

STANDARDS-BASED CURRICULUM DEVELOPMENT

THE PLANNING PROCESS

As teachers begin to develop standards-based curriculum and assessments, it is critical that they realize they must reorganize how they plan and implement their classroom activities. The table below shows the differences between instruction and assessment in traditional practice and in a standards-based educational system.

<i>Traditional Educational System</i>	<i>Standards-based Educational System</i>
1. Select a topic from the curriculum.	1. Select and analyze the standard(s) to be met.
2. Design instructional activities.	2. Design or select an assessment through which students can demonstrate mastery of standards; determine the required performance level, if not given.
3. Design and give an assessment.	3. Identify what students must know or be able to do to perform well on the assessment.
4. Give a grade or feedback.	4. Plan and deliver lessons. Provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
5. Move on to a new topic.	5. Assess students and examine results to plan further instruction or individual support, if needed, and grade their work.

The table can be used as a planning tool as it suggests steps to guide the design of standards-based curriculum and assessment. This process is sometimes called backwards mapping because it turns the process around to focus on what the

student must know and be able to do. Chapter 4 in *Aiming High* and Tool #7 (Tab 12) in the *Aiming High ToolKit* also focus on this process.

Before teachers begin to teach students, they must answer the following questions:

- What standard(s) are being addressed?
- What type or format of assessment will be used? Will students have to write a report? Answer multiple-choice questions? Do a project? Respond to a short scenario? Give an oral report?
- What are the specific skills/knowledge students will have to include in their response to demonstrate that they have learned the standard?
- What classroom activities (opportunities for learning) will be given students so that they can learn the standard?

The instructional plan should include alternative teaching strategies to accommodate differing learning styles and special needs.

Once the instructor has developed the instructional strategy, the assessment sequence follows:

- Assess the students
- Score the assessment using the quality criteria
- Determine the performance level achieved
- Determine if the performance levels meet the predetermined minimum level of proficiency
- Provide remedial instruction as necessary

SELECT AND ANALYZE THE STANDARD(S) TO BE MET

The first step in the development of a standards-based educational system is to *Select and Analyze the Standard(s) to be Met*. It is important to note, as teachers look at the overwhelming number of standards, that each standard is not taught separately and discretely. Rather, the standards are combined and blended within learning experiences. All standards are not taught equally. Some standards are given greater emphasis than others.

A. Costa (1999) suggests that teachers employ a strategy of “selective abandonment” whereby they prioritize the content of instructional material. The chart below was refined by Williams and Dunn (*Brain-compatible Learning for the Block*, Skylight Publishing) and divides material into three categories: essential, supportive, and extraneous. Material judged to be essential should be given instructional priority; that which is supportive may be dealt with in conjunction with other material or as a cooperative or independent learning experience; and the extraneous material can be included as time allows.

SELECTIVE ABANDONMENT CRITERIA

Essential

- Has a real-life practical application
- Fundamental step in a larger process
- Based in the present
- Helps students function in the world in which they live
- District- or system-articulated benchmark directly tied to vital concept

Supportive

- Collaterally linked to a curricular objective
- Promotes independent study opportunity
- Can be more fully developed in another curricular area
- Provokes student interest and motivation to learn more
- Provides additional opportunities for students to develop a wide range of intelligences

Extraneous

- Based in knowledge about theory or the past without practical application in the future or present
- Fun but not linked to a curricular concept
- Exercises only the logical/mathematical and verbal/linguistic intelligences
- Does not promote positive group interdependence

Other terms are frequently used in determining the priority of the standards to be taught. *Aiming High ToolKit* Tool #7: Backward Mapping (Tab 12) suggests that “each school site selects target standards. Target standards are academic standards that warrant additional focus or attention because they are high stakes for students and/or schools. Target standards are taught across the curriculum to provide students with:

- additional time within the instructional day to learn and practice key academic standards, and
- the opportunity to master key academic standards across a variety of contexts.”

Standards-based education does not mean that teachers must abandon current classroom projects and lessons. Much of the good presently done in classrooms is indeed appropriate and should be retained and enhanced. However, what is done must be aligned to specific standards. Many standards may influence development of a unit, but only those to be assessed through the unit should be identified. Identifying only the standards to be assessed limits the unit to a reasonable number of standards.

The Resource Section of this guide provides tools to assist educators in selecting key academic standards and local outcomes that represent the knowledge, attitude and skills the community wants graduates to demonstrate. The Challenge Standards for Business Education are included in the Resource Section (Tab 7), as are the blueprints for the Language Arts and Mathematics Standards (Tab 10) that are addressed on the California High School Exit Examination. In addition, curriculum developers will want to consider end-of-course outcomes, school and district graduation requirements, and Expected Schoolwide Learning Results (ESLRs), which are interdisciplinary statements that embody the school vision.

To prepare for the development of standards-based curriculum, teachers should reflect on what standards are currently being taught in their courses/programs. The *Assessment Matrix* in the Resource Section (Tab 8) provides a means for educators to assess what standards, if any, are currently addressed in the curriculum. The matrix lists every Business Education Challenge Standard and benchmark with spaces for inserting course titles (Business Education and academic courses) and indicating in which of these courses each benchmark is addressed. It is generally more effective to complete the matrix as a department or

in an interdisciplinary setting. When completing the matrix, educators may delineate whether the standard is being addressed as a primary (p) or secondary (s) component of instruction. Using symbols, such as “+” for standard is fully covered, “✓” for standards is partially covered and “-” for standard is not covered is an alternative method for determining whether standards are adequately addressed in the current curriculum. A sample of the matrix is provided on the next page. The entire matrix is provided in the Resource Section (Tab 8).

Once the *Assessment Matrix* is completed, teachers can evaluate the importance and emphasis of standards currently being taught, determine whether there are omissions, and decide which standards should be replaced, deleted, or added. Once these determinations have been made, curriculum will need to be revised accordingly to align with the selected standards. Aligning standards to classroom practices takes time, practice, and the exercise of professional leadership and judgment. Teaching to standards and making sure students can demonstrate understanding is generally more time-consuming than traditional teaching, especially if time-intensive performance assessments such as portfolios and projects are utilized. However, the time and effort expended is worthwhile when the goal is to provide students with multiple opportunities to learn and master the standards.

BENCHMARKS	COURSE TITLES					
1.1.1 Diversity-demonstrate the ability to work and communicate effectively with persons of different ethnicities and culturally diverse backgrounds						
1.1.2 Effectiveness-compose oral and written business communications that demonstrate the use of critical thinking, decision making and problem solving skills						
1.1.3 Ethics-discuss ethics and the need for confidentiality, loyalty, integrity and honesty in communicating with business associates						
1.1.4 Methods of Communication-demonstrate the use of various methods of communications; research, compose and orally present information using appropriate technology						
1.1.5 Nonverbal Communications-identify and use nonverbal communications in a group activity						
1.1.6 Oral Communications-orally present information using appropriate language, style and format; utilize different communication techniques to address the intended audience appropriately						
1.1.7 Systems-use systems thinking to discuss the impact of cultural, organizational, technological and behavioral characteristics on the selection of communication strategies and methods						

Another tool that will be very helpful to business teachers as well as academic teachers is the *Guide to the Content Standards for California Public Schools (Academic Crosswalk)*. A sample of the crosswalk utilizing a Business Core standard and related benchmarks is provided on the following page. The entire document is located in the Resource Section (Tab 9) of this manual. This crosswalk was developed to assist teachers in identifying standards and benchmarks that correlate with the academic standards. Each Business Education standard and benchmark is cross-referenced to the academic content standards.

While it is still necessary to determine whether each specific classroom activity meets the related academic standard that is listed, this crosswalk can reduce the amount of time needed in studying academic standards by the business instructor. The academic standards in the crosswalk are identified by page number. The page numbers are from the following editions of the standards:

- *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, Adopted by the California State Board of Education December 1997, Copyright 1998.
- *Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, Adopted by the California State Board of Education December 1997, Copyright 1999.
- *History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, Adopted by the California State Board of Education October 1998, Copyright 2000.
- *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, Adopted by the California State Board of Education October 1998, Copyright 2000.

The standards that are listed in **Bold** in the crosswalk are the standards that have been identified in the California High School Exit Examination Blueprint, December 2000.

1.0 BUSINESS CORE

1.1 Business Communications (C): Students will understand communications as applied to personal and professional situations. They will demonstrate competency by selecting and using appropriate forms of communications in a variety of situations.

Link to Content Standards for California Public Schools

Benchmarks	English Standards	Math Standards	Science Standards	Social Science/ History Standards
1.1.1 Diversity— demonstrate the ability to work and communicate effectively with persons of different ethnicities and culturally diverse backgrounds	E2.3e p60 E2.4b p60 E3.5b p67 E1.1-1.3 p69 E1.1 p73 E1.2 p73 E1.9 p73			H10.4 p43 H10.5 p44; H10.7 p45 H10.8 p45 H10.9 p45; H11.2 p48 H11.5.2 p49; H12.2 p55 H12.3 p55-56 H12.9.7 p58
1.1.2 Effectiveness— compose oral and written business communications that demonstrate the use of critical thinking, decision making and problem solving skills	E2.1 p56 E2.3-2.5, 2.6, 2.7-2.8 p57 E1.3-1.6, 1.7-1.8, 1.9 p59 E2.3, 2.4, 2.5, 2.6 p60-61 E1.1-1.9 p63 E2.3-2.6 p64-65; E2.3 p66 E1.1-1.9 p69; E2.5-2.6 p71	M1.1 p26; M2.5 p27 M3.1 p 27; M1.3 p29 M1.6, 1.7 p30; M1.5 p 30 M3.3 p31; M3.4p31 M1.3 p32; M1.1-1.3 p33 M1.1 p34; M2.1, 2.3, 2.4 p34 M3.1, 3.3 p34 M5.0 p38; M10.0 p39 M13.0 p39; M15.0 p39 M24.0 p40; M25.0 p41	Sl a, d p52	H12.2 p55; H12.3 p55 H12.7 p57 H12.2 p59 H12.3, 12.4 p60 H12.5, 12.6 p60-61
1.1.3 Ethics—discuss ethics and the need for confidentiality, loyalty, integrity and honesty in communicating with business associates	E2.3-2.5, 2.8 p57 E1.5, 1.9 p59 E2.3 p60; E2.4 p60 E1.1 p63; E2.6 p67 E1.3, 1.6-1.8 p69 E1.1, 1.6 p73		S1 m p52	H10.1 p42 H10.3.4, 5 p43 H10.4 p43-44; H10.8 p45 H11.3 p48 H11.7.3, 5, 7 p50 H11.11.4 p53; H12.1 p54 H12.2 p55; H12.9 p58

Link to Content Standards for California Public Schools

Benchmarks	English Standards	Math Standards	Science Standards	Social Science/ History Standards
1.1.4 Methods of Communication—demonstrate the use of various methods of communications; research, compose and orally present information using appropriate technology	E2.1 p56 E2.3-2.5, 2.6, 2.7-2.8 p57 E1.3-1.6, 1.7-1.8, 1.9 p59 E2.3, 2.4, 2.5, 2.6 p60-61 E1.1-1.9 p63 E2.3-2.6 p64-65 E2.3 p66; E1.1-1.9 p69 E2.5-2.6 p71 E2.4 p75			H10.3.2 p43 H10.11 p46; H10.8.5 p51 H11.8.7 p51; H11.9.3 p52 H 12.2, 12.3 p55 H12.5 p56 H12.6 p57; H12.10 p59; H12.5 p60 H12.6 p61
1.1.5 Nonverbal Communications—identify and use nonverbal communications in a group activity	E1.7 p63 E1.9 p63			H10.11 p46
1.1.6 Oral Communications—orally present information using appropriate language, style and format; utilize different communication techniques to address the intended audience appropriately	E1.1-1.9 p63 E1.11-1.13 p63 E1.1-1.14 p73-74 E2.1-2.4 p74-75		S1 a p52	H12.1-12.10 p54-59 H12.2-12.6 p59-61

Link to Content Standards for California Public Schools

Benchmarks	English Standards	Math Standards	Science Standards	Social Science/ History Standards
1.1.7 Systems—use systems thinking to discuss the impact of cultural, organizational, technological and behavioral characteristics on the selection of communication strategies and methods	E2.3-2.5, 2.6, 2.7-2.8 p57 E1.1-1.6, 1.7-1.8, 1.9 p59 E1.3-1.9 p63 E1.3, 1.6-1.8 p69	M2.5 p27; M3.1, 3.5 p27 M1.3 p29; M1.6, 1.7 p30 M2.2 p30; M1.1-1.3 p33 M1.1 p34 M2.1, 2.3, 2.4 p34 M3.1, 3.3 p34	S1 m p52	H10.5 p44; H10.7 p45 H10.8 p45; H10.9 p45 H11.6 p50; H11.8 p50 H11.11 p53; H12.8 p58 H12.5 p60

Another worksheet that many find helpful in implementing standards-based instruction is the instructional organizer. The format is essentially the same as the backwards-mapping tool that is included in *Aiming High* and located in the *Aiming High ToolKit* Tool #7. The instructional organizer has been developed to correlate with the backwards-mapping technique discussed in the planning process of this document, and helps instructors *organize* the process of lesson planning.

The first step is to select the standard(s) to be covered by the project/unit or course. The standards to be selected should include both academic and Business Education standards. The *Guide to the Academic Content Standards* (crosswalk) may be helpful at this point. The *Guide* can be used to align and incorporate both academic and business standards into the lesson plan.

Next, the assessments and scoring criteria are developed. The assessment should determine the level of student performance and provide information that will help the instructor decide whether the student has met the standard. The key concepts are what the students need to know to perform well on the assessment.

Then, the lesson plan can be developed and the delivery method determined. All students should know what the expectations (standards) are and how they can meet at least a minimum level of proficiency (assessment.) The lesson plan should provide all students with multiple opportunities to learn and practice the necessary skills to master the standards.

INSTRUCTIONAL ORGANIZER

<i>Class/Unit</i>		<i>Author</i>	
Business Standards		Academic Standards	
Assessment/ Scoring Criteria		Key Concepts	
Instructional Strategies		Student Activities	

INSTRUCTIONAL ORGANIZER COMPARISON

Traditional Versus Standards-based Education Planning

<i>TRADITIONAL LESSON PLANNING</i>	STANDARDS-BASED INSTRUCTIONAL ORGANIZER
1. What content will I teach ?	1. What content standard(s) will students learn (what should they know and be able to do)? How is this content relevant; how can students apply it?
2. How will I teach it ?	2. How will students show what they know and can do? What evidence will they provide? What authentic tasks might they use?
3. What materials will I need ?	3. What might their work look like if it is : exemplary, proficient, in progress, not proficient?
4. What assignments will I give to students?	4. What content, unit, or curriculum will help students “get there” ? What essential learnings or components do students need ? How do these learnings relate to the unit focus?
5. What activities will I do in class?	5. What teaching strategies might help various students “get there” ? What adaptations might be needed? How might technology be used?
6. How long will the unit take?	6. Are students “getting there”? Are students developing knowledge and skills aligned to the standard? Are adjustments in teaching strategies necessary?
7. What homework will I assign ?	7. What help might students receive during the assessment without invalidating results?
8. How will I test whether or not they learned it?	8. How well did each of the students do? What should be refined, revised, retaught in another unit? Was the assessment valid? Did the scoring rubric have validity? Are improvements needed to the instructional strategy, the assessment, or is the diagnosis an individual learning need?
9. How will I grade it? What is the scale? What should be the average score?	
10. What is the next unit ?	

