

Guaranteed & Viable Curriculum

May 2018

Salem Keizer School District

- Increase shared knowledge about curriculum mapping
- Introduce the implementation plan to move towards guaranteed & viable curriculum
- Provide an opportunity for asking & answering questions
- Create math projection maps for the '18-19 school year

Agenda

Welcome

Intro to Guaranteed & Viable Curriculum

Types of Curriculum Mapping

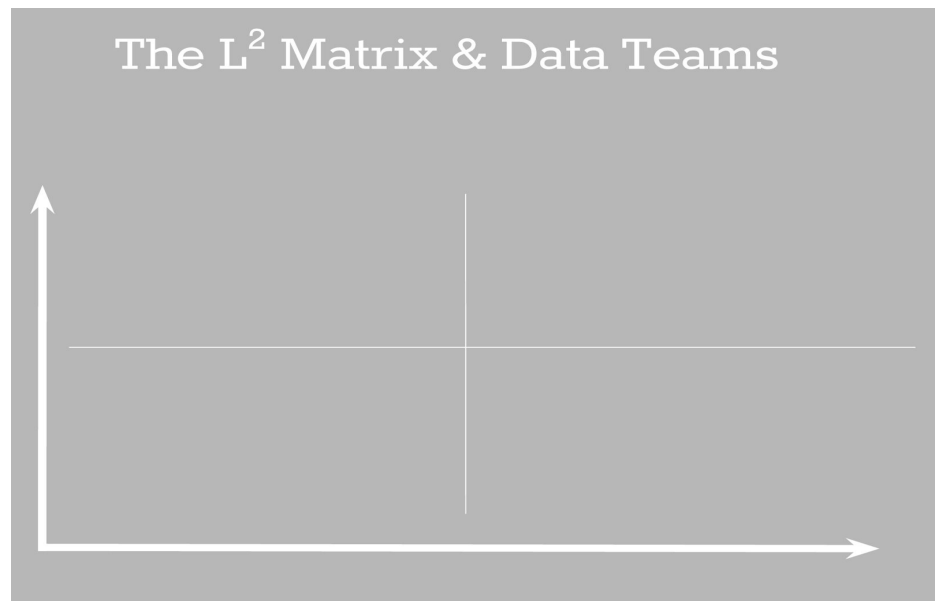
Projection Mapping

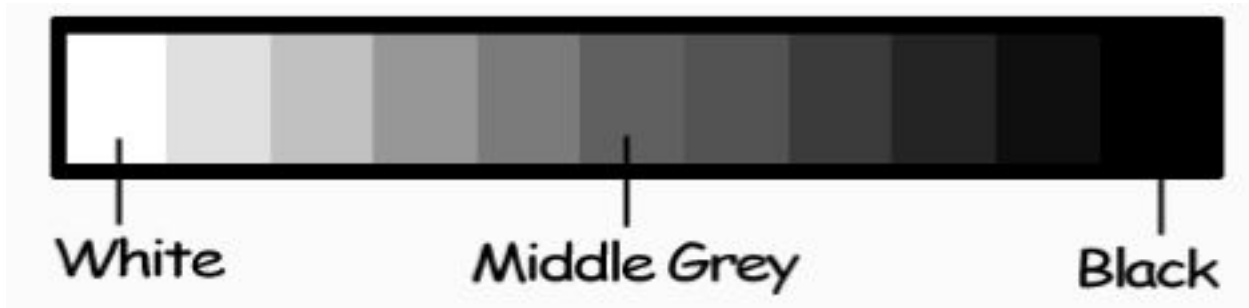
- The resources
- How to
- Work time

Verification

Next Steps

Reflection/Closing





	Type of Map	Use	Notes

Example Unit Map

Standard	Enduring Understanding	Essential Questions	Vocab	Learning Targets	Assessments	Instructional Strategies / Materials
RI.2 Identify the main topic and retell key details of a text.	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?	main idea topic retell key detail important vs. interesting text	I can define main idea/topic (who or what the text is mostly about).(K) I can identify the main idea or topic of a text.(S) I can retell the key details of a text in sequence (e.g., who, what, where, when, why, and how).(S)	-Pre assessment occurred in unit 1 (using water cycle text and DRA retell rubric lines only Response sheet graphic organizer (PM) -Recycling text using DRA retell rubric lines only	ELA Adoption Unit 2: Lessons 1,2, consolidate lessons 3 & 4, teach 5,6,9 and leave four days for lesson 11 (it's the heart!!!). Skip lessons 7,8,10 *Anchor chart (Think bubbles re: who, what, where, when, why) *CCD for main idea, retell, key detail *Relate to our writing and bridge the connection to reading (check writing to sources from adoption to strengthen link) *Model thinking aloud after using pictorial input (create w/ composting process text) *Turn and tell for practice with shared texts *Response in reading journals/sticky notes. *Response sheets-story mapping-graphic organizer. (with GRR model, shared, table groups, partners, solo, and second solo will be progress monitor). *Review other comprehension strategies and also referring to their strategy cards.

FOLLOW THE CODE:

- *Italics:* Unit Names (per Adoption)
- **Bold:** Data Team Cycle Focus Standards
- Non-Bold: Supporting Standards
- **Highlighted:** Priority Standards
- *:
Needs to be supplemented by team
- ():
Indicates the portion of the standards taught during this unit. The remaining portion will be taught during another unit. The only exception to this is when the parentheses is used by the actual standard to provide an example

List of Prioritized Clusters according to Achieve the Core

	K	1	2	3	4	5
CCA	P					
CCB	P					
CCC	P					
OAA	P	P	P	P	P	A
OAB	X	P	P	P	S	A
OAC	X	P	S	P	A	X
OAD	X	P	X	P	X	X
NBTA	P	P	P	A	P	P
NBTB	X	P	P	X	P	P
NBTC	X	P	X	X	X	X
NFA	X	X	X	P	P	P
NFB	X	X	X	X	P	P
NFC	X	X	X	X	P	X
MDA	A	P	P	P	S	S
MDB	S	S	P	S	S	S
MDC	X	S	S	P	A	P
MDD	X	X	S	A	X	X
GA	A	A	A	S	S	S
GB	S	X	X	X	X	S

Next Steps:

- Process sheets will be set up by EdEx
- Teams will work on Individual (detailed) Unit Maps
- Hold the party line (***feedback, feedback, feedback!***)
- Give yourself and your teammates a bit of grace
- Have a wonderful summer!

FEEDBACK PAGE

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Reflection:

Define Guaranteed & Viable Curriculum:

One thing I want to remember is:

One thing that is still not clear is:

One thing that would have made this time better for me: