



Alignment of Elementary, Middle School and High School

DR. AMIE CARTER

EDUCATION

SERVICES

MCOE

Challenging the Status Quo

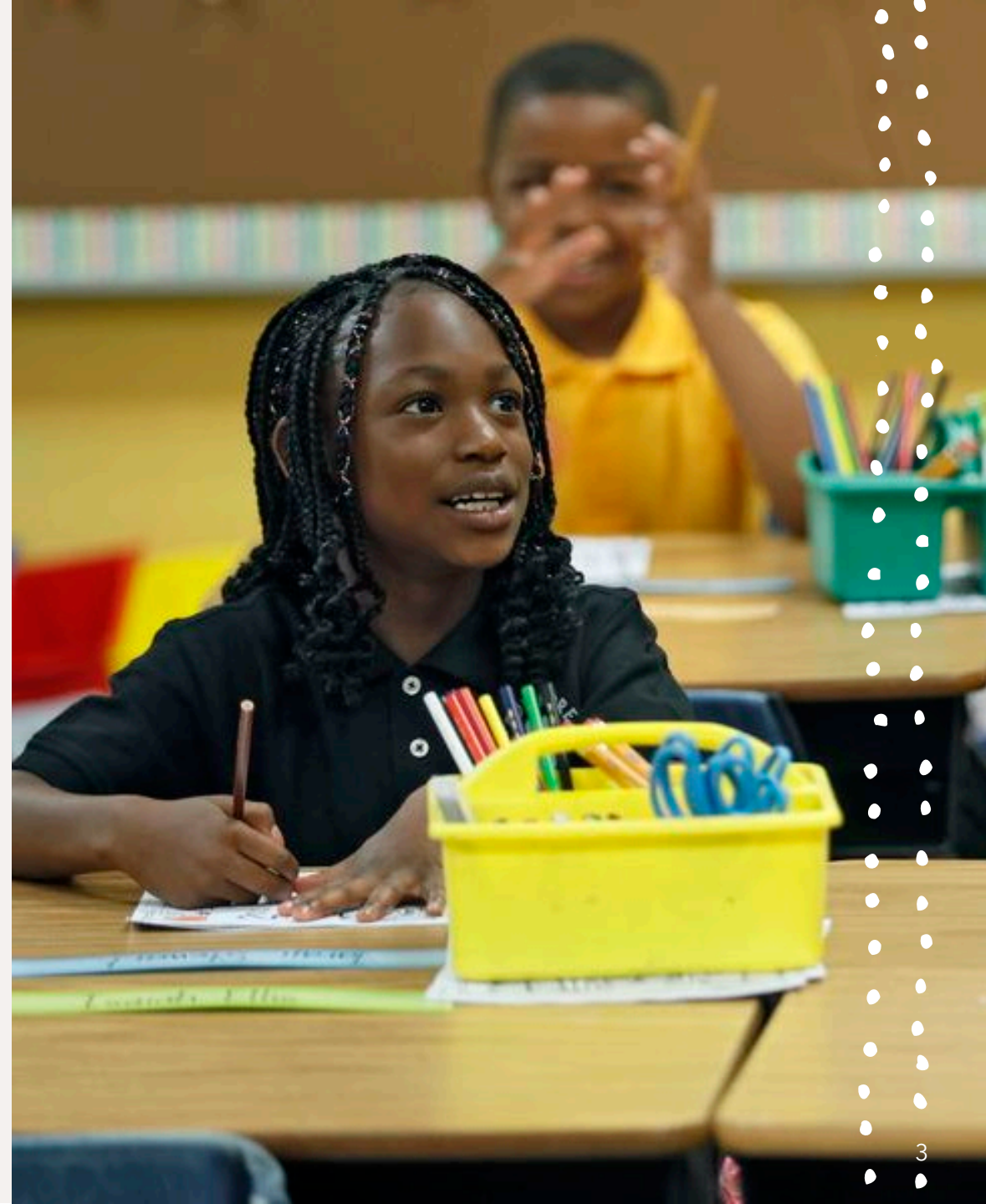
- Moral Imperative with Bias Towards Action
- Culture Alignment
- Curriculum Alignment
- Instructional Alignment

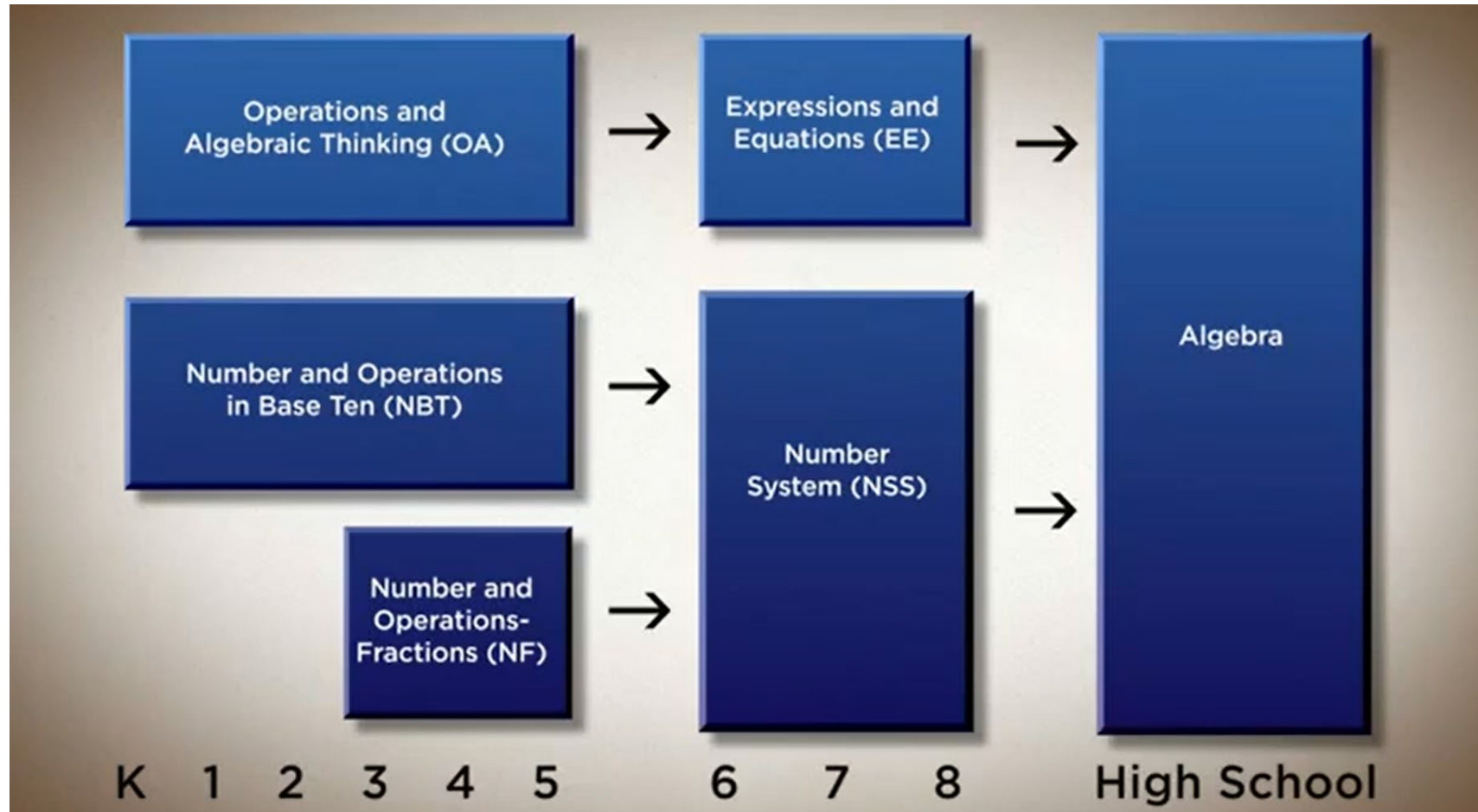
COHERENCE



Culture Alignment

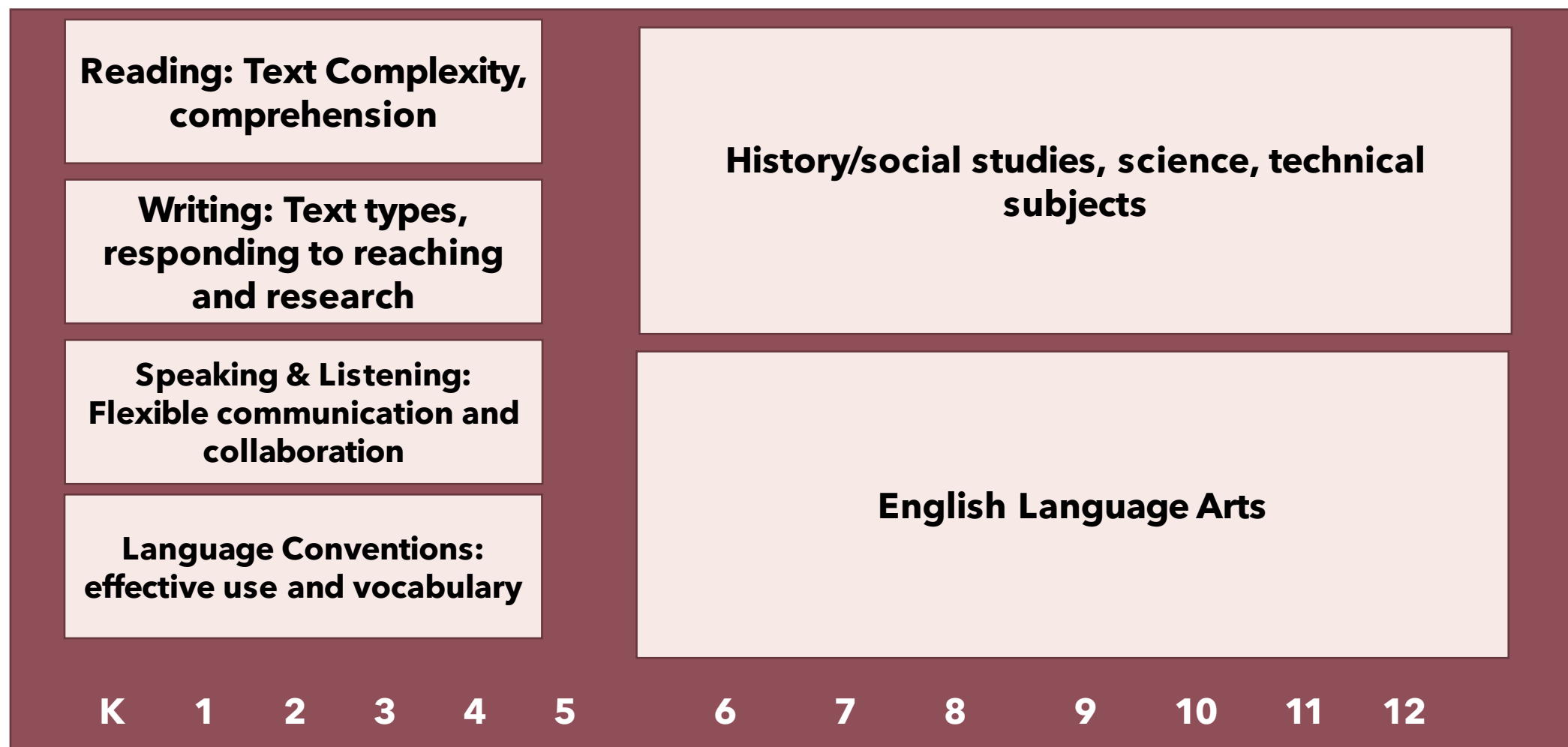
...if you want to move something that's difficult to move, everyone needs to be pushing in the same direction (otherwise) very good people can build very effective silos"
(Knudson, 2013)





Curriculum Alignment

COMMON CORE CURRICULUM IS A FLOW OF SKILLS
THAT BUILD AND LINK TOGETHER



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Curriculum Maps

THE SCOPE OF THE
CLASS AND THE
SEQUENCE IN WHICH
TOPICS WILL BE TAUGHT

Tied to Power Standards that fully outline the content, concepts, and skills that are essential within an academic discipline and at each grade level to ensure all students have the opportunity to achieve proficiency

Unit 2 "Strange and Mysterious" [4½ weeks September–October]

SYNOPSIS: The students will reflect on the life and death of Edgar Allan Poe and read his short story "The Tell-Tale Heart." They will use Poe's work and other sample texts to consider various literary elements such as author's style, irony, mood, tone, and figurative language. In addition, they will analyze other narrative techniques such as dialogue, pacing, description, and reflection; transition words and phrases; and sensory language. At the end of the unit, students will write an epitaph or obituary for Poe, create an original story that follows narrative conventions and is "strange and mysterious," compare the various versions of Poe's death, and evaluate the progress they have made on their personal and academic goals for the unit.

Resource Materials	Differentiation Ideas
• "Tell-Tale Heart" by Edgar Allan Poe (Elements of Lit. pp. 536–545) • "Out-Out" by Robert Frost (Elements of Lit. pp. 707–710) • Writing Effective Sentences continued (e.g., Elements of Lit. pp. 943–970, Elements of Lang. pp. 274–319) • Adjectives (e.g., selections from Elements of Lang. pp. 358–362) • Verbs (e.g., selections from Elements of Lang. pp. 371–379)	• "Masque of the Red Death," "Black Cat," or another short story narrative by Edgar Allan Poe • "The Monkey's Paw" (Elements of Lit. pp. 84–100) • Urban legends • Ss work in 2s; pair-share for reading aloud • T will work 1:1 to get Ss started; circle back • Smaller chunks of reading at one time • Journals may be bullet points rather than complete sentences

Standards
READING LITERATURE
RL 8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL 8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL 8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Proficiency Scales

AID STUDENTS,
PARENTS AND
TEACHERS IN
IDENTIFYING THE
PROGRESSION OF
LEARNING

Foundational skills
which should have
been mastered in
earlier grades



Content Area: 7th Grade Language Arts		
Essential Standard: W.1 Students can write arguments to support claims with clear reasons and relevant evidence.		
Scale Title: Writing; Argumentative		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that indicate and extension of understanding.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The Student: - Writes arguments that include a score of 3 on all areas of the argumentative writing rubric including: - a clear claim - identifying a counterclaim(s) with evidence - relevant, credible evidence to support my claim - a conclusion that supports my argument The student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: Recognizes or recalls specific vocabulary including: argumentative, claim, counterclaim, evidence, credible, relevant, sources - states a claim on the topic - finds reliable resources to use for the topic - identifies other perspectives/opinions - summarizes the information However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5	With help, a partial understanding of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



Instructional Alignment

CONSISTENT
EXPECTATIONS AND
PRACTICES TO
IMPROVE THE
KNOWLEDGE, SKILL,
COMPETENCY AND
MOTIVATION OF
INDIVIDUALS OR
GROUPS.



The way to get started is to quit talking and begin doing.

WALT DISNEY



Questions?

Moral Imperative with Bias Towards
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