EDUCATORS RISING

Lesson Plan Topic
Curriculum 101

Learning Objectives
Rising educators will be able to:
• Create a working definition of curriculum including the key layers and components of curriculum.

Essential Questions
• What is curriculum?

Lesson Title & Overview
Day 1: What Is Curriculum?   Rising educators will explore what curriculum is in the broad sense and what its layers and components include.   Preview the resources for this lesson here.

Procedure

Day 1:
 • (*10 minutes*) Open the lesson by having rising educators respond to the question: How do schools decide what you should learn? Record their responses on chart paper. As the lesson continues, have them return to these original thoughts for confirmation and/or to adjust any misconceptions they may have.
 	
 • (*35 minutes*) Create a visual of curriculum: The teacher leader should determine how to facilitate this section depending on the class. The class can be divided into three groups (each reading a different article), rising educators could self-select an article to read or the class could all read the same article. Either way, the goal is for rising educators to create a visual to help them define curriculum including the key components. (See the appendix for an example.) Ensure time after reading and working for sharing and comparing. There are three similar yet distinct readings to support this work:
    o Larry Cuban's "The Multilayered Curriculum"
    o Tom Vander Ark's "What is Curriculum?"
    o UNESCO's "Different Meanings of 'Curriculum" (this is the shortest article).
 	
 • (*Five minutes*) **Formative assessment:** Ask rising educators to write a definition of curriculum and turn it in before leaving. Teacher leader: Use this exit ticket to assess understanding and clarify, as needed.
 	
 Extension/challenge
 • Ask rising educators to read the other article(s) from class.

Educators Rising Cross-cutting Theme(s) Alignment
☐ Cultural Competence

☐	Fairness, Equity and Diversity
☒	Reflective Practice
☐	Ethics
☒	Collaboration
☐	Social Justice and Advocacy
☐	Self-efficacy

Educators Rising Standard(s) Alignment

☒	I: Understanding the Profession
☐	II: Learning About Students
☒	III: Building Content Knowledge
☒	IV: Engaging in Responsive Planning
☐	V: Implementing Instruction
☐	VI: Using Assessments and Data
☐	VII: Engaging in Reflective Practice

Resources

Day 1:
- Cuban, L. (2012, January 14). *The multi-layered curriculum: Why change is often confused with reform.* Retrieved from https://larrycuban.wordpress.com/2012/01/14/the-multi-layered-curriculum-why-change-is-often-confused-with-reform/
- Vander Ark, T. (2017, January 2).What is curriculum? From managed learning to personalized learning. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/on_innovation/2017/01/what_is_curriculum_from_managed_instruction_to_personalize_learning.html
- United Nations Educational, Scientific, and Cultural Organization. (n.d.) *Different Meanings of Curriculum.* Retrieved from http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/different-meaning-of-curriculum/

Teacher Leader Notes

Common misconceptions
- Planning can be done at the last minute.
- Textbooks are the same as curriculum.
- Learning a subject matter is best done in isolation from other subjects.

Academic language
- Alignment (vertical and horizontal)
- Hidden curriculum
- Learned curriculum
- Null curriculum

- Official curriculum
- Taught curriculum
- Tested curriculum
- Sequence

Tips

- Plan to be very transparent in sharing how you create, change, and implement curriculum.

Sample visual for Day 1 task:

Curriculum Mapping Umbrella
- What is to be taught
- What is actually taught
- What is learned
- What is assessed

Standards

Pedagogy (ways to teach, belief about roles, hidden curriculum

Framing Materials (scope and sequence, unit plans, lesson plans)

Resources (boxed kits, teacher resources, student materials, books, manipulatives, tools

Assessments (formative and summative)