



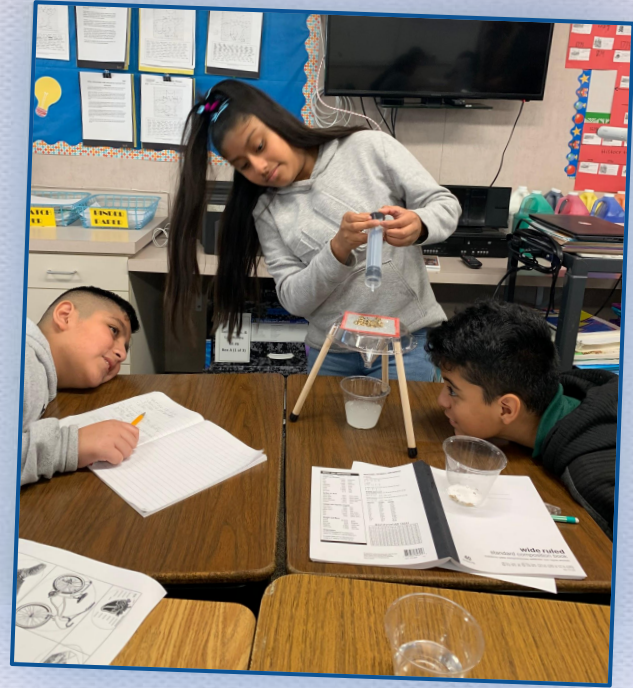
# Collaborative Curriculum Design -CCD-

April 2020



# Collaborative Curriculum Design

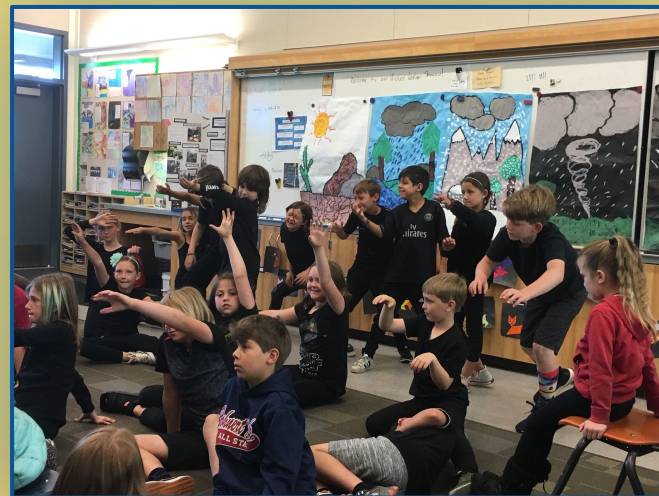
Integrated units of study that are built with our students in mind and support the teaching of **ELA standards** through the content of **Science** and **Social Studies** in a collaborative, inquiry model of instruction with a focus on critical thinking and problem solving.



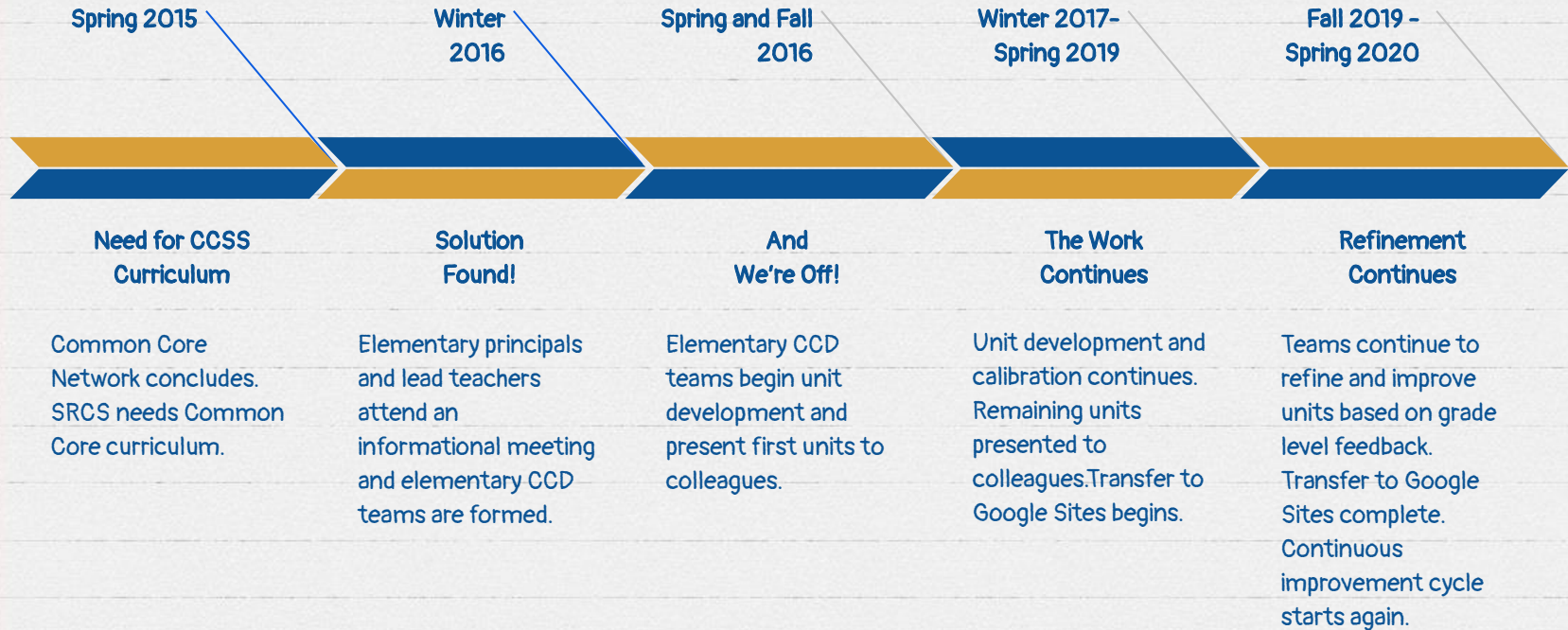


## Why CCD?

- X District need for common core-aligned curriculum
- X Consensus to move toward a more dynamic, 21st century curriculum
- X Standards-based, cross-disciplinary
- X Inquiry-based, stimulated by engaging questions
- X Celebration of learning through Showcase model
- X Teacher-driven collaborative process
- X Created by **our teachers** for **our students**
- X Formative learning, instruction, and assessment
- X Reflective process based on cycle of inquiry and continuous improvement



# Timeline





## Curriculum Teams

- X Include 4-8 teachers from each grade level Kinder Academy through Sixth Grade.
- X Collaborate to develop units during release days, after school, on weekends and in summer.
- X Select and make recommendations for novels, read-alouds, hands-on materials, and other resources that reflect our community.
- X Present to colleagues at district-wide grade level release days.
- X Receive feedback and continue to reflect upon and revise units



# Design Sequence

1

**Sequence One** challenges students to acquire knowledge to deeply understand a problem, topic, and/or source (anchor text).

2

**Sequence Two** concentrates on students independently and collaboratively gaining a deeper understanding of the problem or topic being examined, often through additional research, analogous thinking, and/or parallel application.

3

**Sequence Three** challenges students to independently and collaboratively determine a solution or multiple solutions to a problem introduced through the unit.



## The Learning Showcase

Provides students an opportunity to present their problem and solution to an audience either live or virtually.



## Key Components in Units

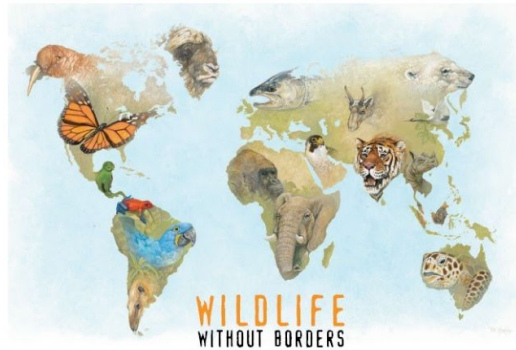
- X Alignment to ELA, ELD, and content standards
- X Assessment, formative, & summative
- X Hands-on, collaborative learning
- X High quality literature with attention to texts that provide windows and mirrors for our students
- X Opportunities for student voice, choice, and self-reflection
- X Attention to all Depth of Knowledge (DOK) Levels
- X Differentiation for all learners



# Google Site

## Third Grade Units

### Unit 1: Alive-Survive-Thrive!



### Unit 2: What's Your Story?



All completed  
units are live on  
Google Sites.

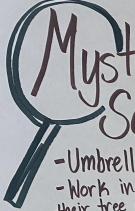


# Continuous Feedback

- x Feedback button at end of each learning sequence
- x Presentation of new units to grade levels
- x Review of units at grade level meeting release days
- x Frequent online feedback surveys

#7: Collaborative Learning Opportunities 104

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### Mystery Science


- Umbrella Tree creation
- Work in groups to see if their tree withstands the wind

### Foss Kits

- Make a terrarium as a group
- Includes both plants and animals



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### Read Alouds

- Collaborative questions in lesson sequences paired with books
- Narrative input chart, process grid, KWL, CCD, observation charts, compare-contrast diagram

### Formative + Summative Assessment

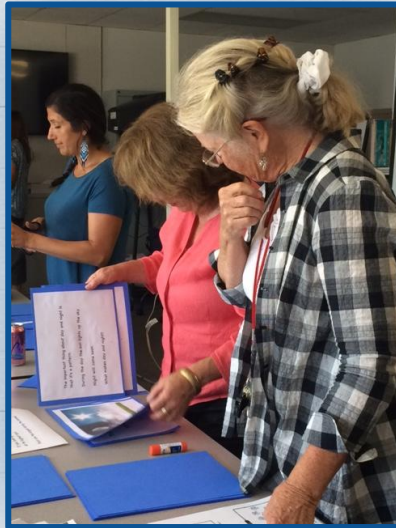
- Students present on an animal they have learned about (how its external structures help it survive)
- Students share ideas for constructing secret box + super suit
- Students justify their choices and choose one as the best or defend their choices

# Teacher Feedback

The CCD enables teachers to draw resources from units that explore highly relevant material. The showcase element encourages teachers to think of 21st century products, while the standards based activities not only meet social justice goals, but help facilitate differentiation.

One strength is how the unit incorporates the writing, social studies, science and English language arts together.

High student engagement & integration. I LOVE IT!



Reflective process based on student and teacher response.

I learned so much through this process. I'm one of those 2nd career types and none of the planning and curriculum development that we did in my Master's program had this depth.

The team collaboration is super strong. It definitely is a team effort and I appreciate it coming from colleagues and not trainers.

I was so worried about Distance Learning--then I realized I had everything I needed on the CCD site!



THANK YOU

Anna, Nadia, Bonnie, Bob, Norah, Karri, Emily, Kate, Jill, Natalie, Heather, Ginny, Paul, Ashley, Debbie, MaryAnna, Aracely, Kristy, Alma, Jessica, Janet, Kelly, Tina, Lauren, Steve, Susan, Shelly, Cynthia, Jaime, Megan, Rebecca, Leslie, Karen, Kim, Sophia, Marcia, Ailady, Alyssa, Erin, Linda, Lori, Raquel, Jana, and Abby.