Creating Engaging Learning Experiences

Kendra Watson – 4th Grade teacher

kwatson@albany.k12.mo.us

Outcomes:

- Connect curriculum, instruction, and assessments with priority Standards
- Learn the process for creating Engaging Learning Experiences
- Create an Engaging Learning Experience

Big Idea(s)

- Priority standards are important because they create the focus for the unit of study.
- The Engaging Learning Experience brings the unit of study to life by giving students the opportunity to apply skills and concepts through problem-solving and decision-making during an authentic, real-life situation.
- It is critical that all lessons and activities are aligned to the priority or supporting standards in the unit of study.

Essential Questions

- What is the purpose of the Engaging Learning Experience?
- Why is it essential that lessons and activities be aligned to the priority or supporting standards of the unit of study?

Five Steps to Building the Foundation for Designing Curricular Units

- Prioritize the Standards - determine the Priority Standards
- Name the Units of Study
- Assign Standards
  - Priority – Readiness, Endurance, Leverage (Give up time? - Yes)
  - Supporting - a strategy/skill to help support priority standard (Give up time? – No)
- Prepare a Pacing Calendar
- Construct the Unit Planning Organizer

- From Planning for Rigorous Curriculum Design by Larry Ainsworth

The Unit Planning Organizer

- The Twelve Step Process to Design Curricular Units
  - ‘Unwrap’ the Unit Standards
  - Create a Graphic Organizer
  - Decide the Big Ideas and Essential Questions
  - Create the End-of-Unit Assessment
  - Create the Unit Pre-and Post Assessment
  - Identify Additional Vocabulary Terms, Interdisciplinary Connections, and 21st Century Learning Skills
  - Plan Engaging Learning Experiences
  - Gather Instructional Resource Materials
  - Recommend Effective Instruction, Differentiation, Intervention, Special Education, and English Language Learner Strategies
  - Detail the Unit Planning Organizer
  - Create Informal Progress-Monitoring Checks
  - Write the Weekly Plan; Design the Daily Lessons

Subject	
Grade/Course	
Unit of Study	
Length of Unit	

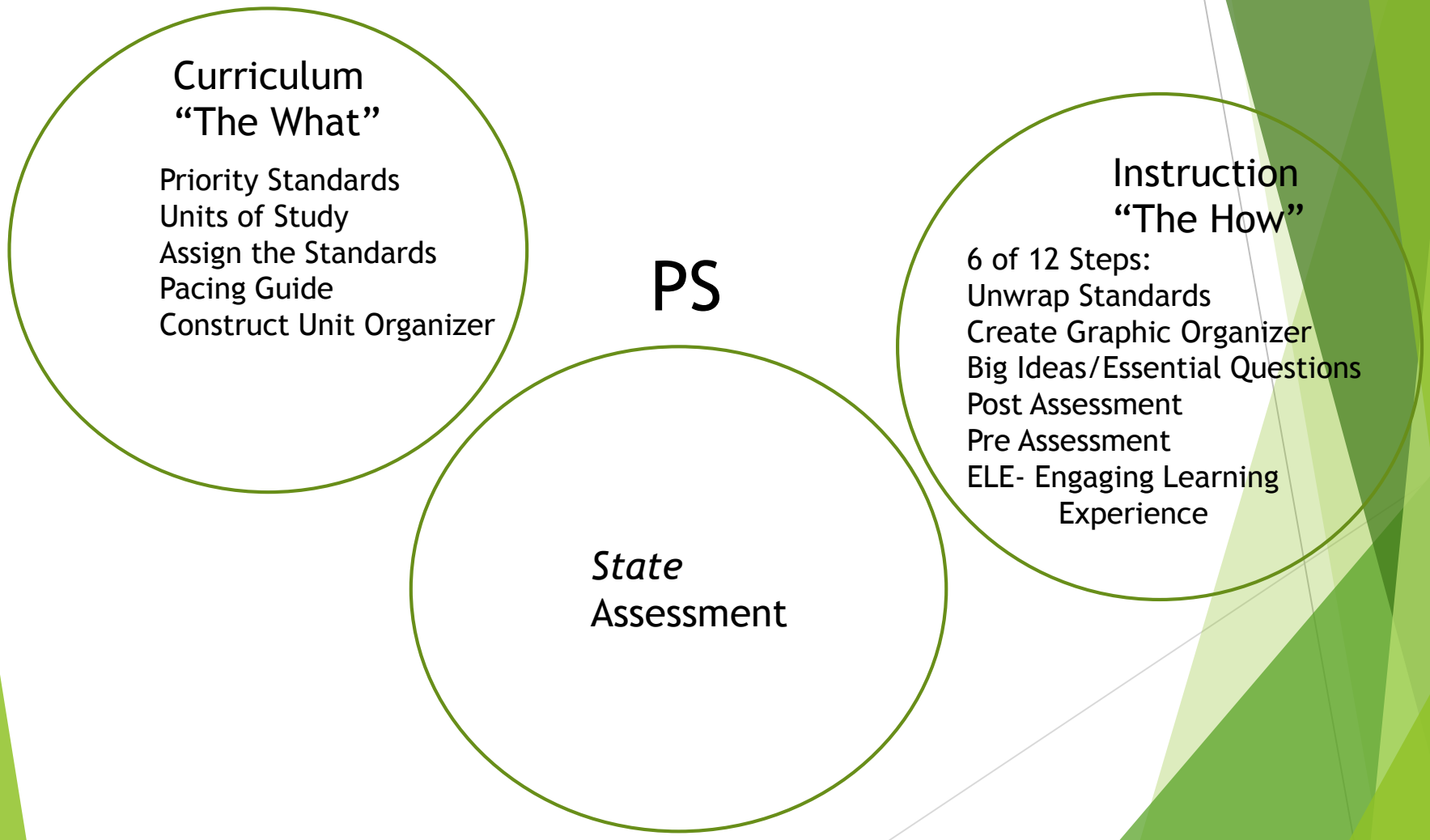
Priority (Power) Standard
Supporting Standards

Blooms/DOK	Unwrapped Skill Be able to do…	Unwrapped Concepts Need to know…

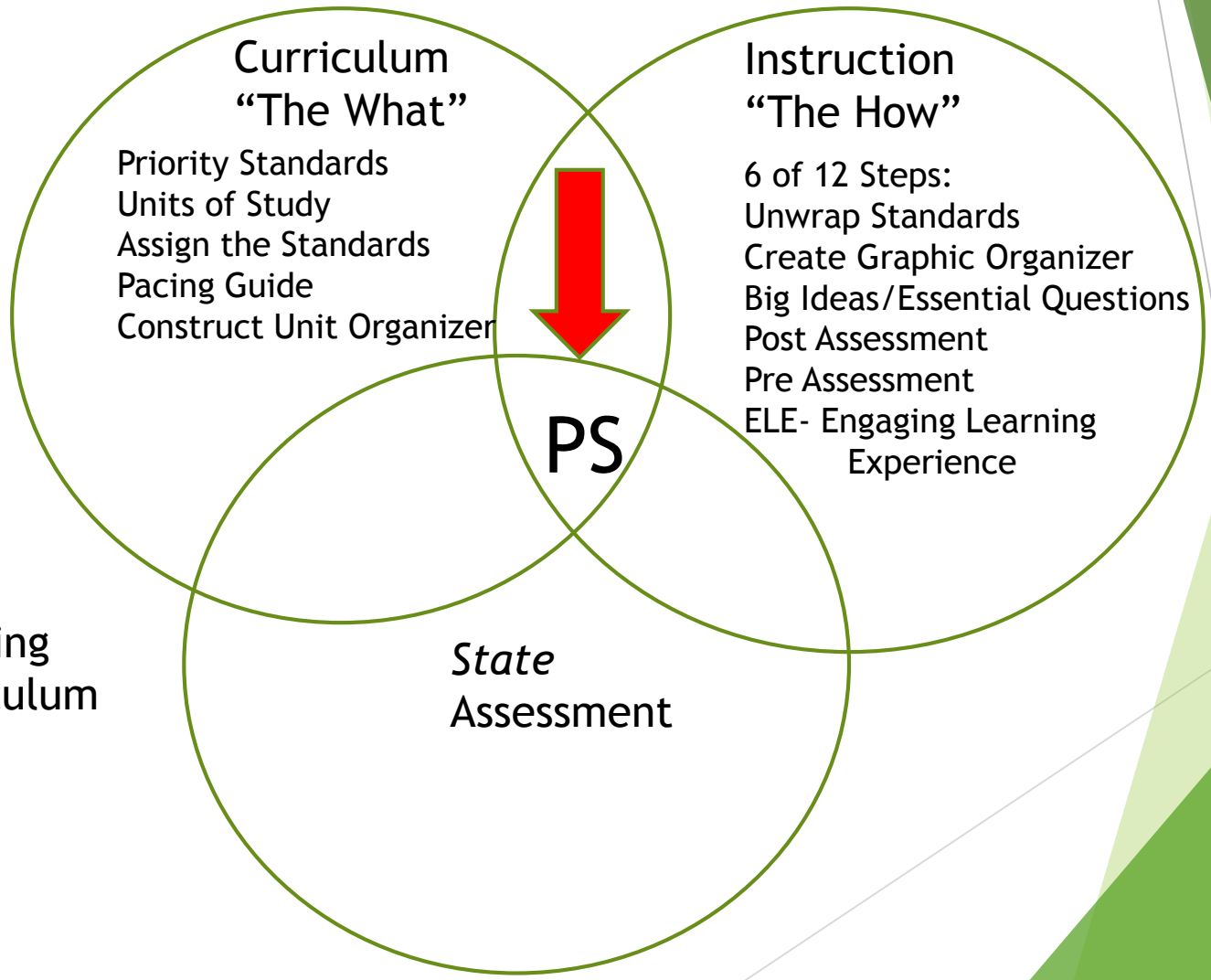
Big Ideas	Essential Questions
Unit Assessments	
Pre-Assessment	Post-Assessment
Academic Vocabulary Terms/Glossary (Priority Standard)	Content Specific Vocabulary/Glossary (Supporting Standards)

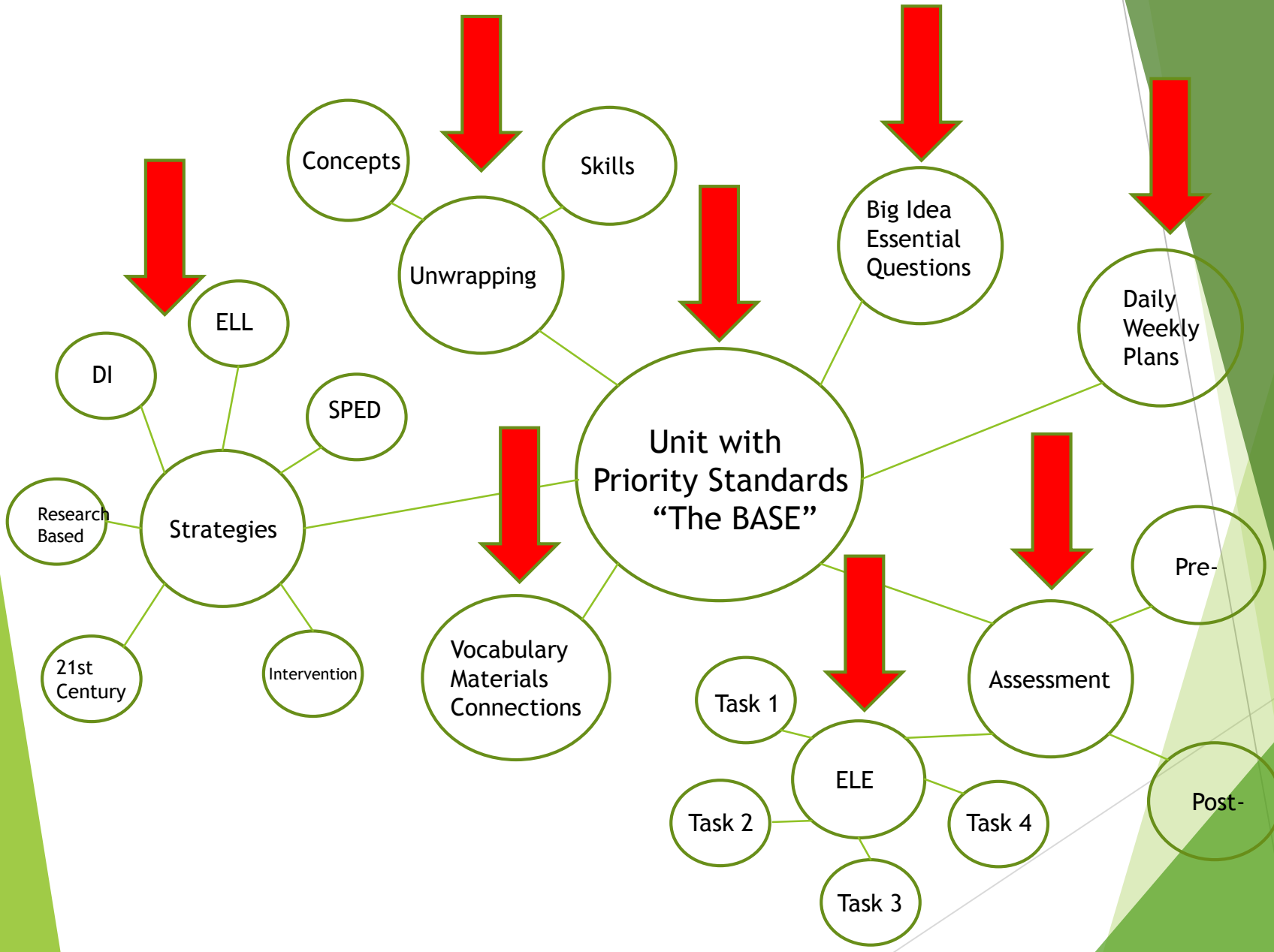
Curriculum, Instruction, Assessment

Compliance Curriculum



Curriculum, Instruction, Assessment




Concepts
Skills
Unwrapping
Big Idea
Essential
Questions
Daily
Weekly
Plans
ELL
DI
SPED
Research
Based
Strategies
21st
Century
Intervention
Unit with
Priority Standards
"The BASE"
Vocabulary
Materials
Connections
Pre-
Assessment
Post-
Task 1
ELE
Task 2
Task 4
Task 3

Critical Questions to Ask When Developing Units

What do we want our students to learn?

- Priority Standards

How do we know when they have it?

- Common Formative Assessments
- Summative Assessments

What do we do when they have it?

- Enrichment

What do we do when they don't have it?

- Intervention
- Differentiate

How do we teach?

- Authentic?
- Relevance?
- DOK level?

21st Century Skills

- Teamwork and Collaboration
- Initiative and Leadership
- Curiosity and Imagination
- Innovation and Creativity
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Other

The Twelve Step Process to Design Curricular Units

- 'Unwrap' the Unit Standards
- Create a Graphic Organizer
- Decide the Big Ideas and Essential Questions
- Create the End-of-Unit Assessment
- Create the Unit Pre-Assessment
- Identify Additional Vocabulary Terms, Interdisciplinary Connections, and 21st Century Learning Skills

- **Plan Engaging Learning Experiences**
- Gather Instructional Resource Materials
- Recommend Effective Instruction, Differentiation, Intervention, Special Education, and English Language Learner Strategies
- Detail the Unit Planning Organizer
- Create Informal Progress-Monitoring Checks
- Write the Weekly Plan; Design the Daily Lessons

Step 7 - Plan Engaging Learning Experiences

- The “means” for student to comprehend the unit’s ‘unwrapped’ concepts, skills, and Big Idea/EQ
- Engaging is synonymous with interesting and compelling
- Experiences produce personal insights that are deeper and longer lasting than explanations

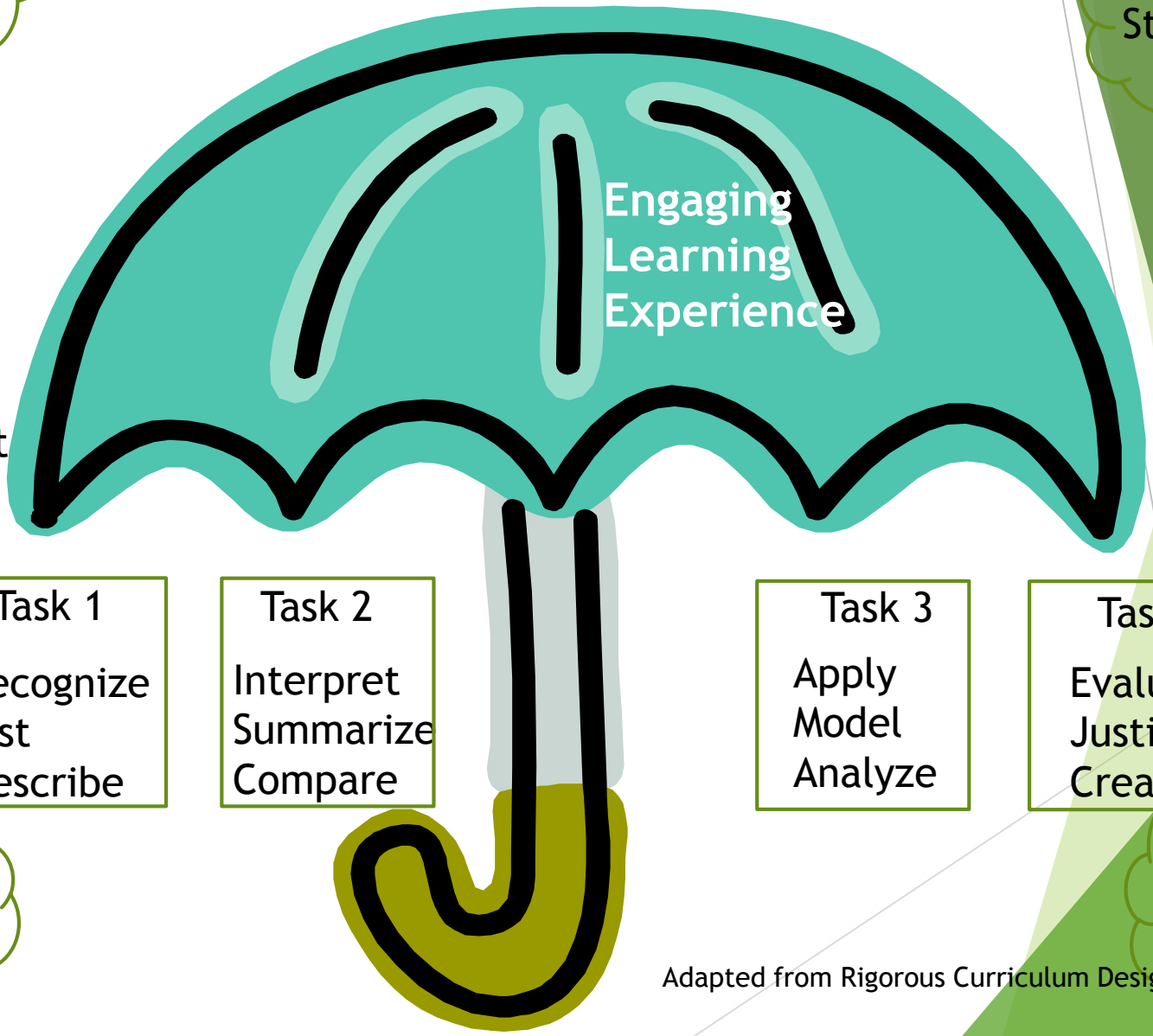
The ELE

- Distributed throughout the unit
- Progressively develops and reveals student understanding
- Make connections to other content areas
- Sequence
  - Every few days assign a different performance task that includes specific lessons, materials, resources related to the task, w/scoring guide
  - Students complete the task related to the product/performance
  - Evaluation of the task is completed and feedback is given to the students
  - ACTIVITIES ARE DELIBERATELY CHOSEN TO MATCH THE UNWRAPPED PRIORITY STANDARDS

Priority Standards

Whole and Small Group Instruction throughout Tasks 1-4
Students discover Big Ideas via Essential Questions

Unwrapped Standards



Pre Assessment

Post Assessment

Task 1
Recognize
List
Describe

Task 2
Interpret
Summarize
Compare

Task 3
Apply
Model
Analyze

Task 4
Evaluate
Justify
Create

Engaging Scenario

Interdisciplinar Connections

Adapted from Rigorous Curriculum Design, p. 163

Engaging Learning Experience Checklist

I. The Scenario

* Goal/ Challenge

*Student Role

*Audience

*Situation

*Product/Performance

Parts of the Scenario "GRASP"

- ***G***oal/Challenge – "the real-world goal" as defined by McTighe and Brown
- ***R***ole – student's role in the activity
- ***A***udience – to whom is the activity addressing
- ***S***ituation – real-world application
- ***P***roduct/Performance – what students are able to do with what they know

Engaging Learning Experience Checklist

II. Key Attributes of the ELE

- Is it authentic?
- Is it relevant to life situations and contexts?
- Is it interdisciplinary?
-Does it use embedded informational technologies?
-Is it highly motivational?
-Is it mentally stimulating, thought provoking?
-Does it include both collaborative and individual work?

Engaging Learning Experience Checklist (continued)

III. The task

- identify and record priority standards
- identify and record supporting standards
- Description of task
- DOK level
- Scoring Guide
- instructional strategies
-Supporting Activities
- Accommodations
- Modifications
-Differentiated Instruction
-Resources and Materials

Interdisciplinary connections

Engaging Scenario		
Engaging scenarios include the following components: situation, challenge, specific roles, audience, product of performance…		
Task 1	Summary of Engaging Learning Experience Task 1	Length of Time
Task 2	Summary of Engaging Learning Experience Task 2	Length of Time
Task 3	Summary of Engaging Learning Experience Task 3	Length of Time
Task 4	Summary of Engaging Learning Experience Task 4	Length of Time

ELE Task 1			Length
Standards Addressed in ELE Task 1	Priority Standard: Supporting Standard(s):		
Description of Task 1			DOK
Scoring Guide			
Instructional Strategies and Supporting Activities	Differentiated Accommodations/ Modifications (ELL, SPED, RtI)	Differentiated Instruction	Resources and Materials
Interdisciplinary Connections			

4th Grade ELA

Last week we read the story, “Fire”. We learned about the history of firefighters and their importance in communities. You have an important assignment waiting for you that will help firefighters. Do you know what to do to stay safe if there is a fire? You and your family will complete a fire safety family checklist and a fire escape plan. With the information collected, you will write an reflection essay sharing how you have become more aware of fire safety. Next, you and your partner will work cooperatively to create a PowerPoint about fire safety to share with the class. Finally, you will write a letter to the Albany Ledger informing the community about fire safety.

Tasks

- Task 1: You will complete a fire safety family checklist, fire escape plan, and a smoke detector checklist. You will write reflection on how you have become more aware of fire safety.

(PS- RI. 4.7 and RI. 4.9- SS- RI4.1, W4.1,W.4.8)

- Task 2: You will write an informational letter to the community stating the importance of fire safety. The letters will be mailed to the Albany Ledger. It will highlight information learned from the checklist and articles you have read.

(PS-RI.4.1 and RI 4.9- SS- RI 4.2, RI 4.4, RI4.8, W.4.2, W4.8, W4.9)

- Task 3: You will create a PowerPoint highlighting fire safety. The PowerPoint will include information on: What to do in a fire, How to use 911, Faulty wiring, and Basic Smoke detector information. Then you will present the PowerPoint presentation to the classroom.

(PS- RI 4.1,RI. 4.7, and RI. 4.9 - SS- W4.6, W4.8 W4.9. SL4.2 and SL.4.4)

Student Sample

4th Grade Math ELE

There has been a tremendous amount of rain in recent days. The rain has caused much flooding like the Floods of 1993. You are a local farming family that has been affected by this flood.

The flood has covered much of your pastures, fences were torn down, and your cattle got out. You need to find out how much of your property has been affected by the flooding. You need to round up the cattle and put them into holding pens. Plus, find the cost of repairing your fences. You will present your invoice of costs to the USDA office (the class) for reimbursement

Tasks

- Task 1: You will sort the cattle into different holding pens. You will find all the possible ways to sort the cattle by writing all the factor pairs of the total number of cattle. Then you will make a poster of your holding pen arrangement. (PS 4.OA.4)
- Task 2: You will need to find out how much of your pasture is covered by water before your cattle can be returned. Use the plat map to figure out the area and perimeter of your land. You will need to label the lengths in both inches and feet (see scale on map). (PS 4.NBT.5, 4.MD.3)
- Task 3: You will research to find the cost of rebuilding the fence around your pasture on www.orschelnfarmhome.com. You need to make sure you have enough fencing materials to fix the torn down fence. You will need fence and T-posts. You will record the cost on an invoice. (PS 4.NBT.5, 4.NBT.6)
- Task 4: Using the information you gathered, you will be presenting your poster, plat map with measurements, and invoice of the total cost to the USDA office (the classroom). Informing them how you solved this multistep problem. (PS 4.OA.3)

Create an ELE

- Each group has been given a set of standards.
- Work with your team mates to create an Engaging Learning Experience.
- Create a scenario
- Then create Tasks to support your standards
- You will share your scenario and task with the group.

Engaging Learning Experiences must [be]…

- Incorporate higher-order thinking skills
- Include collaborative and individual work
- Authentic
- Relevant to life
- Interdisciplinary
- Use embedded informational technologies
- Highly motivational, not routine
- Mentally stimulating, thought-provoking

Remember to…

link Unwrapped Skills and Concepts to Tasks in the Engaging Learning Experience.

Change

- "…the mindset that teachers can positively change student outcomes is a powerful prerequisite to making such changes…." (Hattie, p. 125).

Remember, curriculum is…..

- Dynamic, not static
- Passion
- Allows teachers and students to go deeper into learning
- Prioritize standards enables teachers to facilitate learning at deeper levels

Putting the Pieces Together

Engaging Learning Experience

Works Cited

- Ainsworth, L. (2010). *Rigorous Curriculum Design*. Engelwood, CO: Lead and Learn Press.
- Ainsworth, L. (2010). *Training Manual Planning for Rigorous Curriculum Design*. Engelwood, CO: Lead and Learn Press.
- Ainsworth, L. (2003). *Power Standards: Identifying the Standards that Matter the Most*. Engelwood, CO: Lead and Learn Press.
- Google Images Puzzle Images
- Kotter, John P. (2012) *Leading Change*. Harvard Business Press Review.
- Stigler, James W. and Hiebert, James. (2009) *The Teaching Gap*. Tampa, FL: Free Press
- Cindy Rumpf- Northwest RPDC consultant

7th Grade Social Studies

Anthropology Today is interested in printing an article on the different members of the medieval society in West Africa. The magazine has chosen you as their senior reporter to travel to the sub-Saharan west Africa to interview various people who live and work in the in the region, specifically: the royalty, villagers, and traders. You are to live with the people of the region without the aid of modern conveniences to learn as much as you can about the diverse groups and the geography of the region. While there, you will meet with representatives of the west African society and interview them in a round-table discussion group format. The readers of *Anthropology Today* will be able to read a firsthand account of your experience.

Tasks

- Task 1 – Draw a geographical map of the region.
- Task 2 – Prepare a question-and answer transcript to be used during the interview.
- Task 3 – Write an article to submit to the editors including the information gained during the interviews. (Other students will play the role of the representatives and be prepared in advance with relevant information needed for the interviews.)
- Task 4 – Edit, revise, and polish the article as a final submission to the editors.
- Task 5 – Write the transcript for a brief oral report that summarizes your article. Present the oral report and article to the editors (teachers).

Kindergarten Science

Imagine you are a scientist working with George Washington Carver. You will perform tasks and experiments to discover information about plants and how they grow. As a scientist you will need to follow directions and record your observations. You will be sharing your findings with other students and your parents.

Tasks

- Task 1 – Learn about George Washington Carver and then follow a recipe to make peanut butter.
- Task 2 – Find out what plants need to survive and then plant seeds.
- Task 3 – Sort seeds by their attributes and learn about the edible parts of plants.
- Task 4 – Learn the difference between deciduous and evergreen plants. Draw pictures and write about how these plants look throughout the four seasons to include in a class book.