A Curriculum and Assessment System for 21st Century Learning

MISSION

LEARNING PRINCIPLES

INSTRUCTIONAL PROGRAMS and PRACTICES

PERSONNEL - HIRING, APPRAISAL, DEVELOPMENT

CURRICULUM and ASSESSMENT SYSTEM

MISSION

APPLY STRATEGIC PRINCIPLES

Use Backward Design

A “guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.”

-- Marzano, What Works in Schools

Research Finding...

LEADING MODERN Learning

A Blueprint for Vision-Driven SCHOOLS

SECOND EDITION

Jay McTighe | Greg Curtis

Forward by Yong Zhao

A Curriculum and Assessment System for 21st Century Learning

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A Macro Curriculum and Assessment System for 21st Century Learning

A Model Curriculum Blueprint

Long-Term Transfer Goal

“Students will be able to independently use their learning to …”

An effective curriculum equips learners for autonomous performance … by design!

Transfer Goal: Writing

*Students will be able to independently use their learning to:*

• Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).
Transfer Goals: Mathematics

• Make sense of never-before-seen, “messy” problems and persevere in trying to solve them.

• Construct viable arguments and critique the reasoning of others.

Humble POG are Long-Term Transfer Goals!

- Communicator
- Global Citizen
- Critical Thinker
- Creative Innovator
- Leader & Collaborator
- Personally Responsible

T-Chart Process

<table>
<thead>
<tr>
<th>What would we see in a critical thinker...</th>
<th>A non-critical thinker...</th>
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### Indicators of a Critical Thinker
- Asks critical questions
- Remains “skeptical”
- Questions the accuracy, validity, reliability of information
- Deliberately seeks different points of view and considers their merits
- Able to identify personal and cultural biases
- Self assesses/monitors progress and adjusts as needed
- Reflects on experience
- Deliberative
- Views problems on a “macro” and “micro” level
- Recognizes “shades of grey”
- Can provide a rationale/support for their position/answer
- Uses evidence to prove/disprove
- Thrives with questions
- Comfortable w/ ambiguity
- Can transfer learning to new situations

### Indicators of a non-Critical Thinker
- Does not question
- Gullible
- Accepts things at face value
- Does not seek other perspectives
- Narrow – only sees one perspective
- Egocentric
- Fails to self monitor
- Doesn’t revise or value revision
- Needs others to tell them how they’re doing
- Impulsive
- Seeing things in isolation
- Sees things as “black or white”
- Can’t support their position/answer
- Does not provide evidence or doesn’t know what evidence to use
- Only wants “the” answer
- Uncomfortable with ambiguity
- Can only apply what was taught in the way it was taught

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**Mathematical Modeling**

### “Big Idea” Understandings
- Mathematicians create models to interpret and predict the behavior of real-world phenomena.
- Mathematical models have limits and sometimes they distort or misrepresent.

### Essential Questions
- **How can we best model this (real-world phenomena)?**
- **What are the limits of this model?**
- **How reliable are its predictions?**
Argumentation

“Big Idea” Understandings

• A convincing argument requires a clear position, logical reasoning and support with evidence.

• An effective argument contains rebuttals to possible objections.

Argumentation

Essential Questions

• What makes an argument persuasive?

• What are possible objections to my argument? How might these be countered?

Next Generation Science Standards

6. Structure and Function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

How are structure and function related:
... in living things?
... in nonliving things?

Next Generation Science Standards

Includes eight Practices for K–12 Classrooms.
Example:
7. Engaging in argument from evidence

What makes a credible argument?
What constitutes effective evidence?
cor·ner·stone (n):
1. the first stone laid at a corner where two walls begin and form the first part of a new building
2. something that is fundamentally important to something

Cornerstone Tasks

- Anchor the curriculum in important, recurring tasks.
- Require understanding and transfer of learning.
- Integrate 21st century outcomes.
- Provide evidence of authentic accomplishments.

(“Doing the subject” and “playing the game”)

Transfer Goal: Writing

Students will be able to independently use their learning to:

- Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).
## Cornerstone Assessments in Writing (6-12)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Expository</th>
<th>Persuasive</th>
<th>Literary Analysis</th>
<th>Creative/Expressive</th>
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<tbody>
<tr>
<td>Grade 6</td>
<td>Research report</td>
<td>Position paper</td>
<td>Literary essay on setting or conflict</td>
<td>Original myth</td>
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<tr>
<td>Grade 7</td>
<td>Autobiography</td>
<td>Policy evaluation</td>
<td>Literary essay on character</td>
<td>Persona writing</td>
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<tr>
<td>Grade 8</td>
<td>Research report</td>
<td>Problem/solution essay</td>
<td>Literary essay on symbolism</td>
<td>Narrative fiction</td>
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<td>Grade 9</td>
<td>Cause/effect essay</td>
<td>Editorial</td>
<td>Analysis of multiple literary elements</td>
<td>Poetry</td>
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<tr>
<td>Grade 10</td>
<td>Research report</td>
<td>Social issue essay</td>
<td>Critical Lens essay</td>
<td>Historical Personas</td>
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<tr>
<td>Grade 11</td>
<td>Definition essay</td>
<td>Argumentative essay</td>
<td>Comparative genre essay</td>
<td>Parody/satire</td>
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<tr>
<td>Grade 12</td>
<td>Research paper</td>
<td>Position paper</td>
<td>Response to literary criticism</td>
<td>Irony</td>
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