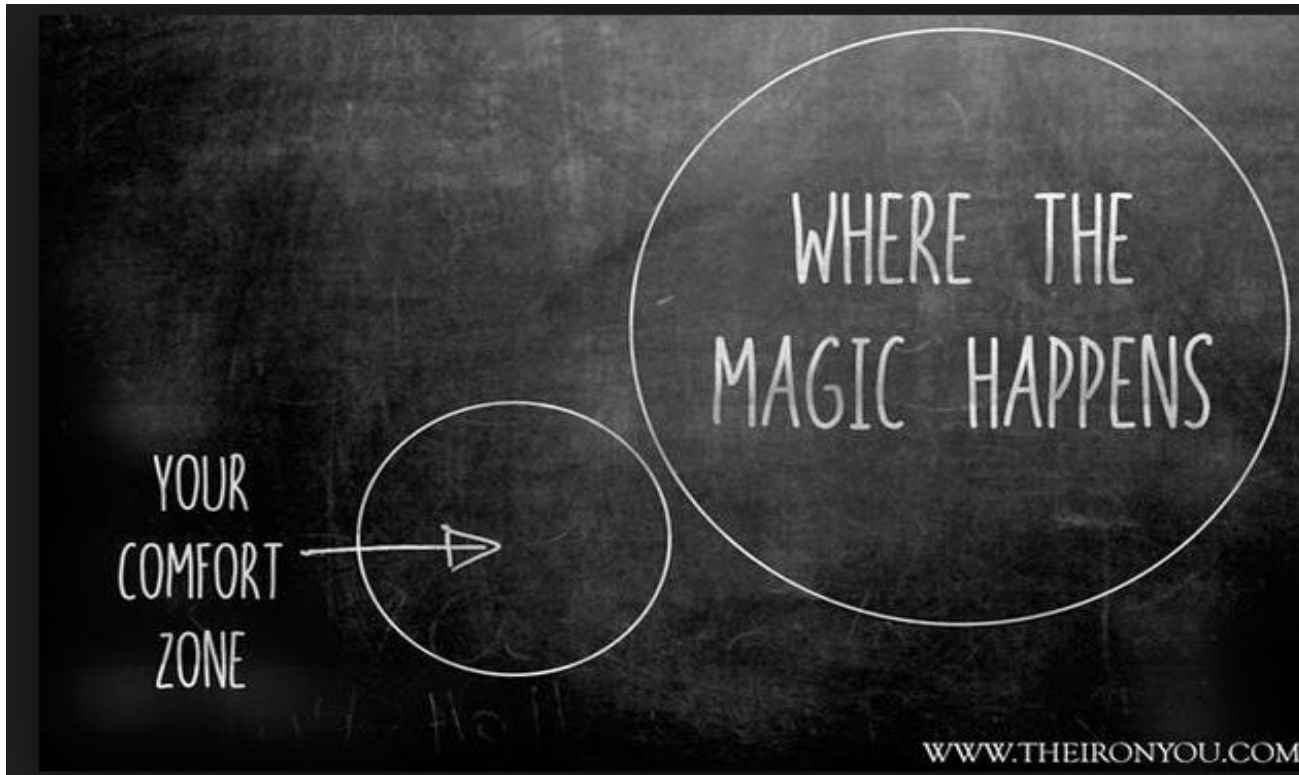


*The MCVSD Curriculum Writing Academy  
Action Plan 2018-2021*



*The Ultimate Goal?*  
*Change the Paradigm. Change the Mindset.*

# Paradigm Shift



*The Ultimate Goal?*  
*Change the Paradigm. Change the Mindset.*



# Monmouth County Vocational School District

## Sample Curriculum Template

### Stage 1 – Desired Results

<b>Photography</b> <b>Unit 1: Darkroom</b> <b>Week 1</b>	
<i>Enduring Understanding(s)</i>	<i>Essential Question(s)</i>
<ul style="list-style-type: none"> <li>Photography media, techniques, and processes should be used in a safe and responsible manner.</li> <li>Photographic materials and equipment can be used in the darkroom to create special effects</li> </ul>	<ul style="list-style-type: none"> <li>How do we work with light in a room without any?</li> <li>Why is photographic paper light sensitive?</li> </ul>

<b>Standards</b>	
<i>NJ Learning Standards (ELA, Math, WL, History, VPA, Tech, Health/Fitness)</i>	<i>21<sup>st</sup> Century Life and Careers &amp; Career Ready Practices</i>
<p>VPA</p> <ul style="list-style-type: none"> <li>1.1 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate</li> </ul>	<ul style="list-style-type: none"> <li>CRP1: Act as a responsible and contributing student</li> <li>CRP2: Apply appropriate academic and technical skills</li> <li>CRP3: Attend to personal health and well-being</li> </ul>

*Step 1: Introduce ALL faculty to the UBD Curriculum Template & Checklist*  
*March 2018*



Monmouth County Vocational School District  
Curriculum Unit Plan Checklist

Curriculum Designer(s):

Date:

School:

Subject:

Unit Title:

Unit Length:

*Use this checklist to monitor the quality of your unit plan and ensure it's ready for submission to the Assistant Principal of Curriculum and Instruction*

<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><i>Enduring Understanding(s)</i></b></p> <ul style="list-style-type: none"><li>• These are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.</li><li>• They synthesize what students should understand—not just know or do—as a result of studying a particular content area.</li><li>• They articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.</li></ul> <p>Examples: (ELA) The impact of a text on a reader is influenced by the reader's experience. (Math) The probability of an event can be used to predict the probability of future events.</p>	
<div><input type="checkbox"/> Does the unit represent big ideas and/or important understandings that have enduring value beyond the classroom?</div> <div><input type="checkbox"/> Do the enduring understandings represent principles, laws, theories, and/or concepts that are at the heart of the discipline?</div> <div><input type="checkbox"/> Are the understandings broad enough to offer opportunities for authentic, discipline-based work?</div> <div><input type="checkbox"/> Does the understanding reflect a complex or not-obvious concept that leads to deeper inquiry?</div>	<div>Comments/Peer Feedback</div>

*Step 1: Introduce ALL faculty to the UBD Curriculum Template & Checklist*  
*March 2018*



*Step 2: Introduce ALL faculty to the UBD Framework  
March 2018*



*Step 3: Solicit Feedback, Discuss and Make Necessary Tweaks*  
*March- April 2018*





At your school or district

**WHAT DO YOU BELIEVE  
MAKES FOR GREAT  
CURRICULUM AND LEARNING?**

*Step 3: Solicit Feedback, Discuss and Make Necessary Tweaks  
March- April 2018*

### Curriculum I'm Developing

Now Viewing: 03/07/2018

Course	Unit
Advanced Art	<ul style="list-style-type: none"> <li>Portfolio Development Final Project Series</li> <li>Mexican Modernism</li> </ul>
AP US History	<ul style="list-style-type: none"> <li>Kennedy, Johnson and Nixon: 1960's</li> <li>Oral History Project</li> </ul>
Asian Studies	<ul style="list-style-type: none"> <li>Made in China</li> </ul>
Composition Writing	<ul style="list-style-type: none"> <li>APA Formatting</li> </ul>
English 1	<ul style="list-style-type: none"> <li>Reading: Nonfiction</li> <li>Guided Reading</li> <li>Writing: Nonfiction</li> <li>Conventions</li> <li>Communication</li> <li>Word Study</li> </ul>
Math 2	<ul style="list-style-type: none"> <li>Mixed Operation</li> </ul>
Math 8	<ul style="list-style-type: none"> <li>5 - Transformational Geometry</li> </ul>
Photography I & II	<ul style="list-style-type: none"> <li>Portraits</li> </ul>
Science 5	<ul style="list-style-type: none"> <li>Weather and Water Cycle</li> </ul>
Science 6	<ul style="list-style-type: none"> <li>Building an Ecosystem W/In a Biome</li> <li>Biomes</li> <li>Plants</li> </ul>
Social Studies 7	<ul style="list-style-type: none"> <li>Ancient China and Early Imperial China</li> </ul>

11 record(s) found.

### Quick Reports



My Standards



My Assessments



My Unit Calendar Comparison

### Curriculum At A Glance

Start typing...

English 6

Middle School / Smithson, Erika / 2017-2018

Point of View /Opinions

The Three Fs: Folk Tales, Fairy Tales, and Fables

Narrative Biography/ parent's story

Start typing...

English 8

Middle School / Wellston, Bill / 2017-2018

Plot and Mood

Anne Frank

Add a Course Map

*Step 4: Send to Rubicon and View it Live!*

# BACKWARD CURRICULUM DESIGN

**How it works**

```
graph TD; 1[1 SET GOALS] --> 2[2 SCOPE & SEQUENCE]; 2 --> 3[3 LESSON PLANNING]; 3 --> 4[4 CALENDAR]; 4 --> 5[5 TEACH & TRACK]; 5 --> 6[6 RECALIBRATE]; 6 --> 1;
```

**1 SET GOALS**  
Establish learning targets (learning standards or custom goals)

**2 SCOPE & SEQUENCE**  
Create units aligned to established learning targets

**3 LESSON PLANNING**  
Build lesson plans to support units and learning targets

**4 CALENDAR**  
Map lesson plans against school calendar to see how curriculum will unfold over the year

**5 TEACH & TRACK**  
Track progress of curriculum & monitor student progress against goals throughout the year

**6 RECALIBRATE**  
Reorder or adjust units and lessons as needed throughout the year

**LEARNING TARGETS**



*Step 5: Educate Administrators on UBD Framework & Rubicon  
August 2018*



*Step 6: Identify educators to serve as cohort 1*  
*August 2018*





*Step 7: Train cohort 1 on UBD framework and Rubicon  
October 2018*



Create curriculum unit plan checklist	Dr. Ford, Ms. English, Ms. Harmon	Feb-March '18	Met
Share curriculum template with administrators to receive feedback	Dr. Ford, Ms. English, Ms. Harmon	March 2018	
Share curriculum template with teachers to receive feedback	Ms. English – CTE programs, Ms. Harmon – Academies	March faculty meetings	
Assess feedback from stakeholders and make necessary changes	Dr. Ford, Ms. English, Ms. Harmon	April 10, 2018	
Design UBD resources and presentation to train principals	Dr. Ford, Ms. English, Ms. Harmon	April-July 2018	
Train principals on curriculum writing using the UBD framework	Dr. Ford, Ms. English, Ms. Harmon	August 28, 2018	
Train principals on using the Rubicon platform	Rubicon PD team	August 28 2018	
Identify teachers who will serve as the first cohort to re-write curriculum	Ms. English & Ms. Harmon	August 2018	
Create list of curricula up for revision, notify selected teachers, etc.	Ms. English & Ms. Harmon	September 28, 2018	
Train cohort 1 on UBD & Rubicon UBD - AM, Rubicon - PM *Teachers are expected to use Admin time to complete their curriculum (June 2019 due date)	Ms. English & Ms. Harmon	October 8, 2018	
Train cohort 2 on UBD 25 academy/ALPS teachers	Ms. English & Ms. Harmon	Jan. 14, 2019	
Train cohort 3 on UBD 25 shared time teachers	Ms. English & Ms. Harmon	June 2019	







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