

# Curriculum Development and Assessment: A Balanced Approach

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## Workshop Outline

- Foundations
- Curriculum development in the Humanities Department
- Whole-school perspective

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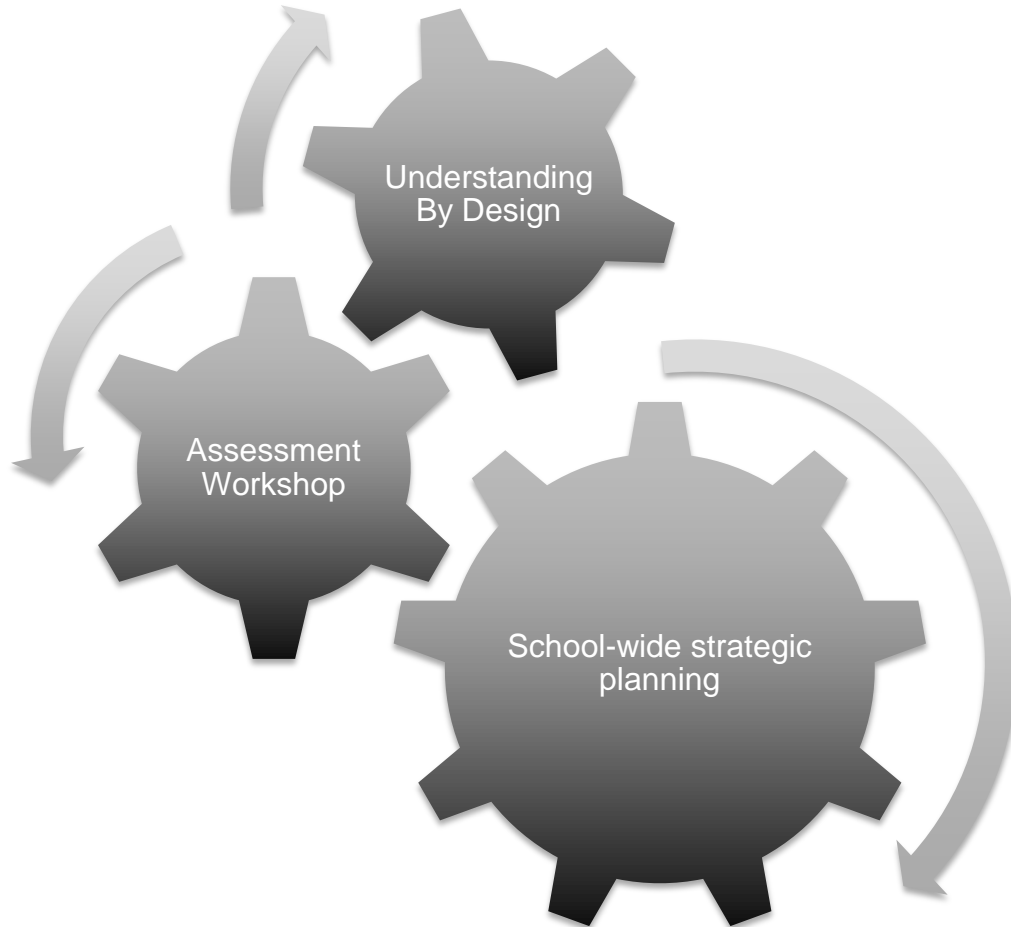
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# Part of a Strategic Planning Process

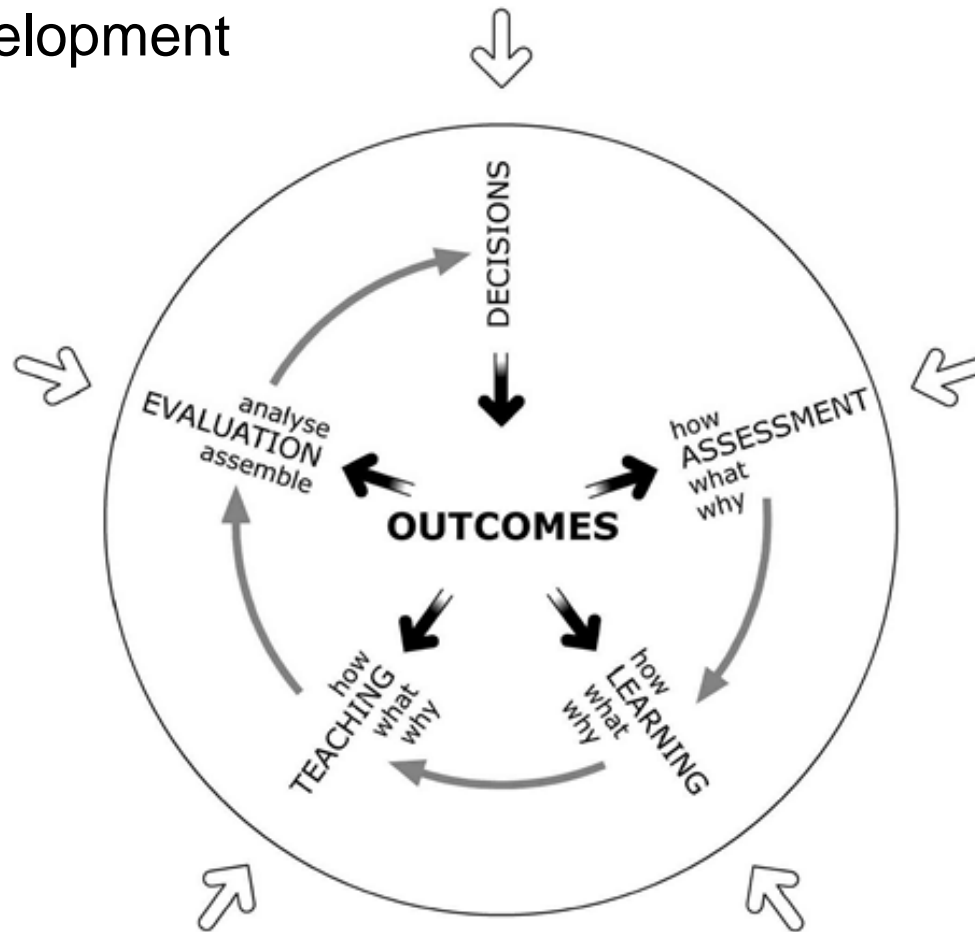


Driven by Strategic Plan

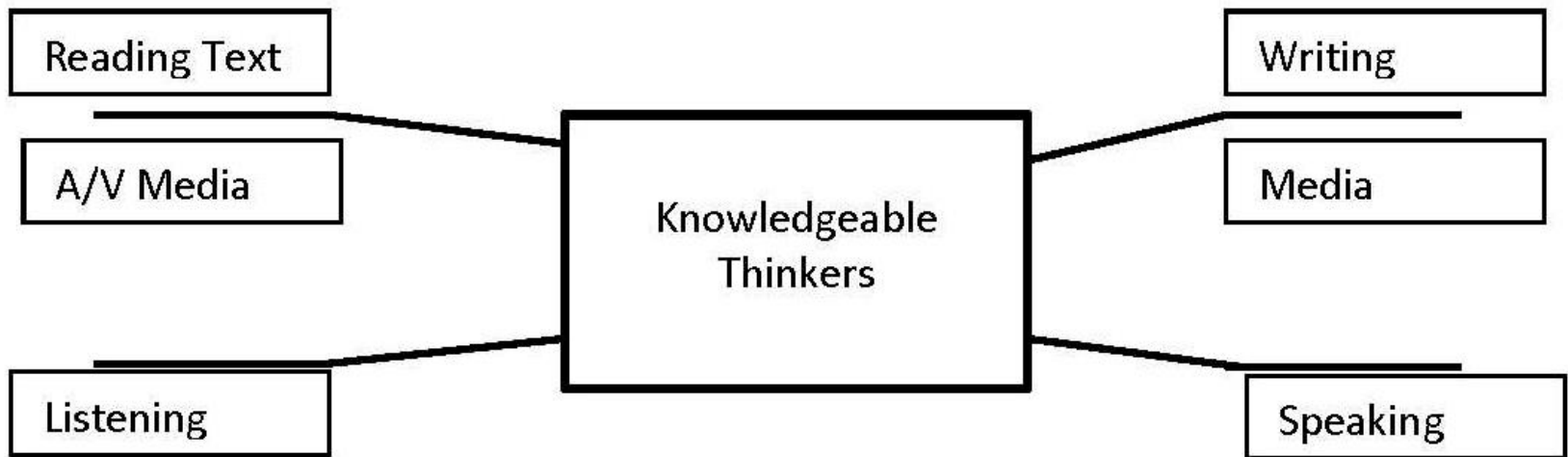
Whole-school assessment workshop as part of curriculum development process

Understanding by Design as a whole-school initiative

# Curriculum Development



Humanities learners will be knowledgeable thinkers who can gather and organize information, create meaning and communicate what they know.



In addition to use of

- Strategic Planning Process
- Understanding by Design

The humanities department was also guided by

- Bloom et al.'s Taxonomy of Cognitive Domain
- Anderson and Krathwohl's Revision of Cognitive Taxonomy
- Narvaez's Components of Moral Thinking
- Partnership for 21<sup>st</sup> Century Skills
- Huitt's Curriculum Mapping Project



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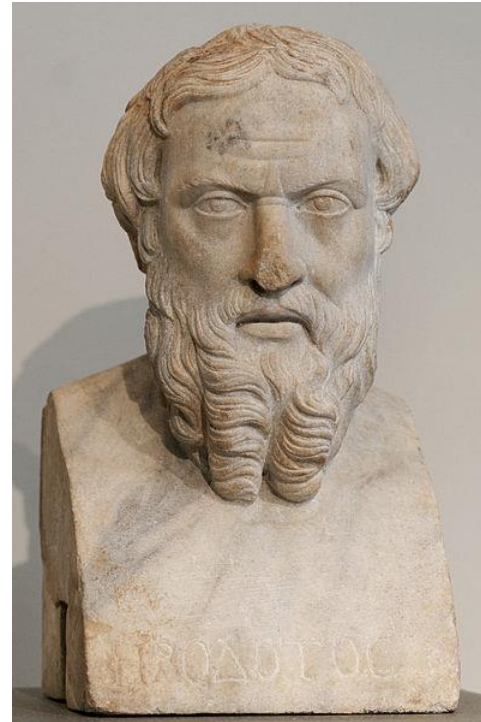
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*What do they have in common?*



Humanities learners will be knowledgeable thinkers who can gather and organize information, create meaning and communicate what they know.



## *Characteristics of excellence in humanities K-12*

Analysing information

Evaluating cause or effect relationships

Creating interpretations or models to explain or predict

How to move from consensus on the characteristics of excellence to designing a curriculum which scaffolds the student path to excellence?

## *Thinking like an.....*

- Economist
- Geographer
- Historian
- What are the key thinking skills for success?

Critically analysing sources

Evaluating models and paradigms

Creating interpretations and models

Contextualising – using sources to infer and predict

## *From thinking skills to standards*

### Humanities thinking skills

- Critically analysing sources
- Creating evaluating interpretations and models
- Contextualising – using sources to infer and predict



### Standard for Humanities

#### Standard 3.

Students will evaluate the interactions and relationship between human societies and their physical environment.

*How can a whole-school Humanities standard be relevant in both Grade 5 & 12?*

Benchmarking

**Standard 3.** Students will evaluate the interactions and relationship between human societies and their physical environment.

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#### Grade 12 History

Students will critique the role of physical environmental factors in the development of human societies in order to challenge historical interpretations.

#### Grade 11 History

Students will prioritise the role of physical environments in the development of change or continuity in human societies.

#### Grade 12 Geography

Students will challenge interpretations of the role of human activities on the physical environment

#### Grade 11 Geography

Students will analyse the role of physical environments in the development of human societies

#### Grade 12 Business & Management

Students will evaluate the impact of the physical environment (workplace) on a workforce

#### Grade 11 Business & Management

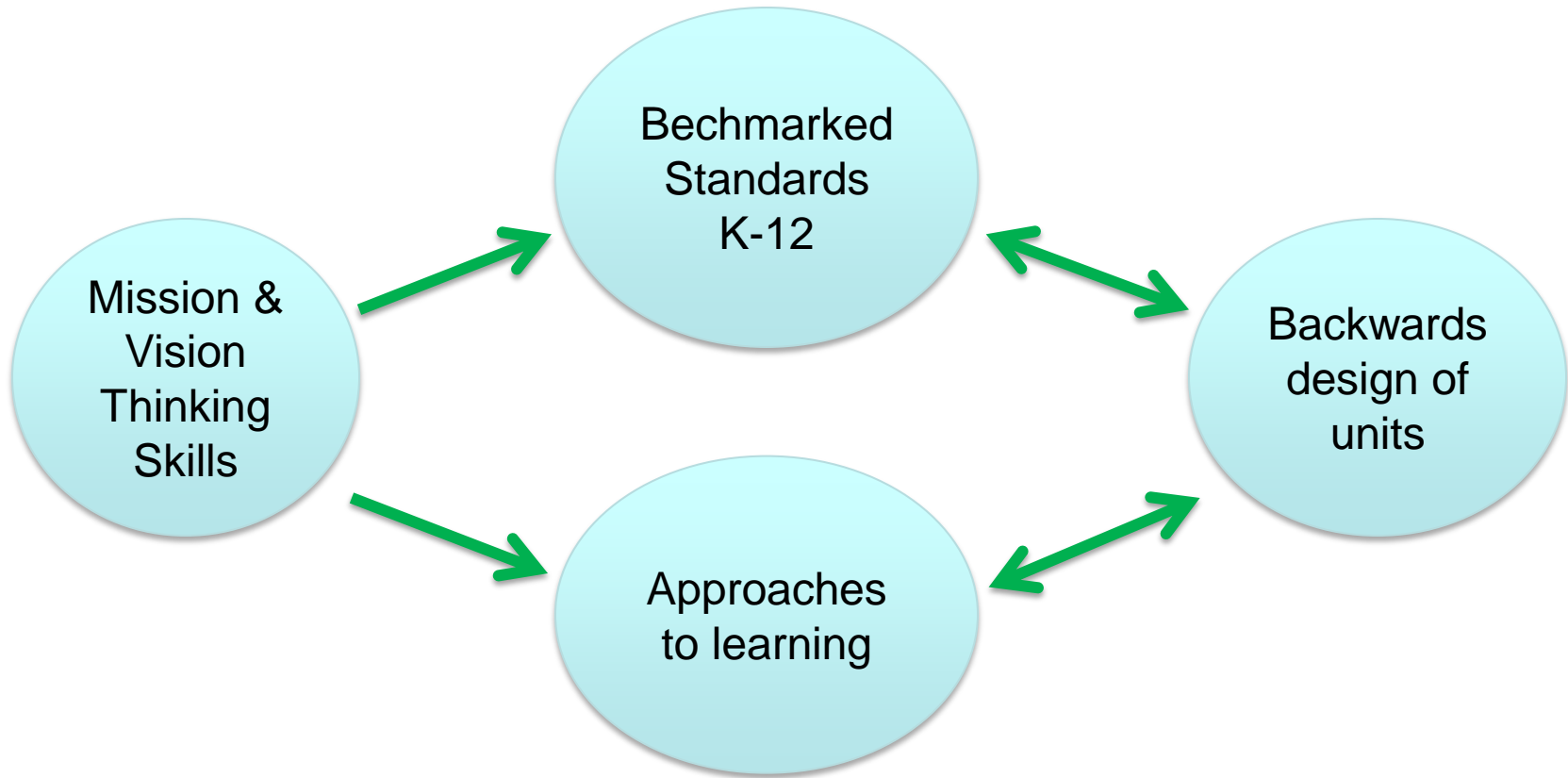
Students will examine the impact of the physical environment on a workforce to establish the existence of connections

*How do teachers use benchmarks to create the most effective economists, geographers and historians?*

Backwards design of units

<http://www.edpsycinteractive.org/fis/humanities/>

Lessons which are focused on developing the skills of great humanities thinkers, measured by authentic assessments as historians, economists and geographers.







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## *Teamwork by design*

- Teaching is a ‘team sport and a public act’
- Shared responsibility for outcomes, not a ‘franchise’ approach.
- Requires trust and builds trust
- Outcome: a Professional Learning Community

## *Coaching by Design*

- Common definition of student achievement: ‘what does excellence look like?’
- What student behaviours are required: ‘thinking like’
- What teacher behaviours are required: higher order thinking tasks
- Criteria for effective lessons and the focus for instructional coaching from a UbD approach

## *Mission & Vision by design*

- Desired student behaviours are modelled by teachers
- FIS M&V 'Caring & Co-operative environment'
- Planning, implementation- co-operation
- Assessment approach- co-operation

## *Curriculum Sustainability by Design*

- Standards & Benchmarks ensure alignment at the implementation stage. Design together (what): Implement together (how)
- Incoming teachers have goals for student achievement, student behaviours and teacher behaviours built into the curriculum and driving it.
- The ‘curriculum in a suitcase’ is left at the door. Diversity is accepted, but within a shared understanding of how learning occurs.