

In This Presentation...

We will learn about the following:

- Curricular Standards
- Instructional Unit Guides
- Dynamic Learning Map Essential Elements (Sometimes just referred to as DLM Essential Elements or Essential Elements)

Curricular Standards

- Kansas Curricular Standards provide information on what students should know and be able to do at different grade levels. Kansas curricular standards are guidelines school districts can use to develop their curriculum. They are not the curriculum. In Kansas, each school district develops its own curriculum and teachers decide on how they will provide instruction to ensure student learning.

Locating The Curricular Standards

The screenshot shows the Kansas State Department of Education website. At the top is the logo with the text "Leadership and support for student learning" and "Kansas state department of Education". To the right is the text "KANSAS STATE DEPARTMENT OF EDUCATION". Below this is a "Subject Index" bar with letters A through Z. A navigation bar contains "Teaching & Learning", "Policy & Funding", "Programs & Services", and "Data Center". A breadcrumb trail reads: "Agency » Division of Learning Services » Career Standards and Assessment Services » CSAS Home » Curricular Standards". A blue header for the "Career, Standards & Assessment Services (CSAS) Menu" is followed by a sub-menu with buttons for "CSAS Home", "Content Area A-E", "Content Area F-L", and "Content Area M-Z". The "Curricular Standards" section has a welcome message and a list of subject areas: English for Speakers of Other Languages, English Language Arts, Mathematics, Science, and History, Government and Social Studies.

Curricular Standards

Welcome to the Kansas Curricular Standards web page. Kansas Curricular Standards provide information on what students should know at different grade levels. Kansas curricular standards are guidelines school districts can use to develop their curriculum. **They are not** Kansas, each school district develops its own curriculum and teachers decide on how they will provide instruction to ensure student learning. The Department of Education reviews its curricular standards at least every seven years. The assessed curricular standards are English Language Proficiency, Mathematics, Science and Social Studies.

- [English for Speakers of Other Languages](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [History, Government and Social Studies](#)

<http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Curricular-Standards>

Grade 8 Example:

Reading Literature

Strand

Key Ideas and Details

Sub
Strand

RL8.1

Standards

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as draw inferences from the text.

RL8.2

Standards

Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL8.3

Standards

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal the aspects of a character, or provoke a decision.

Instructional Unit Guides (IUGs)

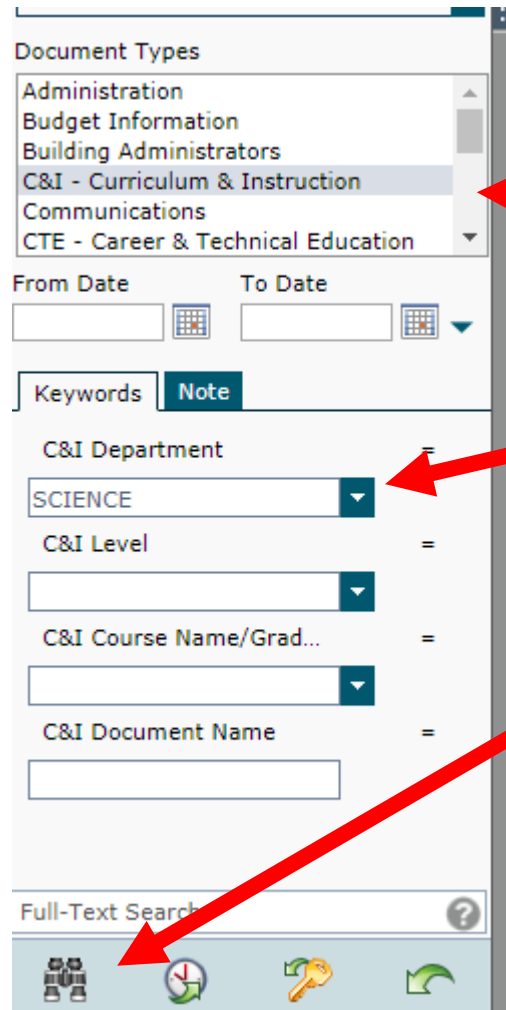
- IUGs communicate the adopted Curriculum (The What We Are To Teach)
- May Include:
 - Suggested Pacing
 - Curricular Standards
 - Possible Resources
 - Possible Activities
- Access to IUGs on OnBase

OnBase

- OnBase is an online document storage program for managing content.
- Numerous district documents are stored on OnBase.



Locating Instructional Unit Guides (IUGs) - OnBase



The screenshot shows the OnBase search interface. A red arrow points to the 'C&I - Curriculum & Instruction' option in the 'Document Types' list. Another red arrow points to the 'SCIENCE' option in the 'C&I Department' dropdown menu. A third red arrow points to the 'Full-Text Search' button in the bottom toolbar.

Document Types

- Administration
- Budget Information
- Building Administrators
- C&I - Curriculum & Instruction
- Communications
- CTE - Career & Technical Education

From Date To Date

Keywords Note

C&I Department

SCIENCE

C&I Level

C&I Course Name/Grad...

C&I Document Name

Full-Text Search

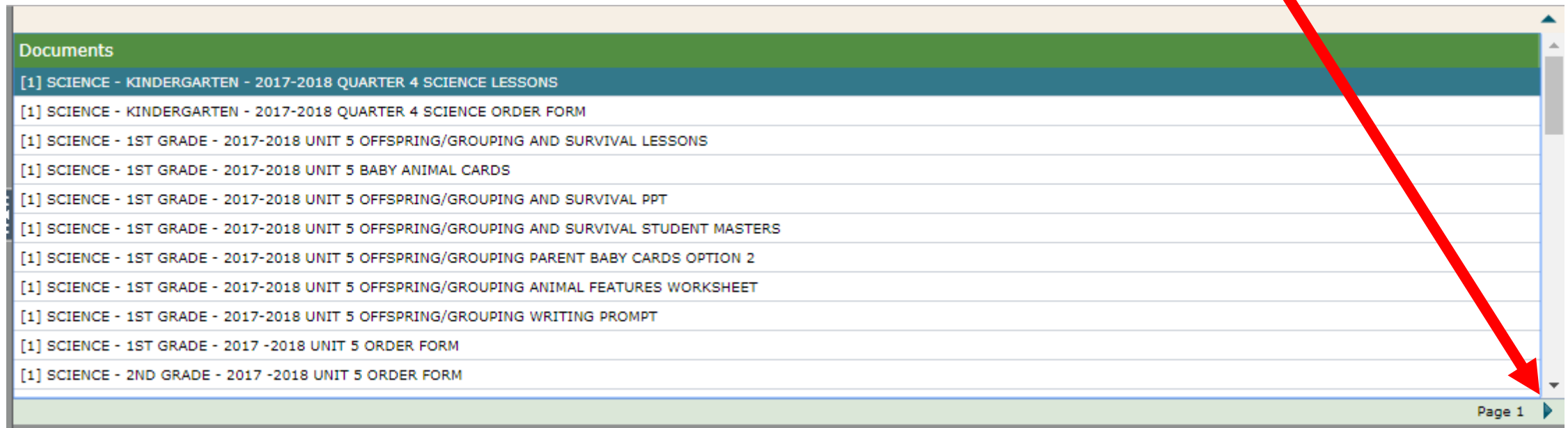
1. Document Type – C&I – Curriculum & Instruction

2. C&I Department

3. Search

OnBase Search Results

- Will need to sift through search results
- May require to click forward arrow to look at next page



Documents	
[1]	SCIENCE - KINDERGARTEN - 2017-2018 QUARTER 4 SCIENCE LESSONS
[1]	SCIENCE - KINDERGARTEN - 2017-2018 QUARTER 4 SCIENCE ORDER FORM
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING AND SURVIVAL LESSONS
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 BABY ANIMAL CARDS
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING AND SURVIVAL PPT
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING AND SURVIVAL STUDENT MASTERS
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING PARENT BABY CARDS OPTION 2
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING ANIMAL FEATURES WORKSHEET
[1]	SCIENCE - 1ST GRADE - 2017-2018 UNIT 5 OFFSPRING/GROUPING WRITING PROMPT
[1]	SCIENCE - 1ST GRADE - 2017 -2018 UNIT 5 ORDER FORM
[1]	SCIENCE - 2ND GRADE - 2017 -2018 UNIT 5 ORDER FORM
Page 1	

Unit: Geology Topic: Plate Tectonics

For larger view: [MS-ESS2-3 Evidence Statement](#)

MS-ESS2-3 Earth's Systems		
Students who demonstrate understanding can: MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]		
The performance expectation above was developed using the following elements from the NRC document A Framework for K-12 Science Education:		
Science and Engineering Practices Analyzing and Interpreting Data Analyzing data in 3-D builds on 2-D experiences and progresses to extending quantitative analysis to investigations, discriminating between correlation and causation, and basic statistical techniques of data and error analysis. • Analyze and interpret data to provide evidence for phenomena. Connections to Nature of Science Scientific Knowledge is Open to Revision in Light of New Evidence • Science findings are frequently revised and/or reinterpreted based on new evidence.	Disciplinary Core Ideas ESS2.C: The History of Planet Earth • Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS-ESS2.C: GSR) (secondary) ESS2.B: Plate Tectonics and Large-Scale System Interactions • Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.	Crosscutting Concepts Patterns • Patterns in rates of change and other numerical relationships can provide information about natural systems.
Observable features of the student performance by the end of the course:		
1 Organizing data		
a Students organize given data that represent the distribution and ages of fossils and rocks, continental shapes, seafloor structures, and/or age of oceanic crust.		
b Students describe what each dataset represents.		
c Students organize the given data in a way that facilitates analysis and interpretation.		
2 Identifying relationships		

Teacher Notes:

Carnegie Learning

Instructional Unit Guide

Unit 05

Freshman-ELA

Choose one Semester 2 Thematic Resource Set (TRS) to use with Unit 05:

☐ Obstacles

☐ Consequences

☐ Injustice

Unit Duration: _____

KCCRS Key Terms	Inference Historical/Cultural Context Artistic Mediums	Purpose Compare/Contrast Formal Tone	Argument Claim Evidence Reasoning
Writing Focus		Argument	
Performance Demonstration (PD) Prompts		<p>Obstacles : Obstacles and challenges sometimes force change. Of several challenges he/she faced, argue which experience forced the greatest change in your chosen character. Use evidence from the text to support your claim. [W 9-10.1 <u>abcde</u>; RL 9-10.1; RI 9-10.1]</p> <p>Consequences : After reading (teacher-selected text), choose a major plot event. Argue who is most responsible for that event. Include textual evidence to support your claim. [W 9-10.1 <u>abcde</u>; RL 9-10.1; RI 9-10.1; RI 9-10.3]</p>	
Choose a PD prompt to			

Grade 10 U.S. History 1

UNIT 1 (1861-1865 Review), 1865-1877

American Anthem pages 116-122, 127-128, 130-143, 146, 150-153, 159-160, 180-182

Context

The Civil War is covered in 10th grade, therefore this unit includes a review of the war, but the main focus should be on the years following the war.

The Civil War was the most costly of all American wars in terms of the loss of human life – and also the most destructive war ever fought in the Western Hemisphere. The death of 620,000 men was a true national tragedy, but that constituted only part of the war's impact on American society.

As a result of the war, 4 million people were freed from slavery, industrialization and modernization were accelerated in the North, and the plantation system was largely destroyed in the South. The end of the war also left the U.S. with a new set of political and social problems. How would the South rebuild its shattered society and economy? What would be the place of the freed blacks, women, and other minorities in this new society? How should the former states of the Confederacy be treated? What would be the role of emerging political machines? Who had the authority to decide these questions: the president or congress?

Content Objectives

The student will:

- analyze the varying viewpoints of the causes of the Civil War. (HGSS 1.1, 1.2)
- compare and contrast the different plans for reconstruction after the Civil War. (HGSS

Ideas

- sectionalism
- tariff
- reconstruction
- Black Codes
- sharecropping
- Indian policy
- capitalism
- Social Darwinism
- lawyer-firm
- big business

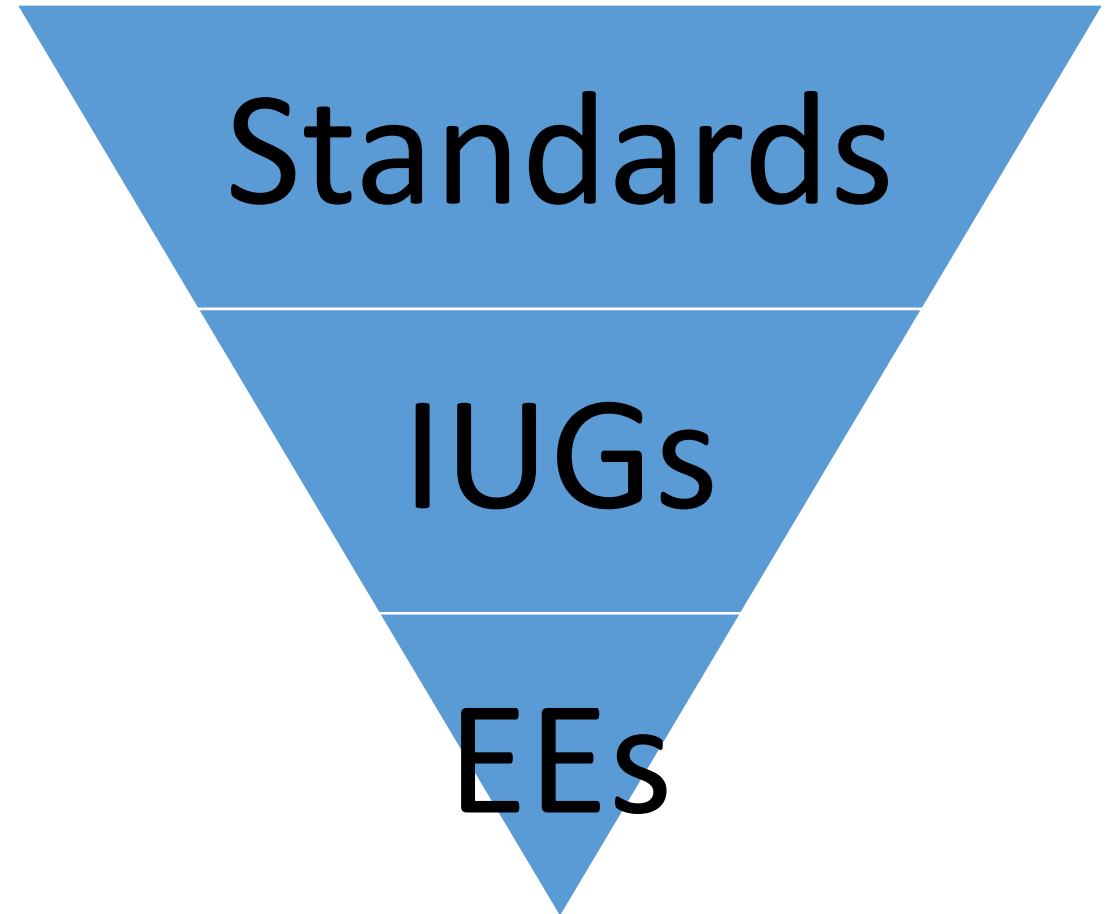
People

- Abraham Lincoln
- Andrew Johnson
- Ulysses S. Grant
- Robert E. Lee
- Radical Republicans
- Ku Klux Klan
- Elizabeth Cady Stanton
- Susan B. Anthony

Lesson	Lesson Title	Subtitle	Overview	Learning Goals	Primary Standards
1	Quantities and Relationships		This chapter introduces students to the concept of functions. Lessons provide opportunities for students to explore functions, including linear, exponential and students will create graphic organizers that represent the graphical behavior and examples of each.		
1.1	A Picture is Worth a Thousand Words	Understanding Quantities and Their Relationships	This lesson provides opportunities for students to explore quantities and their relationships with each other through eight different problem situations. Questions ask students to identify the independent and dependent quantity for each and match a numberless graph to each scenario. Questions then focus students to compare and contrast the different graphs.		N.Q.2 F.LE.1.b
1.1.A1		What's the Dependency?		<ul style="list-style-type: none"> Understand quantities and their relationships with each other. Identify the independent and dependent quantities for a problem situation. 	
1.1.A2		Matching Graphs and Scenarios		<ul style="list-style-type: none"> Match a graph with an appropriate problem situation. Label the independent and dependent quantities on 	

Curricular Standards, IUGs, and EEs

- The Curricular Standards guide the Curriculum and our instruction.
- The Instructional Unit Guides are based on Curricular Standards and communicate the adopted Curriculum.
- The Essential Elements break down the adopted Curriculum and Curricular Standards into smaller pieces.



Dynamic Learning Maps Essential Elements

- The Dynamic Learning Maps Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations. The purpose of the EEs is to build a bridge from those content standards to academic expectations for students with the most significant cognitive disabilities.
- Students who take DLM assessments are instructed and assessed on ***Essential Elements (EEs)***. EEs are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. EEs are related to college- and career-readiness standards for students in the general population.

Dynamic Learning Maps Essential Elements

- Essential Elements (EEs) link standards with grade-level expectations.
- EEs are academics targets.
- Targets are statements of skill and knowledge and aligned with Common Core State Standards.
- EEs are related to college- and career-readiness standards for students in the general population.
- Using the information from the Essential Elements for guidance in teaching and learning does not automatically qualify a student for the Alternate Assessment.
- Currently exist for English/Language Arts, Math, and Science.

Organization of The Essential Elements

- Grade Level Standard - Target
- DLM Essential Element (Standard Broken Down)
- Unpacked (Standard Broken Down Even Further)

Locating The Essential Elements

Measuring Success

Students who take DLM assessments are instructed and assessed on **Essential Elements (EEs)**. EEs are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. EEs are related to college- and career-readiness standards for students in the general population.

DLM assessments are aligned to EEs, and the learning map model is used to identify the nodes to be assessed. But unlike traditional assessments, DLM tests are tailored to measure each student's academic achievement with the help of **linkage levels**, which are small collections of nodes.

Each EE's **target** linkage level is most closely aligned with the knowledge, skills, and understandings described by that EE; the target level, therefore, is the standard linkage level for assessment. However, students who have not yet reached the target may instead be assessed at a precursor linkage level, which

Click On These Hyperlinks



ELA Resources

- » [Essential Elements for ELA](#)
- » [EEs by Conceptual Area \(xlsx\)](#)
- » [EEs tested in 2017–18](#)

Math Resources

- » [Essential Elements for Math](#)
- » [EEs by Conceptual Area \(xlsx\)](#)
- » [EEs tested in 2017–18](#)

Science Resources

- » [Essential Elements for Science](#)

6th, 7th & 8th Grade Math – Mathia – Ignore Letters Listed On IUG – Example, Standard 7.G.B.4 is 7.G.4 and 7.RP.A.1 is 7.RP.1

Course 2
MATHia Software Table of Contents

CARNEGIE
LEARNING

1

Thinking Proportionally

Topic 1: Circles and Ratio

MATHia Unit	MATHia Workspace	Overview	CCSS
Circles	Calculating Circumference and Area of Circles	Students determine the circumference and area of circles using diagrams and real-world objects. Students work strategically to identify measurements and use the formula for circumference and area to solve problems.	7.G.B.4

Topic 2: Fractional Rates

MATHia Unit	MATHia Workspace	Overview	CCSS
Ratio and Rate Reasoning	Fractional Rates	Students consider three different scenarios in which rates that use decimals are misinterpreted.	7.RP.A.1
	Comparing Rates	Students develop fluency in determining and comparing unit rates.	7.RP.A.1
Proportional Reasoning	Solving Proportions using Equivalent Ratios	Students calculate unknown values in a given scenario using equivalent ratios	7.RP.A.2.c
	Solving Proportions using Means and Extremes	Students calculate unknown values in a given scenario using the means and extremes method.	7.RP.A.2.c

Alternate Assessment

- Eligibility for the Alternate Assessment is a decision made by the IEP team members on an annual basis during the IEP meeting. The IEP team will use the “Dynamic Learning Maps (DLM) and Kansas Alternate Assessment (KAA) Participation Guidelines” to make the determination.



Dynamic Learning Maps (DLM) and Kansas Alternate Assessment (KAA) Participation Guidelines

The criteria for participation in the DLM Alternate Assessment and the KAA reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the [DLM Alternate Assessment and the KAA] participates in this assessment for all content areas.

In addition, evidence for the decision for participating in the [DLM Alternate Assessment and the KAA] is **Not Based on:**

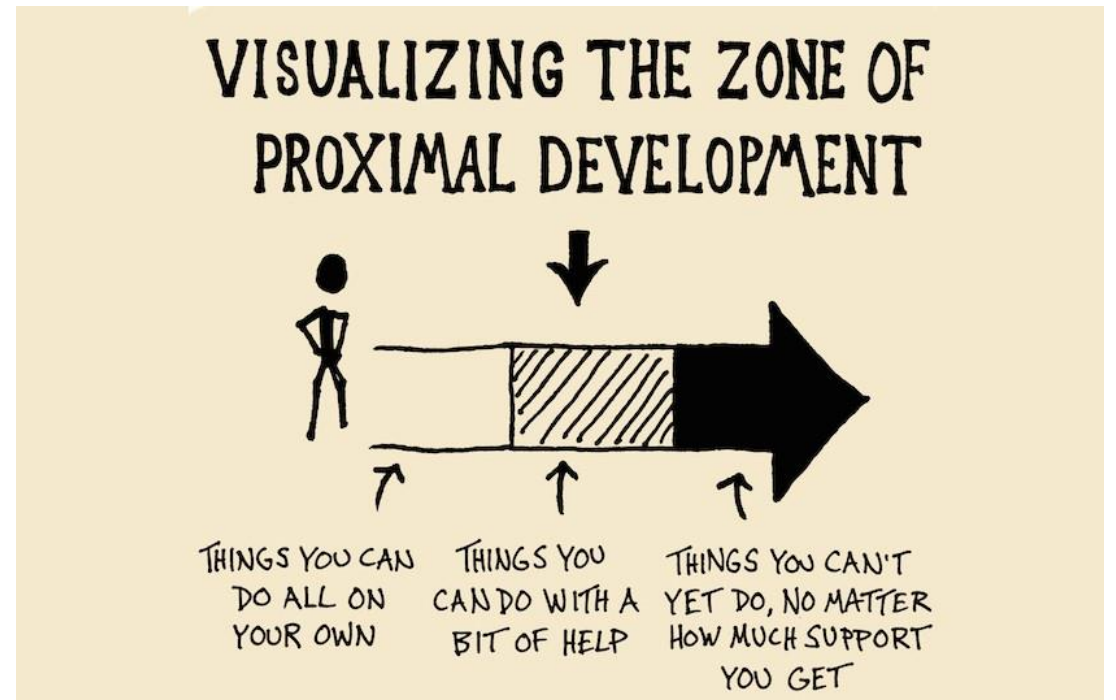
1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Essential Elements benefit who?

- Students with disabilities who participate in the Alternate Assessment
- Students with students with disabilities who are not performing at grade level
- Teacher in knowing how to break down instruction relative to the grade level standards

Zone of Proximal Development

- Based on work of Vygotsky
- What is the students prior knowledge of the content?
- Where is the students skill set in relation to a particular task?
- What are the students IEP goals?
- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- According to Wass and Golding (2014), “The core idea is that with more capable peer or teacher assistance, students are able to operate at a higher level than they could on their own, and this enables them to learn to operate independently at this level”. (p. 672)



9th Grade IUG English/Language Arts

Choose one Semester 2 Thematic Resource Set (TRS) to use with Unit 05:

☐ Obstacles ☐ Consequences ☐ Injustice

Unit Duration: _____

KCCRS Key Terms	Inference Historical/Cultural Context Artistic Mediums	Purpose Compare/Contrast Formal Tone	Argument Claim Evidence Reasoning
Writing Focus	Argument		
Performance Demonstration (PD) Prompts Choose a PD prompt to use with the selected TRS for this unit.	<p>Obstacles : Obstacles and challenges sometimes force change. Of several challenges he/she faced, argue which experience forced the greatest change in your chosen character. Use evidence from the text to support your claim. [W 9-10.1 <u>abcde</u>; RL 9-10.1; RI 9-10.1]</p> <p>Consequences : After reading (teacher-selected text), choose a major plot event. Argue who is most responsible for that event. Include textual evidence to support your claim. [W 9-10.1 <u>abcde</u>; RL 9-10.1; RI 9-10.1; RI 9-10.3]</p> <p>Injustice : After reading (teacher-selected text), choose the event or character that most powerfully reveals injustice and inspires action. Write an argument and use evidence from the text to support your claim. [W 9-10.1 <u>acde</u>; RL 9-10.1; RL 9-10.2, RL 9-10.5, RI 9-10.1, RI 9-10.3, RI 9-10.5]</p>		

Content
Aligned
With
Grade
Level
Standard

Essential Elements for Reading Language Arts Grades 9 and 10

DLM Essential Element
(Standard Broken Down)

Unpacked
(Standard Broken
Down Even Further)

Grade
Level
Standard

Grade-Level Standards	DLM Essential Element Key Ideas and Details	Unpacked
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	Concepts: Authors organize a text and provide information to support a readers understanding.
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.	Skills: Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings. Recount events from the text that relate to the theme, central idea, character and setting; determine how characters, change or develop over the course of a drama or text.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	EE.RL.9-10.3 Determine how characters change or develop over the course of a text.	Big Ideas: The key ideas and details in a text support inferences, relate to the theme or central idea, and support how characters develop throughout the text.
		Essential Questions: What are the inferences within the text? What evidence from the text support that inference? What does the text say explicitly? What is the theme or central idea? How can I recount those details so someone

Additional Resource

- <https://www.dlmpd.com/>

DLM Professional Development

This site was developed to provide professional development for educators working with students with significant cognitive disabilities. It focuses on teaching and learning in the areas of English language arts, mathematics and science, while also providing important information regarding components of the Dynamic Learning Map® system. The modules on this site are part of the instructional professional development system. For information about the Dynamic Learning Maps Required Test Administrator Training, please link to your state from the main [Dynamic Learning Maps](#) web site.

The modules on this site are available in two formats: online self-directed learning modules and facilitated materials to be presented to groups for each module.

Each interactive self-directed module is short (30-45 minutes on average) and focuses on a single topic. When you begin a module, be certain to complete the information regarding your name, school, and state so that you will receive credit where available. If you have questions about these modules, please contact dlmpd@unc.edu.

