

Content Standards: Connecting Standards-Based Curriculum to Instructional Planning

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module serves as a basic guide for the process by which teachers should implement content standards and make connections between a standards-based curriculum and the planning and designing of lessons. (est. completion time: 2.5 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: [Module Outline](#)
 - Video: [Navigating an IRIS STAR Legacy Module](#)
 - Link: [IRIS and Adult Learning Theory](#)
 - [Wrap-Around Concept Map](#)

Challenge

- **Video:** Ms. Begay is a new teacher at an elementary school and has been informed that she must integrate state standards into her curriculum. She wants to make sure her lessons are engaging and meet the needs of all her students.

Notes

Initial Thoughts

- How will Ms. Begay know she is teaching her students everything they need to learn this year?
- What should Ms. Begay find out about her students before planning her curriculum units and lessons?
- How will Ms. Begay know whether her lesson plans are effective and her students are learning?
- What should Ms. Begay know about creating effective lesson plans?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand standards and benchmarks
 - Be aware that students' different educational and cultural backgrounds affect their learning
 - Be able to identify methods of assessment that determine whether students have learned the standards-based curriculum
 - Identify the components needed to design a standards-based curriculum unit and accompanying lessons
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Standards

- Content standards: an inventory of the essential knowledge, skills, and understanding needed to achieve competence in a content area—students have more active roles in learning
 - Audio: Torres-Velásquez talks about children as active participants in their learning
- Performance standards: Level of mastery a student is expected to attain
 - District, state, and national levels of assessment

Notes

❖ Page 2: Standards-Based Assessment

- Ms. Begay needs to find out past curriculum her students are expected to know, standards for the next year, and the present grade-level standards
- Standards-based curriculum: Curriculum contained in state/district policy that helps teachers adjust the taught curriculum so that it is linked to the required standards
 - Taught curriculum

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- Learned curriculum
- ELL students benefit when standards guide the curriculum

Notes

❖ Page 3: Curriculum

- Ms. Begay must match her curriculum to the standards curriculum
- Two major changes:
 - Increase the breadth of the content covered by including many more facts, concepts, and skills
 - Increase the demands of the student to engage in more complex applications and problem-solving
- Keep in Mind

Notes

❖ Page 4: Benchmarks

- What?
 - Subcomponents of content standards
- Who?
 - Teachers use them as targets and inform the students
- When?
 - By a certain grade level or grading period
- Why?
 - To determine whether progress is being made
- Analogy: Long-distance travel and educational benchmarks

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Notes

❖ Page 5: Putting It All Together

- How content standards, benchmarks, and performance standards are related

Notes

❖ Page 6: Gather Information

- Characteristics of individual learners [bullet points]
- Audio: Torres-Velasquez discusses ways to learn about a student's language background
- Important instructional decisions [bullet points]
- Activity: Think about one or two struggling students

Notes

❖ Page 7: Understand Input, Association, and Output

- The information-processing model [bullet points]
- What Is the Information-Processing Model?
 - Input
 - Association
 - Output
- Compare the Information-Processing Model to a Computer System
 - Input

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- Association
- Output
- The Human Brain Uses an Information-Processing System
 - Input
 - Association
 - Output
- Movie: Watch an in-depth exploration of how the information-processing model works

Notes

❖ Page 8: Adapt Instruction

- What is it?
 - Accommodations
 - Modifications
- Keep in Mind
- Guidelines for Adapting Instruction [bullet points]
- CRIME
 - Link: Materials
 - Link: Scheduling
 - Link: Group Work
 - Link: Individual Work
- Click on each of the items in the list for examples of adaptations
 - Link: Full use of wheelchair mobility
 - Link: Work surface access
 - Link: Materials access and holding
 - Link: Chronic fatigue
 - Link: Limited endurance
 - Link: Underdeveloped motor skills
 - Link: Excessive energy
 - Link: Difficulty sustaining attention
 - Link: Difficulty processing visual information
 - Link: Difficulty processing auditory information
 - Link: Memory problems
 - Link: Speech problems
 - Link: Expressive language problems

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❖ Page 9: Assessing Your Curriculum

- The three types of performance measures:
 - Individual-referenced
 - Norm-referenced
 - Criterion-referenced
 - Link: Indirect Measures
 - Link: Direct Measures
- FYI

Notes

❖ Page 10: Monitoring Student Progress

- Linking curriculum standards [numbered list]
- A good assessment must... [bullet points]
- Keep in Mind

Notes

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❖ Page 11: Implementing the Instruction Cycle

- Instructional Cycle
 - Stage 1: Intended Instructional Outcomes
 - Stage 2: Planning
 - Stage 3: Assessment
- Keep in Mind

Notes

❖ Page 12: Curriculum Mapping

- As a teacher, Ms. Begay must ask herself... [numbered list]
- Curriculum Mapping
- What is Curriculum Mapping?
- Why is Curriculum Mapping important? [bullet points]

Notes

❖ Page 13: Year-Long Planning

- What Is It?
- Why Is a Year-Long Plan Important?
- Completing year-long plans
- Link: View an example

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❖ Page 14: Curriculum Planning Guidelines

- What are Curriculum Planning Guidelines?
- Why Use Curriculum Planning Guidelines? [bullet points]
- Implementing the Use of Curriculum Planning Guidelines
 - Table of six curricular design guidelines
 - Audio: Veronica Nolan shares her methods of implementing content standards to allow multiple ways for her students to demonstrate their learning
 - Activity: Select one of the guidelines or principles from the table

Notes

❖ Page 15: Unit Plan Design

- Myers and Myers list six components that each unit plan should contain
 - Set Goals and objectives for the students
 - Choose Content
 - Choose Instructional Methods
 - Connect learning activities to experience
 - Choose and list resources
 - Choose assessment methods [bullet points]

Notes

❖ Page 16: Lesson Plan Design

- The daily lesson plan includes the following components
 - Lesson Information
 - Lesson Topic
 - Benchmarks and Performance Standards

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- Intended Learning Outcomes
- Instructional Resources
- Arrangement of the Environment
- Instructional Activities
- Teacher Reflection
- Audio: Veronica Nolan explains how she includes her students' culture into her classroom activities
- Activity: Write a standards-based lesson plan that includes the elements described in this module

Notes

❖ Page 17: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 18: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Watch a summary of the module
- Revisit your Initial Thoughts responses

Notes

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❖ Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]