

**“Curriculum” –
an Evolving Notion**

Where We’ve Been ... and...
Where We’re Headed...

Once Upon a Time ...

*“Curriculum” meant the textbook
or chapter we were working on.*

*Or, it meant the “TOPICS” we
were studying.*

**But Today’s Students
have Unprecedented
Access to Topics, Facts,
Information ...**

and Misinformation ...

**Today's Students Need to
be Ready for a Rapidly
Changing World**

Preparing our Students		
	20 th Century	21 st Century
# of Jobs in lifetime	1-2	10-15
Job Skills	Mastery in 1 Field	Flexibility, Adaptability Independent Problem Solving / Critical Thinking, Creativity
Educational Goals	Subject Matter Mastery	Flexibility, Adaptability Independent Problem Solving / Critical Thinking, Creativity

Beginning with the END in Mind!

"UBD Units"
(Based on "Understanding By Design" Model)

Identify the outcomes
(Maine Learning Results) ...

Then Developed Learning Activities to Help
Students Achieve those

Learning Target Example Grade 2 Math



Graduation Standard:
Interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions

Performance Indicator K-2:
Measure, compare and estimate lengths in length units and standard units. (CCSS K.MD.A, 1.MD.A, 2.MD.A-B)

Grade 2 Targets

- I can select an appropriate tool (ex. Ruler, yardstick, meter stick, measuring tape) to measure and object.
- I can accurately measure the length of an object to the nearest inch and centimeter.
- I can estimate the length of an object to the nearest inch, centimeter, meter or feet.
- I can select several appropriate units of length (ex. cm., m. in., ft.) to measure an object.
- I can measure to determine how much longer one object is than another, using standard length unit.

GRADUATION STANDARD 2: Types & Purpose of Writing - Write clear and coherent arguments, informative and narrative writing for a range of tasks, purposes, and audiences. (CCWA 1, 2, 3, 4, 10)

	K	1	2	3	4	5
Opinion and Argument Writing <i>By the end of 5th grade student should be able to...</i> Write opinion pieces on topics or texts, supporting a point of view with reasons and information that: (W.1)						
<ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.1a) Provide logically ordered reasons that are supported by facts and details. (W.1b) Link opinion and reasons using words, phrases, and clauses, and provide a concluding statement or section related to the opinion presented. (W.1c-d) 						
Is skilled at (in context) stating, drawing, or dictating an opinion (A)	P	r	s			
Is skilled at (in context, after a delay) stating an opinion, providing a reason and a concluding statement (B)	I	D	P	r	r	S
Is skilled at (in context, after a delay) developing an opinion and supporting it with multiple reasons and a distinct concluding statement (C)	I/D	P	r	r	S	
Informative/Technical Writing <i>By the end of 5th grade student should be able to...</i> Write informative/technical texts to examine and convey ideas, concepts, and information that: (W.2, L.3)						
<ul style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically. (W.2a) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.2b) Use a variety of transitional words, phrases, and clauses to manage the sequence of events and link ideas. (W.2c, W.3c) Use precise language, domain-specific vocabulary, and sensory details to explain a topic or convey experiences. (W.2d, W.3d) 						
