Standards Implementation Update

Facilitating Colorado Educator Development of Sample Curricula
Development Plan for Colorado’s District Curriculum Samples

Standards → Curriculum
An organized plan of instruction that engages students in mastering the standards
Project Goals

• Facilitating successful implementation of the new Colorado Academic Standards
• Helping build the capacity of Colorado educators to create curriculum materials based on the standards
• Bringing together Colorado’s educators to create a variety of samples that reflect the diversity of our school districts
Curriculum Framework

- Flexible
- Research-based
- Customizable given the variety of Colorado district or school curriculum design models (e.g., Marzano, Core Knowledge, Wiggins & McTighe, Ainsworth)
- Promote quality instructional design to support student achievement
## Curriculum Development Year at a Glance

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Social Studies</th>
<th>Grade Level</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name/Code</td>
<td></td>
<td></td>
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<tr>
<td><strong>Standard:</strong></td>
<td><strong>Grade Level Expectations:</strong></td>
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</tbody>
</table>
| 1. History       | 1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado  
2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States |             |   |
| 2. Geography     | 1. Use several types of geographic tools to answer questions about the geography of Colorado  
2. Connections within and across human and physical systems are developed |             |   |
| 3. Economics     | 1. People respond to positive and negative incentives  
2. The relationship between choice and opportunity cost (PFL) |             |   |
| 4. Civics        | 1. Analyze and debate multiple perspectives on an issue  
2. The origins, structure, and functions of the Colorado government |             |   |

### Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** *Think Deep, Think Different*
- **Information Literacy:** *Untangling the Web*
- **Collaboration:** *Working Together, Learning Together*
- **Self-Direction:** *Own Your Learning*
- **Invention:** *Creating Solutions*

<table>
<thead>
<tr>
<th>Unit Titles:</th>
<th>Length of Unit/Contact Hours:</th>
<th>Unit Number/Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boom and bust</td>
<td>4-5 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Territory to statehood</td>
<td>4-5 weeks</td>
<td>1</td>
</tr>
<tr>
<td>From cliff dwellings to skyscrapers</td>
<td>4-5 weeks</td>
<td>2</td>
</tr>
<tr>
<td>Public vs. private good</td>
<td>4-5 weeks</td>
<td>4</td>
</tr>
<tr>
<td>Land and lives</td>
<td>4-5 weeks</td>
<td>5</td>
</tr>
</tbody>
</table>
**Curriculum Development Unit Plan Overview**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Boom and Bust</th>
<th>Length of Unit</th>
<th>4-5 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual Lens(es)</td>
<td>Cycles</td>
<td>Standards and Grade Level Expectations</td>
<td></td>
</tr>
<tr>
<td>Inquiry Questions</td>
<td></td>
<td>Social Studies: Standard 1 (History) GLE 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Studies: Standard 2 (Geography) GLE 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Studies: Standard 3 (Economics) GLE 1 and 2 [PFL]</td>
<td></td>
</tr>
</tbody>
</table>

**Conceptual Lens(es)**: Cycles

**Inquiry Questions (Provocative-Debatable):**
- How do the decisions we make and the values we hold affect the people around us and the state in which we live (or, *Who wore their Beaver Hat to school today*)? (S.3-GLE.1-EO.c, S.3-GLE.1-iQ.1)
- Why are some demands “passing fads” while others remain constant? (S.3-GLE.1-EO.b)
- What examples of each of these demands are we currently experiencing and what are their effects/impacts?

**Concepts (Unit Strands)**: History, Geography, and Economics

**Micro Concepts**: Mining, Habitats, Natural Resources, Supply and Demand, Scarcity

**Topics**: Mountain Men, Fur Trade, Regions of Colorado, 1850s Gold Rush

**Generalizations**
My students will **Understand** that...

- Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1)
- Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2-RA.2)
- People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e [PFL])

**Critical Content**
My students will **Know**...

- The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d)
- The definition of natural resources and its specific application to the physical regions and associated populations in Colorado (S.2-GLE.1-EO.a, b)
- The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a, b; S.3-GLE.2-N.1 [PFL])

**Key Content Skills**
My students will be able to **Do**...

- Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (S.1-GLE.1-EO.c)
- Use maps to locate Colorado resources and regions
- Analyze primary and secondary sources to place significant Colorado events in historical sequence (S.1-GLE.1-iQ.3)

**Guiding Questions** (Factual and Conceptual):
- What were the major cycles of Boom and Bust in Colorado over the past 150 years? (S.1-GLE.1-EO.b, c) (F) How do economic forces and physical resources impact migratory or demographic shifts? (C)

**Critical Language**

- **Academic Vocabulary (Tier 2):** Cause and effect, relationships, resources
- **Technical Vocabulary (Tier 3):** Primary and secondary sources, boom, bust, regions

**Critical Language Example:** A student who masters the critical language of this unit can apply and comprehend this statement: *Using diaries and other primary sources from William Bent’s time, the cause and effect of the fur trade boom is easy to see.*

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*Critical Language* includes the Academic and Technical (Tier 2 and Tier 3) vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
Colorado's District Sample Curriculum Project Plan

An investment in creating sample curricula is an investment in purposeful and effective instructional design.

Developed by Colorado Educators and Supported by the Colorado Department of Education

May-July 2012
August-December 2012
January-May 2013
June 2013

Curriculum Framework and Process Guides

Definition: Framework for a year or a course curriculum and guides to support development.
Development: Developed by CDE content specialists with feedback from the field.
Deliverables:
- Customizable template
- Template with explanations and examples
- Crosswalk with district curriculum design models

Curriculum Blueprint

Definition: Completed framework template sequencing the standard's Grade Level Expectations in units plans across a course or a year that will enable mastery of the standards.
Development: Developed by teachers and district leaders across Colorado
- Supported by CDE content specialists
- Initial state level samples, followed by 5 regional workshops
Deliverables:
- Sample curriculum blueprints
  - All grades and all content areas
  - State and regional samples
  - Process Guides
  - Support for local development upon request

Sample State Level K-12 Curriculum Blueprints
Sample Regional and Local P-12 Curriculum Blueprints

Instructional Units

Definition: Elaboration of the curriculum blueprint including, but not limited to, existing and new resources, assessments, and differentiation.
Development: Developed by Colorado teachers and district leaders in 5 regions
- Supported by CDE content specialists
Deliverables:
- Sample units at each grade: preschool through 8
- Samples for high school courses

Built upon the Colorado Academic Standards, research-based practices, and public feedback

Colorado Academic Standards
- All students, all standards
- 10 content areas

Translation: Colorado Academic Standards into Curriculum
- Content and skills into concept-based curriculum and instruction
- Technical Assistance international curriculum expert, Dr. Lynn Erickson

Feedback: Ongoing and Inclusive
- Initial: CDE 2012 Symposia and Content Collaboratives
- Ongoing: Feedback loops throughout development and implementation

Informed by the Field

Field driven:
- Colorado Association of School Superintendents and Senior Administrators letter
- Colorado Standards Implementation Summit

Field generated:
- Colorado teacher leaders
- Colorado district curriculum specialists

Field relevant:
- Customizable template and processes
- Honors local control
- Diverse curriculum design models

9/10/2012 DRAFT

Direct questions or comments to Brian Sevier
Sevier_B@cde.state.co.us
Applicant data

• 408 completed applications
• 80 of 178 districts represented
• 46 of 64 counties represented
• 37% of all applicants come from districts with less than 6000 students
• 59% of all 2011 Turnaround and Priority Improvement districts are represented
Yellow or Green: Representation from that county in the applicant pool
Green: Building capacity by training facilitators in those counties
What is your current position within your school district?

- Classroom Teachers: 29.5%
- Middle School Teacher: 16.7%
- High School Teacher: 25.3%
- Principal: 0.4%
- Superintendent/Assistant Superintendent: 0.4%
- Curriculum Director: 1.5%
- Superintendent with approval: 5.3%
- Nurse: 20.9%
- Other (please specify): 0.4%
If you have participated in any CDE related projects, check all that apply.

- None: 59.3%
- Other*: 20.0%
- Colorado Academic Standards Subcommittee*: 9.9%
- CDE Assessment Subcommittee*: 4.6%
- Colorado Content Collaboratives*: 13.8%
- Integration District Grant: 2.6%
- Literacy Design Collaborative: 3.7%
- Math Design Collaboratives: 1.8%