the ELL student to achieve in their classroom.

- **Students Level of Proficiency**
- **Instructional Supports**
- **Language Use**

Use the suggested **Instructional Supports** to modify lessons so they are comprehensible to **English Language Learners** based on their proficiency levels.

- Close the window (or tab) in the browser to return to the **ELL Overlay** tab.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 3 Action Plan for this section of Curriculum Framework (p. 45), identifying the key components from this section to include in their training.

Library Model Curriculum:

1. Within **Curriculum Framework**, click on the third tab **Library Model Curriculum**.
2. Click on the **Library Model Curriculum** PDF.
 - The **Library Model Curriculum** will open in a new window. The curriculum is based on the PA Common Core Standards for English Language Arts, Reading and Writing in Science & Technology/Technical Subjects, Reading and Writing in Social Studies and History, and the Pennsylvania Academic Standards in Business, Computer, and Information Technology.
 - Locate the **Library Information Concepts** column, and show how **Competencies** related to specific **Grade Levels** are listed. To the far right, related **PA Common Core Standards** and **Business, Computer, and Information Technology Standards** are listed.
3. Close the window (or tab) in the browser to return to **the Library Model Curriculum** tab.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 3 Action Plan for this section of Curriculum Framework (p. 45), identifying the key components from this section to include in their training.



PD Center:

1. Click on **Teacher Tools**, and then click **PD Center**, and then click **Ok**.

SASIT Tip: PD Center courses are free online courses that can be used to fulfill Act 48 requirements. Each course is moderated and is self-paced. Courses are either 90 or 180 days in duration, and there are alternate assessments available in Courses 1-8 for educators who are not currently in a classroom teaching position.

2. Click on the **Class Registration** tab.
3. Scroll down to the General PD Courses.
4. Locate the course ***Developing Aligned Curriculum (SASPD_04)***.
5. Click the **plus sign (+)** and read the description of the course aloud. Then click on the **Preview** button.
6. Click on the **Assessments** tab.
7. Click on the **plus sign (+)** to the left of ***Learning Activity A-1*** to preview the requirements for the assignment.
8. Click on the **minus sign (-)** to hide the requirements.
9. Close the **Preview Mode** window by closing the tab/window.
10. Show participants that they can register for any **PD Center** course by clicking the **Register** button at the upper-right of the **Course Description**.

SASIT Tip: PD Center course participants' registration in the course begins immediately when the **Register** button is clicked. Participants can withdraw from a course at any time, but will only be allowed to register for the same course on one more occasion.



Action Plan (2-3 minutes)

Have participants complete Step One of the Module 2 Action Plan for these sections of Curriculum Framework (p. 45), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.



Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

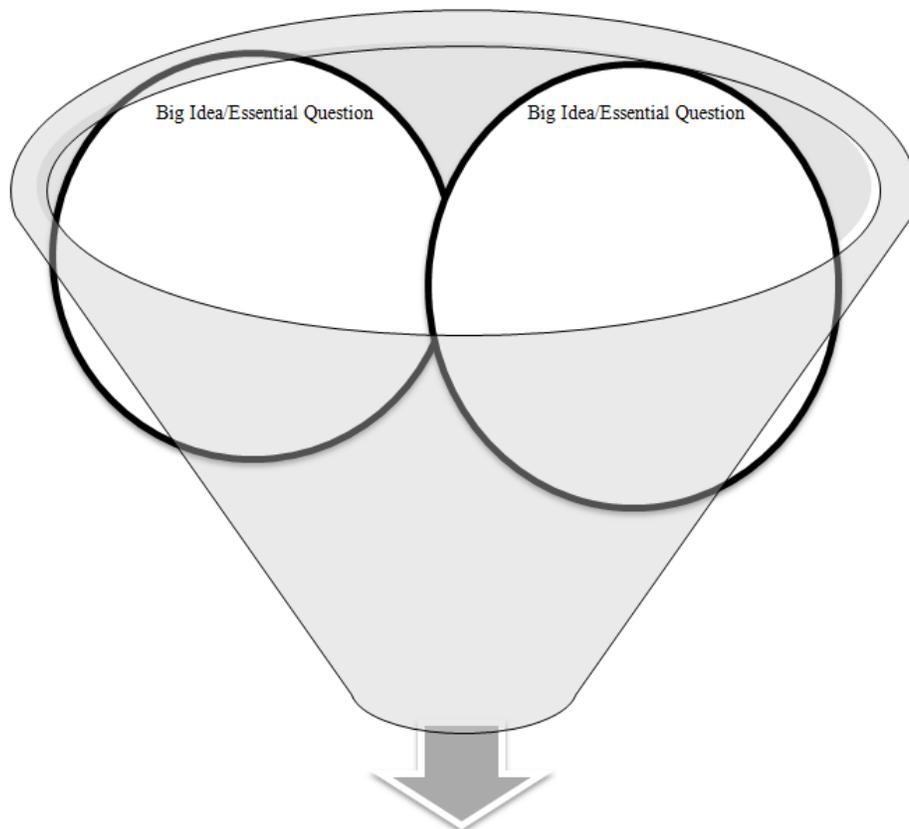
- Participants will affix any remaining questions (written on a Post-It note) to the Curriculum Framework Parking Lot.
- The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.



SAS 101 Participant Activity: Curriculum Framework and Cross-Curricular Alignment

Instructions:

- Locate a partner from a different subject area than your own. Examine the Curriculum Frameworks from your respective subject areas.
- Locate one Big Idea from your Curriculum Framework and record it in one of the circles in the graphic. Allow your partner to do the same.
- Discuss how cross-curricular alignments can be made using the Big Idea and the Essential Question(s) from that particular framework to reinforce understanding and promote student achievement.



Cross-Curricular Connections/Alignments