Course Pacing Guide

COURSE TITLE GOES HERE

ALL WRITING IN BLUE PROVIDES INSTRUCTIONS AND SHOULD BE DELETED BEFORE FINALIZING THE GUIDE

The curriculum designer can replace this box with an appropriate picture or image, or this box can be deleted.

Coeur d'Alene School District 271
1400 N. Northwood Center Ct.
Coeur d'Alene, Idaho 83814

Board Approved (INSERT DATE)

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The Purpose of this Document

Coeur d'Alene School District Board policy 2100 states, "a written, sequential curriculum shall be developed for each course and subject area in order to ensure an equitable education for the District's students. It shall also address content and program area performance standards and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking." Further, Board policy states, "Instructional personnel are required to teach the District's curriculum. In the implementation of the curricula, teachers shall utilize appropriate instructional methodologies and materials necessary to meet a wide variety of student needs." Additionally, the curriculum will be regularly evaluated for efficiency, effectiveness, and equity.

The purpose of this curriculum document is to provide guidance for teachers and administrators for delivering high-quality learning for the District's students. It is a living document that will change over time in response to trends in student learning, as demonstrated through varied assessments, and new understandings in course content. Changes made to the document will follow a cycle of design and reflection as explained in the Curriculum Management Plan.

The District relies on the work of Grant Wiggins and Jay McTighe in defining curriculum as "the specific blueprint for learning that is derived from desired results, as defined by content and performance standards" (2008). A resource or textbook is not a curriculum. Rather, curriculum should specify the experiences, instruction, assignments, and assessments students will need to achieve the desired results. *Desired results* can be defined as what students should be able to know, do, and understand as a result of their learning. In addition, curriculum should serve to both focus on what is essential in student learning and to connect learning within and across content, grade levels and schools. Curriculum should be standards-based, and provide a clear, valid and measurable set of standards and objectives aligned to local, state and national curriculum standards.

Philosophy of Curriculum

In the Coeur d'Alene School District, curriculum design teams strive to design a curriculum that is authentic, purposeful, equitable, clear, focused on student empowerment, and part of an ongoing cycle of improvement.

Curriculum must be focused on student empowerment.

Curriculum should provide a roadmap for teachers to build learning experiences that lead to student empowerment. As George Couros writes in the *Innovator's Mindset*, "*Engagement* is more about what you can do for your students. *Empowerment* is about helping students to figure out what

they can do for themselves." Curriculum and curricular resources should provide teachers the tools they need to design learning experiences that empower students to pursue their futures.

To achieve this goal, curriculum should be undergirded by the "PEAK" principles described by Ted Dintersmith in *What School Could Be.* PEAK principles address designing for student empowerment through the thoughtful considerations of *purpose*, *essentials*, *agency* and *knowledge*. These are described below:

> **"Purpose**--students attack challenges they know to be important, that make their world better.
> **Essentials-**-students acquire the skill sets and mind-sets needed in an increasingly innovative world.
> **Agency**--students own their learning, becoming self-directed, intrinsically motivated adults.
> **Knowledge**--What students learn is deep and retained, enabling them to create, to make, and to teach others" (Dintersmith, 2018, p. xvi).

Curriculum design must be informed by these principles, understanding that "content covered is not content retained" (Dintersmith, 2018, p. 63). Therefore, curriculum designers must write curriculum using a feasible number of standards and objectives that guide the teacher in focusing instruction on the essential knowledge and skills students need to master. Focused curriculum affords students the time to dive into deep learning rather than skim surface content.

Curriculum must be authentic.

Curriculum must be grounded in current research in the field of study and steeped in the practices of cognitive apprenticeship. Curriculum must demand students think as mathematicians, observe and hypothesize as scientists, write as authors, read as researchers, and create as artists and engineers. Dintersmith writes, "It's important to distinguish between teaching someone a subject and helping them learn to think like an expert in the field" (2018, p. 70). Relevant, rich, and rigorous curriculum apprentices students in authentic practices.

Further, curriculum design must focus on developing authentic application of the District's Portrait of a Graduate and 21st Century skills: creativity and innovation, critical thinking and problem solving, communication, collaboration, character and content knowledge. To do so, the District promotes the Partnership for 21st Century Learning's six guiding recommendations for 21st Century Curricula:

1. Develop Curricula for Understanding: Ensure that curricula are designed to produce deep understanding and authentic application of 21st Century skills. This by definition will enable the development of 21st Century skills; curricula should include models for appropriate learning activities that accomplish 21st Century skills outcomes.
2. Unpack the Standards to Articulate Essential Concepts and Skills: Use curricula to articulate the essential understandings and 21st Century skills contained within the standards. Ensure all curricula materials (curriculum guides, model units) clearly identify the big ideas and 21st Century skills as the goals for learning.
3. Build Widespread Consensus Around the Big Ideas and Essential Questions: Involve educators and stakeholders at all levels to ensure the big ideas, essential questions and

enduring understandings— particularly those that emphasize 21st Century skills—are supported and understood.

4. Use Curriculum-Embedded, Performance-Based Assessments: Design and implement curriculum-embedded, performance-based assessments that are integrated and aligned with the state accountability system.
5. Commit to Continuous Improvement in 21st Century Curriculum Design Processes: Commit to an ongoing process of reflecting upon and revising curricula with the purpose of improving the teaching and learning of 21st Century skills over time.
6. Collaborate: Educators should initiate meaningful partnerships with key stakeholders, content developers and curriculum providers to ensure a wide range of instructional products are designed to produce 21st Century skills outcomes (Hanover, 2017).

While pieces of these guiding recommendations are considered in more detail through other District documents, including the Instructional Framework, the Assessment Plan, the Equity Framework, and the Professional Development Plan, it is important to note these guiding recommendations, as embodied in these various documents, work in coordination with and alignment with one another.

Curriculum must be purposeful.

To apply these guiding recommendations, the District uses the work of Jay McTigh and Grant Wiggins in *Understanding by Design,* who advocate for creating curriculum beginning with the end (or desired results) in mind. Designing curriculum with the end in mind ensures curriculum is purposeful and avoids two problems that can plague ineffective curricular practices: the first is using a textbook as the curriculum rather than a resource; the second is assuming engaging activities without a clear purpose lead to deep learning. In the first scenario, deep learning is often sacrificed to coverage of content. In the second scenario, there is often excitement and fun without any intentional learning attached. By beginning with the end in mind and planning backward, curriculum designers are better able to align deep and engaging instruction with purpose and intention.

Curriculum must be equitable.

Curriculum must be designed to provide equitable outcomes for all students. This requires maintaining high expectations and rigor for all while also providing the flexibility to meet individual student needs. To maintain this balance, the District has identified those curriculum components that are tightly held, or non-negotiable across the district, and those curriculum components that are loosely held, or decided upon at the building or classroom level. These are discussed in more detail below.

In addition to balancing high expectations with the flexibility to meet individual student needs, designing for equity requires horizontal coordination and vertical alignment. Horizontal coordination occurs when student learning and outcomes in one course mirror student learning and outcomes in that same course across a school or district. For example, a student taking Integrated Math 1 from a specific teacher at Lake City High School would be expected to have the same learning and outcomes as a student taking Integrated Math 1 from a different teacher at Coeur d'Alene High School. When curriculum is horizontally coordinated, students should receive the same outcomes regardless of teacher or school (Hanover 2015).

Attending to vertical alignment also helps address issues of equity by eliminating gaps or redundancies in student learning across grade levels or courses and by allowing students to access future learning experiences. Curriculum is vertically aligned when learning in one lesson, course, or grade level prepares students for the next lesson, course, or grade level. Curriculum must be purposefully sequenced to enable students to advance in fields of study. When curriculum is vertically aligned, students are prepared to tackle progressive courses and grade levels (Hanover 2015).

In addition to vertical alignment, it is important to address alignment of curriculum, instruction, and assessment. Using Fenwick English's "doctrine of no surprises", students should not be held accountable on assessments for knowledge and skills they have not been taught (2002, p. 55). Taken a step further, curriculum should be aligned to state standards in order to allow students to perform well on state assessments and achievement tests. Research supports this. "Numerous studies confirm that students receiving a curriculum aligned with achievement tests and state standards outperform their counterparts who do not receive the same level of instruction" (Hanover 2013). For students to perform well on multiple measures of achievement, curriculum alignment to instruction and assessment is vital.

Equitable curriculum must also be regularly revised based on analysis of student performance data broken down by subgroups. When student performance data demonstrate students within different demographics are not performing as well as their peers, it is important to review the curriculum to ensure it is reinforcing equitable practices for all students.

Curriculum must be clear

Mike Schmoker wrote, "clarity precedes competence" (2004, p. 85). In order for teachers to be able to competently use the curriculum, the curriculum itself must be clear. Therefore, curriculum should--at a minimum--be user friendly, and by Board Procedure 2100 P, it must contain the following components:

- State and national standards.
- Connections within the curriculum to the District's Portrait of a Graduate.
- Objectives that specify what, when and how the actual standard is performed, and the amount of time to be spent learning.
- Assessment evidence that states the skills, knowledge, and concepts to be assessed as well as the alignment between objectives and district and/or state performance assessments.
- Specific, documented prerequisites or descriptions of discrete skills or concepts required prior to the learning.
- A delineation of primary instructional resources to be used, supplementary materials or instructional resources to be used, and a statement of the "match" between the basic text or instructional resources and the curriculum objectives.
- Specific examples for approaching key concepts or skills in the classroom.
- Opportunities for differentiation, re-teaching, and extensions.

Additional components recommended for inclusion in the course pacing guide are:

- Philosophical principles underlying the course content.
- Enduring understanding or big ideas present in the learning.
- Essential questions that will provoke thinking, understanding, and transfer of learning.
- Opportunities for student self-assessment and reflection.

- Explanations of common misconceptions in student learning.
- A pacing calendar and course overview.
- Explanations of alignment to learning in future courses.
- Tips for success in managing potential student struggling points as well as classroom management tips for the learning experiences.
- Evidence-based best practices for technology integration.
- Academic vocabulary
- Embedded thinking strategies that promote metacognition, as described by Keene and Zimmerman in *Mosaic of Thought* (1997).

Curriculum development must be ongoing.

Curriculum documents should be living documents that receive regular attention and revision based on student data and performance. Again, the District borrows heavily from the principles of backward design described by McTighe and Wiggins in *Understanding by Design* (2008).

Stage 1—Identify Desired Results and Objectives: In this stage, curriculum designers specify what students should be able to know, understand and do as a result of the learning. Desired results should be worthy of student time and effort. Desired results should be rigorous, be enduring, and be transferable. They should focus on the most essential skills and content, and be aligned to state standards. Desired results can be rewritten as user-friendly objectives, which should be specific in terms of content, context, and cognitive type. In this stage, designers also consider vertical alignment and spiraling. Key questions at this stage include: How will students be able to transfer their learning? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus for all learning? How do the PEAK principles live in the desired results? How do the desired results embody or lead to student empowerment? How is the District's Portrait of a Graduate and 21st Century learning reflected in the desired results?

Stage 2—Determine Assessment Evidence: In this stage, curriculum designers work within the assessment framework to develop assessments that provide acceptable evidence of the desired results identified in stage 1. It is critical to pay attention to alignment between desired results and assessment in this stage. Key questions for curriculum designers to consider include: How will educators know if students have achieved the desired results? What is acceptable evidence of student understanding and their ability to use (transfer) their learning in new situations? How will student performance be evaluated in fair and consistent ways? How can assessments be made more authentic? How do experts in the field demonstrate their mastery? How do the assessments promote PEAK principles?

Stage 3—Chunk Learning into Units and Sequence Learning: In this stage, curriculum designers consider how to best chunk and sequence learning to allow for deep learning experiences that promote 21st Century skills and concepts. Key questions for curriculum designers to consider include: How will we support learners as they come to understand important ideas and

processes? How will we plan for student agency and for students to transfer their learning? What knowledge and skills will students need to perform effectively to achieve desired results? What suggested activities, sequence, and resources will best help teachers in planning their instruction? What types of experiences provide for equitable, authentic learning? What activities do experts in the field engage in to learn? What current research should inform teacher practice?

Stage 4--Finalize the curriculum in user-friendly guides and communicate with appropriate stakeholders: In this stage, curriculum designers strive for clear communication to all stakeholders through the finalization of the curriculum through user-friendly guides, Board approval of the curriculum, and professional development for teachers in the use of the curriculum. Key questions for curriculum designers at this stage include: How clear are the expectations for the use of the curriculum? Would inexperienced as well as experienced teachers find the curriculum guides helpful? Have all stakeholders been included in the dissemination of the documents? What training in the use of curriculum or resources would be most helpful?

Stage 4--Analyze and revise curriculum based on student performance data. In this stage, curriculum designers use multiple measures of performance, including quantitative and qualitative data, to determine the effectiveness of the curriculum. Based on this analysis, curriculum designers revise the curriculum for coherence and effectiveness. Key questions for designers in this stage to consider include: What story is the data telling us about how our students performed in this course? What subgroups or populations performed higher or lower in this course in comparison to their peers? Where does the data suggest there are gaps in learning? Where did students perform particularly well? In what ways did students become more empowered to pursue their futures as a result of this curriculum? Based on this information, how can designers strengthen the curriculum?

Through the thoughtful design of curriculum that is authentic, purposeful, equitable, clear, ongoing, and focused on student empowerment, the Coeur d'Alene School District aligns with its mission to provide each student powerful learning in every subject, at every age, and in every learning environment and to ensure that each student achieves at high levels, regardless of individual differences, gender, ethnicity, language, ability, socio-economic status, or experiences of trauma.

Tightly and Loosely Held Curriculum Components

As explained in Board Procedure 2100P, to successfully manage the necessary tension between upholding standards for students while maintaining the flexibility to reach each student's unique needs, it is important to identify which curriculum components will be tightly held, or non-negotiable decisions made at the District level, and which curriculum components will be loosely held, or managed at the classroom or building level. Those components that are tightly held, or non-negotiable, require Board approval to revise and amend.

Those components that are loosely held, or school-based components, do not require Board approval to revise. The following chart clarifies these components:

Locus of Control	Curriculum Component	Explanation
System-Wide Decisions, Tightly Held and Non-Negotiable	Vision, Mission, and Goals	Core beliefs
	Standards	National and state standards, priority standards, outcomes, student expectations, and objectives.
	Instructional Model	Student-Centered, equitable, engaging instruction that employs concepts of purpose, essential skills, agency and knowledge.
	Aligned Primary Resources	Textbooks and district resources.
	Curriculum Guides	Year-at-a-glance and semester scope of curriculum, unit targets and success criteria, assessments, and progress monitoring tools (some formative).
	Formal Assessment	National and state assessment, criterion-referenced assessments, summative, diagnostic and benchmark assessments.
School-Based Decisions, Loosely Held and Flexible	Lesson Planning	Daily and weekly lesson plans developed from curriculum guides, which can integrate relevant and timely topics and events. Teachers should have the autonomy, flexibility and responsibility to meet student needs.
	Instructional Delivery	Instructional strategies and innovative approaches that fit within the instructional model.
	Aligned Supplementary Resources	Supplemental resources and materials that enhance the coherence of the total curriculum without supplanting the major instructional resources.
	Response to Student Needs	Differentiation, collaborative grouping, programming, enrichment, remediation, monitoring and feedback.
	Instructional Evaluation	Additional formative assessments to inform instructional decisions.

Document Organization:

This document is organized from a broader overview with the Year-at-a-Glance and moves toward more specific information about the units within the course. Appendices are provided to add clarity and examples to aid both teachers and administrators in implementing the curriculum.

References

Couros, G. (2015). *The innovator's mindset: empower learning, unleash talent, and lead a culture of creativity*. San Diego, CA: Dave Burgess Consulting, Inc.

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Schmoker, M. (2004). Tipping Point: From Feckless Reform to Substantive Instructional Improvement. *Phi Delta Kappan*, *85*(6), 424–432. https://doi.org/10.1177/003172170408500605

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Title of Course: Curriculum Overview

Mission Statement

Mission statement or philosophy statement of the content area.

Program Purpose and Goals

This will typically be written in a narrative format. In writing this section, the following questions might be considered:

- What is the purpose of this course? What are some of the programmatic goals? Goals might be related to academics as well as the whole child.
- What elements of PEAK (purpose, essential skills, agency, and knowledge) are intentionally built into this course?
- Of the six components of the District's Portrait of a Graduate (creativity, critical thinking, collaboration, communication, character and content knowledge), which elements are specifically and intentionally focused on through this course?
- Which set(s) of standards documents does this course tie to (e.g.: The objectives for this course draw from the Idaho Content Standards for Mathematics, 2017).?
- What open-ended, differentiated challenges are being introduced to invite struggle in service of conceptual understanding?
- What opportunities are being provided for students to "uncover" and synthesize key ideas?
- What resources will be provided to support thinking and understanding?
- How can technology be integrated as a tool to increase rigor, depth, access, and opportunity?
- What protocols, thinking routines, and linguistic frames will be used to guide group conversations and promote participation by all?

Program Characteristics

Teacher Dispositions and Student Outcomes

Include as many of the teacher dispositions and student outcomes as would be helpful for teachers teaching this course and delete the boxes that are not applicable. The teacher dispositions on the left should lead to the student outcomes on the right.

Teacher Dispositions (What could or should teachers intentionally be planning, designing, or implementing during this course)	Student Outcomes (What would be the observable evidence of what the teacher has planned, designed, or implemented in terms of student skills, behaviors, products, etc.?)

What teacher moves or expert practices might teachers heavily rely on in this course?	What would an observer notice about how students are engaged in their learning? What would someone see that shows students are empowered to be active participants in their learning?
How might or should teachers approach this course based on the focus or philosophy of their school (e.g. project-based learning, stem focus, arts focus, etc.).	What would student outcomes look like in this course as a result of the different foci or philosophy of their school(s)?
How might teachers creating opportunities for students to engage with the content that has meaning beyond the classroom?	What would students be doing or creating that demonstrates the relationship between their learning and their lives outside of school?
What should teachers encourage in their students through this course? Why?	How would an observer determine that students were empowered with and engaged in specific roles and responsibilities during this course?
What opportunities might teachers provide to students to explore topics of interest and explore their learning with others?	What evidence would an observer find of students demonstrating curiosity, autonomy, and agency by asking their own questions and investigating beyond the content provided?
What resources will be most helpful for teachers to draw upon in this course?	What evidence would an observer find of students independently use the environment- including materials, displayed work, and spaces for collaboration- as resources for their own learning?
How might teachers leverage student understanding by activating schema, determining importance, monitoring for meaning, asking questions, creating inferences, using sensory imagery, and synthesizing? (Keene & Zimmerman, 1998).	What evidence would observers find of students using thinking strategies authentically, flexibly and independently in service of understanding? (Keene & Zimmerman, 1998).
How might teachers align objectives, tasks, and assessments with the essential questions and enduring understandings while communicating these with their learners?	What evidence would observers find of students demonstrating their own understanding and articulating their own growth towards learning objectives? What evidence would observers find of students being able to advocate for their learning needs?

What structured opportunities might teachers provide for learners to create and discuss claims, evidence, and reasoning?	What evidence would suggest students are exploring and making connections between information from multiple sources in varied ways? In what ways would an observer find students leading respectful, learning focused discussions that capitalize on the multiple perspectives of their peers?
How might teachers design academic language supports that deepen learners' conceptual understanding?	What evidence would an observer find of students using academic vocabulary to demonstrate their understanding?
What data should teachers use to hone priorities for instruction? How might teachers using data to differentiate instruction with flexible groupings and scaffolds?	What evidence would an observer find of students receiving differentiated instruction?
How might teachers gather evidence of learners' understanding before, during, and after the unit of study?	What evidence would an observer find of students self-assessing, setting and refining goals, and reflecting on their growing understanding?
How should teachers ensure student mastery learning? What should or should not be assumed?	What evidence would an observer find of students understanding, remembering, and applying their learning in new contexts?

Environment

This section explains in narrative form some of the best practices for creating a positive environment for this learning to occur in. Questions worthy of consideration include:

- How might the classroom environment be structured to maximize student learning?
- What important aspects of classroom culture (e.g.: student-centered, respectful dialogue between students, opportunities for student agency and choice) will be intentionally reinforced through this course of study?
- What physical components or objects in the classroom might be most helpful to aid in student learning?
- Knowing that providing peer models builds student self-efficacy and that “publishing” student work can provide opportunities for celebration and reflection, how might artifacts of student learning be curated or displayed?

- What suggestions might help the teacher in structuring the classroom environment to optimize student learning (e.g. word walls, flexible seating, concept maps, anchor charts, etc.). How is the furniture arranged to invite collaboration and accommodate for individual learners' needs?
- How might resources, strategies, norms, and content that represent diverse strategies and perspectives be displayed?
- How might learning materials be organized and to provide accessibility for students?

Year-at-a-Glance

Year-at-a-Glance	Course/Subject		Code	Course Code
	Prerequisite Courses (if applicable)	Any prerequisite courses would go here. (Not prerequisite skills)	Grade Level	All applicable grade levels.

Days of Instruction	Unit Concept, Theme, or Big Idea	Assessments	Notes
This should not be smaller than 5 days or larger than 15 days.	Major concepts to be taught.	What summative (internal district or state or national testing) occurs here?	This might be left blank. If there are experienced teacher moves that could be included, this would be good here.
	Additional rows can be added.		

Scope and Sequence

Grade Level:	Course or Content Area:	
	Priority Objectives	**Supporting Objectives**
UNIT 1 Title	*Approximately 1-3 Unit Level Objectives go here. These should be rigorous with a DOK of 3 or 4. These need to specify context and cognitive type. They should be specific and measurable. They should also specify what mastery looks like. Approximate time of each unit should be 6-9 weeks. (In Math, Standards for Mathematical Practice should be represented here).*	Module 1: *Supporting objectives go here. These might be less rigorous. More or fewer modules might be added. Approximate time of each module should be 5-10 days.*
		Module 2:
		Module 3:
UNIT 2 Title		Module 1:
		Module 2:
		Module 3:
UNIT 3 Title		Module 1:
		Module 2:
		Module 3:
UNIT 4 Title		Module 1:
		Module 2:
		Module 3:
UNIT 5 Title		Module 1:
		Module 2:
		Module 3:

UNIT 6 Title	Additional units can be added or removed.	Module 1: Additional modules can be added or removed.
		Module 2:
		Module 3:

Unit Plans

A unit plan should be created for each unit within the course. This template can be copied and pasted.

Unit Concept, Theme or Big Idea: **What is this unit about? What is the focus?**

Enduring Understandings: What are the specific inferences, based on the big idea or theme, that have lasting value beyond the classroom? Please write them as full-sentence statements. A frame for this is: What do we want students to understand and be able to use several years from now, after they have forgotten the details.

Essential Questions: A question (or question(s) that lie at the heart of the subject or curriculum and promotes inquiry. This should not result in a single answer but produce different responses among thoughtful and knowledgeable people. This can be overarching or unit-specific. Depending on the length of the unit, there should usually be 1-3 essential questions.

Pre-Assessment: How will teachers and students assess what students already understand?

Priority Objectives:	**Unit Assessment / Performance Task:**
Derived from priority standards or clusters of priority standards, what are the priority objectives students need to master in this unit? Priority objectives should be aligned to standards in content and context, and as deep as or deeper than the priority standards in cognitive type.	*The target situation in which students demonstrate their learning or the priority objectives at the mastery level, showing TRANSFER of concepts, skills, and knowledge. The unit assessment should be aligned to the priority objectives in content, context, and cognitive type.*

Standards Tie-In:
Essential Standards: (Please write out (include the number and/or code) the priority standards for the unit. These should align to priority objectives).
Supporting Standards: (Please write out (include the number and/or code) the supporting standards for this unit.).

Key Concepts: For the entire unit. These might include thinking strategies, cross-cutting concepts, or standards for mathematical practice.

Teacher Notes: When considering teaching this unit as a whole, what are key considerations for the students? Key areas of focus, rigor, and real-world connections? How can you make this relevant to students? How could this be integrated with other units (made interdisciplinary?). How can this unit be adapted to incorporate the focus of the school (e.g. arts integration, stem, or project-based learning)?

Anchor Activity: What might be used at the beginning or throughout the unit to help students build knowledge and focus their inquiry? For example, will students be adding on to a concept map? Will students be investigating an artifact or creating a product over time? (e.g. raising a living thing, building something?).

Link to District's Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this unit address most? (Although it could address multiple components, choose the ones that this unit is intentionally designed around). In what ways do the learning experiences within this unit support this component? How will students demonstrate their growth or progress in that specific component?

Time Suggestion: What is the suggested timing of this unit? (It is helpful to add in a few days for flex). Please explain the number of hours and days suggested (e.g., This recommended length of this unit is 6 weeks of 55 minute periods or 3 weeks of 90 minute periods). In most schedules, units should typically be 6-9 weeks.

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 1: *Title/Conceptual Support/Enduring Understanding that Supports Big Idea*	# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?	
Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?	
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)	
Alignment to future learning: How will module build knowledge for future modules or units?	

Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?	**Assessment or Evidence of Student Learning:** How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?
Supporting Objective(s): Smaller objectives that lead students to priority objectives.	

Academic and Content Vocabulary: **Tier 2 and 3 words students will need to be able to know and use to be successful in this module.**

Suggested sequence of learning experiences within this module:	**Materials/ Resources Recommended**	**Formative & Self-Assessments**	**# days**
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Sample Module Assessment: **(Provide an example of an assessment item here).**			

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 2: *Title/Conceptual Support/Enduring Understanding that Supports Big Idea*	# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?	
Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?	
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)	
Alignment to future learning: How will module build knowledge for future modules or units?	

Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?	**Assessment or Evidence of Student Learning:** How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?
Supporting Objective(s): Smaller objectives that lead students to priority objectives.	

Academic and Content Vocabulary: **Tier 2 and 3 words students will need to be able to know and use to be successful in this module.**

Suggested sequence of learning experiences within this module:	**Materials/ Resources Recommended**	**Formative & Self-Assessments**	**# days**
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Sample Module Assessment: **(Provide an example of an assessment item here).**			

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 3: *Title/Conceptual Support/Enduring Understanding that Supports Big Idea*	# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?	
Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?	
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)	
Alignment to future learning: How will module build knowledge for future modules or units?	

Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?	**Assessment or Evidence of Student Learning:** How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?
Supporting Objective(s): Smaller objectives that lead students to priority objectives.	

Academic and Content Vocabulary: **Tier 2 and 3 words students will need to be able to know and use to be successful in this module.**

Suggested sequence of learning experiences within this module:	**Materials/ Resources Recommended**	**Formative & Self-Assessments**	**# days**
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance).	A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.		
Sample Module Assessment: **(Provide an example of an assessment item here).**			

Add as many of these as might be helpful. Some of these might not be developed until year 2 revisions of the curriculum.

Appendix A (Specific to this Course)

Sample Model Lessons

Menu of Strategies

Professional Resources / Aids

Include which standard(s) document(s) was (were) used or referenced in the creation of this document. Include the year of document. (Consider citing the source in APA style).

Samples of Student Work / Exemplars

Assessment Instruments / Rubrics (Must be included)

Appendix B (District Appendices Applicable to All Courses)

Portrait of a Graduate

District Instructional Model

Assessment Framework

Glossary

GLOSSARY

Anchor Activity: A lesson or activity that stretches across a unit of instruction. The purpose of this lesson is to help ground students in the course of study and could also be used to launch into inquiry, to track growth or learning over time, and to excite student curiosity and wonder. Examples could be hatching chicks in a unit about life cycles or a concept map created in response to an essential question.

Assessment: Measures of student performance against specific goals and criteria.

> **Formative:** Ongoing assessment used to monitor performance, provide feedback to teachers and students, and allow for adjustments to improve learning (McTighe & Willis, 2019, pg. 162).
> **Performance Tasks or Authentic Assessments:** An assessment that requires students to apply their learning and develop a product or performance (McTighe & Willis, 2019, pg. 167).
> **Summative Assessments:** An assessment that evaluates the degree to which students have achieved the targeted learning goals (McTighe & Willis, 2019, pg. 170).

Big Idea: A transferable idea--concept, principle, theme, or process--that should serve as the focal point of curricula (McTighe & Willis, 2019, pg. 158).

Cognitive Depth: The level of rigor or complexity of thinking required to master an objective. The Coeur d'Alene School District relies on the work of Dr. Norman Webb and Webb's Depth of Knowledge to determine cognitive depth. When appropriate, cognitive depth might also be described using Karin Hess's matrix, which combines the Depth of Knowledge with Bloom's Taxonomy.

Content Alignment: The match between the curriculum content and the assessment content (English, 2001, pg. 104).

Context Alignment: The match between the format of the instructional materials and the format of the assessment (English, 2001, pg. 104).

Essential Question: "A question that lies at the heart of a subject or curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject." They should be open-ended and could be overarching or unit-specific. (Wiggins 2005). Additionally, essential questions should be thought provoking and intellectually engaging, often sparking discussion and debate. Essential questions should call for higher-order thinking, such as analysis, inference, evaluation, or prediction, and cannot be effectively answered by recall alone. Effective essential questions spark additional inquiry, require support and justification, and can be revisited over time.

Enduring Understanding: "The specific inferences, based on big ideas, that have lasting value beyond the classroom...designers are encouraged to write them as full-sentence statements." They answer, "What do we want students to understand and be able to use several years from now?" (Wiggins 2005).

Key Concept/ Big Idea: "The core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment." They should be important, enduring, transferable beyond the scope of a unit, and serve as the building material of understanding. They go beyond discrete facts or skills and offer linchpin ideas. They hold discrete or fragmented knowledge together. (Wiggins 2005).

Module: The major "chunks" or conceptual pieces of learning within a **unit**. Modules are typically 5-10 days in length and suggest the types of learning experiences within the unit.

PEAK: described by Ted Dintersmith in *What Schools Could Be.* PEAK principles address designing for student empowerment through the thoughtful considerations of *purpose*, *essentials*, *agency* and *knowledge*. **"Purpose**--students attack challenges they know to be important, that make their world better. **Essentials-**-students acquire the skill sets and mind-sets needed in an increasingly innovative world. **Agency-**-students own their learning, becoming self-directed, intrinsically motivated adults. **Knowledge**--What students learn is deep and retained, enabling them to create, to make, and to teach others" (Dintersmith, 2018, p. xvi).

Portrait of a Graduate: Students who graduate from high school with a balance of knowledge, skills and dispositions are more likely to be successful in their future endeavors, whether those involve college, the workforce, military service, family, volunteer work or community involvement. The Coeur d'Alene Public School Portrait of a Graduate represents what this community wants its high school graduates to be equipped with as they prepare to take the next steps in life. Six components have been identified in Coeur d'Alene Public School's Portrait of a Graduate: **communication**, **collaboration, creativity**, **critical thinking**, **content knowledge,** and **character.** Curriculum should be developed to intentionally embed and identify where course supports the development of these traits.

Prerequisite Course: Course or courses that are required to be completed by the student before the student is allowed to take the current course.

Prerequisite Skills: The skills, schema, and/or background knowledge students need before they can be successful in learning new skills or content. Identifying prerequisite skills, schema or background helps the teacher provide remediation and differentiation. This also helps teachers identify the overall continuum of learning and spiraling of content.

Priority Objective: Based on the work of Curriculum Management Solutions, Inc., objectives combine a cluster of standards that provide focus for the unit. Objectives are the backbone of the curriculum and must translate the standards language into specific and measurable descriptions of what concepts, skills, knowledge, vocabulary, etc. students must master and what mastery looks like. Objectives should specify **content, context**, and **cognitive depth.**

Scope: The entirety of the content, concepts, and skills within the curriculum. The scope clarifies both what is in the curriculum and what is not in the curriculum.

Sequence: The intentional order or progression of the content, concepts, and skills.

Standards: Benchmarks that identify the level of skill or depth of content knowledge that comprise learning expectations for a particular course, discipline, or grade level. The Coeur d'Alene School District curriculum is informed by local, state, and national standards, and whenever possible, courses must align to Idaho Content Standards.

By law, the Coeur d'Alene School District curriculum uses ***all*** of the Idaho Content Standards for a course within its curriculum. To make these standards clearer and more usable for teachers and administrators, however, the curriculum divides standards into **essential standards** and **supporting standards.** Essential standards are rewritten into **priority objectives.**

- **Essential Standards:** Those standards that are essential to the learning in the course. They can be identified using the following three criteria: **leverage** (do these standards support learning in other courses?), **endurance** (will these standards be important in continued learning?), and **rigor (**do these standards require deep learning and thinking?).
- **Supporting Standards:** Those standards that support larger learning, but are missing one or more of the three criteria (leverage, endurance, and rigor) used to identify essential standards.

Unit: "A coherent chunk of work in courses or strands" (Wiggins 2005). Units should be feasible (have a reasonable number of objectives), provide accountability by describing what is assessed and how it is assessed, and offer clarity and support. Units should have themes or organizing concepts (a **big idea** with **essential questions**), and identify concepts that unify thinking and connect to other disciplines and prior knowledge.

Vocabulary

Academic and domain-specific words are the words that experts use in their fields to make communication precise and powerful. These academic terms are far less likely to be encountered by students through wide reading and thus need to be taught through direct vocabulary instruction. (Silver, 2012, pg. 66).

Academic: General academic words, sometimes called Tier 2 words, are words that are commonly used in academic or professional writing but rarely used in speech or informal settings.

Content: Domain-specific words, sometimes called Tier 3 words, are specific to a discipline or field of study.

References

Dintersmith, T. (2018). *What school could be: insights and inspiration from teachers across America*. Princeton: Princeton University Press.

English, F. W. (2002). *Deep curriculum alignment: creating a level playing field for all children on high-stakes tests of education of accountability*. Lanham, MD: Scarecrow Press.

McTighe, J., & Willis, J. (2019). *Upgrade your teaching: understanding by design meets neuroscience*. Alexandria, Virginia USA: ASCD.

Silver, H. F., Dewing, R. T., & Perini, M. J. (2012). *The core six: essential strategies for achieving excellence with the common core*. Alexandria, VA: ASCD.

Wiggins, G. P., & McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.