

EDS 315 KEY ASSIGNMENT

COLLEGE of STATEN ISLAND/CUNY

SCOPE and SEQUENCE Curriculum Map

PROJECT REQUIREMENTS

SPRING
2013

Overview of the project.

For this final activity, you can take some artistic license and run with it. Working individually, you will map a year's worth of curriculum for any middle or high school grade course in the Social Studies (**except grade 8**). It is up to you and your understanding of the Social Studies content, as to how to fit the major objectives outlined in the Core Curriculum into your individual curriculum map. This kind of planning is crucial, since before you can plan to teach each unit in any given year, you need to identify these goals. Only once this is done can you think about the complete unit plans and the plans for the individual lessons in each unit of your chosen grade. The key assignment for EDS 301 will be to create lesson plans for a section of the curriculum plan that you develop in EDS 315. Therefore, when you choose a grade for this curriculum mapping project choose one which you would like to teach one day, and one for which you will be happy to create complete lesson plans.

Your curriculum map could take any artistic form, so long as sequence and timing are made clear and all components are present. (You can find a *Template* of a format sample for the non-narrative section of the project in the **Content** section of Blackboard, in the file titled *Scope and Sequence Curriculum Map*).

Whatever format you use, it needs to be clear to me where I can find the criteria listed on the assessment rubric.

You will write a cover “narrative” discussing the **curricular goals** and how you will integrate the NCSS themes, and all elements of knowledge: Information Knowledge, Procedural Knowledge (both generic and Domain/Discipline-Based), Basic Social Studies Skills, Concepts/Big Ideas, Beliefs, Generalizations, and Academic/Attitudinal Dispositions (and anything else you want to include). The objective of this “narrative” is to help insure that I understand the foundational considerations of the critical components of your map.

You will also revisit the *Social Studies Mission Statement* that you have created and revised during this course. The various drafts of the *Mission Statement* demonstrate your growth in understanding what constitutes the nature of the Social Studies as a school subject. **Attach the final draft of your Mission statement to your project and ensure that the Mission is reflected in the way you constructed your Scope and Sequence Map.**

The details: What am I going to be looking for?

I will be evaluating how well you demonstrate the extent of your content knowledge of the **grade for which you have chosen to develop the map**; and how well you can **align and organize that content knowledge to the mandated curriculum**.

I will be evaluating the level of your content knowledge as it relates to the various disciplines of the school subject of the Social Studies, and to the NCSS Thematic Standards. You demonstrate that knowledge by how well you choose, cluster and emphasize what content you include in the map.

I will look for your decision of what concepts and issues you want students to know and understand about the units and their topics that you will be teaching- the content must reflect the facts, concepts, generalizations, principles that are the focus of the curriculum. These are what students can explain to others.

I need to see all of your **content items that you intend to include** for a given course in a given school year; how they are sequenced; and how much time you imagine devoting to each objective. Be realistic.

Give me a sense for how this is all going to fit together into your school year. What pieces/topics could be removed if necessary? What pieces/topics are crucial and non-negotiable? What themes unite different objectives? What objectives, outside of the core curriculum, are necessary to you?

I want to see a clear list of the concepts that you want your students to discover on their own as a result of instruction and learning activities.

You need to identify established New York State unit goals and standards, as well as NCSS themes that help to ensure alignment with the core curriculum. You also need to consider the integration of the Common Core Reading and Writing). What are the NYS key ideas, and performance indicators; what are the NCSS strands covered in the course?

I want to see the *Essential Overarching and Topical Questions* that you want your students to think about. These *Questions* need to be open ended and provocative, well written in student friendly language, and focus the content you choose for uncovering the big ideas. I am expecting to see examples of where and how you will use higher level (Bloom's) cognitive skill categories.

I want to see an annotated *Resource List* (using APA reference citation format) of possible and obvious CONTENT resources (beyond the school texts) that you and/or your students can use to teach/learn the concepts, big ideas, content and processes of the Social Studies in context of the grade for which you are creating the map.

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WHEN COMPLETE, upload a copy of your project as a word document attachment to a strand on the Discussion Forum titled “**My Curriculum Map**” on the due date noted in the syllabus. You must also upload the project to the TK20.

To prepare for a class discussion at our last session, be prepared to discuss:

1. Why are you organizing the curriculum in this way?
2. Are your goals assessable?
3. Is your goal congruent with your Social Studies Pedagogic Creed?
4. Why is your *scope and sequence* the most sensible organization of what you consider to be the relevant content for the specific grade, ----- given what you want your students to take away from your class?

What are my goals, as course instructor, for this task?

To facilitate you to take the *first* phase in planning for instruction; and to receive valuable feedback from your colleagues on your thinking process at various phases of your “map” development.

To give you the foundation for your future work in EDS 301, which will focus on the *second* and *third* phases in planning for instruction: to consider assessment instruments, teaching strategies; and to actually develop complete, individual lessons for a unit within your yearly map.

BULLET POINT SUMMARY

SCOPE and SEQUENCE: CURRICULUM MAP

Components to be placed on TABLE/CHART/SPREAD SHEET/ or whatever format you find ideal (a sample template is found in **Course Assignments** under the file "Curriculum Map Template")

- Calendar (month by month Headings)
- Number of Teaching Days in each month
- Unit name(s) for each of the periods identified by the calendar
- Unit Issue Statement for each Unit
- Elements of Knowledge: concepts, and generalizations to be addressed in each unit
- Content items to be included (number each content item to be included and align with the appropriate NYS standards, key ideas and performance indicators; and with the appropriate NCSS themes and strands)
- Identify content items that may be removed if necessary

ITEMS to be included in the NARRATIVE Portion of the Project:

- As an overall discussion write a short narrative on why you chose the grade; what rationale you have for any clustering of content
- A discussion of the overall **yearly goal (the issue statement for the year)**: How would you introduce the unit to your students? What would you say to the students that would set the foundation for the work you will be doing in the year - in such a way that they will be motivated?
- Revisit your final draft of the mission statement and discuss why your teaching and learning goals and the way you set up your curriculum map reflects your Mission Statement for the Social Studies.
- For each unit identify:
 - Outcome Based Learning Objectives: identify at least one example of the four types for each unit (information knowledge objectives/procedural knowledge objectives/social studies basic skills objectives/ dispositional knowledge objectives). Use **Gagne's** components for the format for writing the objective statements.
 - Essential Questions (Overarching and Topical) that will address all of the content and lead students to be able to take and defend a position on the unit issue (in brackets, after each essential question, identify the level of Bloom's Taxonomy to which the question challenges the students)
 - Discuss why you made the choice that you did in identifying certain content that may be removed from the map if necessary?

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- Final Annotated Resource List (must use APA format). Present this as a **unit by unit list**, separating each unit list into a secondary resource list and primary resources list.

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MAP DEVELOPER _____

GRADE for which map was developed: _____