**Part 2: Performance Mapping: Building the Foundation for Standards Based Integrated Curriculum**

**Introduction:**

A key component of career academies and all Linked Learning Pathways is highly engaging integrated curriculum. This workshop is designed to demonstrate how rigorous interdisciplinary lessons and projects that can engage students differently and more consistently are designed.  There is a fairly simple approach with new tools that is working well for many academy teams.  This curriculum development process involves clarifying student learning outcomes and using performance maps to assist teachers in finding connections and building lessons or projects based on standards from multiple courses. ConnectEd has developed an online tool to simplify the development process yet maintain the integrity of each subject'

**Outcomes:**

* Recognize the benefits of using well designed performance maps for designing integrated curriculum
* Determine the assistance your teaching team may require to unpack curriculum to performance levels
* Find connections across various subjects within a performance map
* Be familiar with the online mapping tool and be able to access and use it

# Performance Maps Can

* Provide a tool for looking at your own class and how you might address relevancy and motivation
* Provide a tool for looking across a student’s program to find natural connections for designing projects
* Be done by individual teachers or through subject area departments
* Help you identify areas where a student may need skills remediation or speci

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| **Weekly Performance Map: One Month Sample** |
| **Subject** | **WEEK: NOV 2-6** | **WEEK: NOV 8-12** | **WEEK: NOV 15-19** | **WEEK: NOV 21-25** | **WEEK: NOV28- DEC 2** |
| **BIOLOGY** | Use the fluid mosaic model to illustrate and explain the structure and function of the cell membrane.Predict the movement of different types of molecules across semi-permeable membranes.Distinguish between active and passive transport along concentration gradients. | Analyze the structural differences between viruses and bacteria.Compare and contrast prokaryotic cells and eukaryotic cells. | Explain the role of ER, Golgi apparatus, and secretory vesicles in protein synthesis and transport.Differentiate between the functions of smooth ER and rough ER. | Illustrate how the cytoskeleton or cell wall gives shape and internal organization to the eukaryotic cell.Describe the structure and function of microtubules, flagella, and cytoskeleton | Determine the relationship of cell structure with function.Differentiate among multiple cells types an functions |
| **LANGUAGE ARTS** | Research a topic using a minimum of five different text and multimedia resources.Evaluate the credibility and reliability of resources.  | Summarize research on to note cards, one thought, fact, or quote per card. | Paraphrase research into one’s own words.Formulate a preliminary thesis statement to reveal the specific point of a paper. Using note cards, prepare a working outline.  | Draft a final thesis statement Use internal citations after learning MLA format.Correctly apply MLA format to the citations.Prepare a formal outline using proper outlining form. Write rough draft of a research paper.  | Peer edit another’s draft with comments.Review peer feedback on the rough draft and make adjustmentsWrite the final project in proper MLA format.Prepare a Works Cited page using proper MLA citations Prepare a Table of Contents |
| **ALGEBRA** | Solve a linear equation systematically using addition and subtraction. Solve problems, including word problems, involving linear equations in one variable.Isolate the variable and solve equations using inverse operations.Solve linear equations using multiplication and division.Define the term “reciprocal.” | Find the solution to multi-step equations.Use two or more steps to solve a linear equation. Using variables on both sides of the equation, find the answer.Produce the answer to math questions using decimal equations | Apply a formula to an algebraic equation that relates two or more quantities. Use a formula to solve a temperature conversion problem. Use ratios and rates to solve real-life problemsDescribe unit rates, such as 60 miles per gallon | Find a unit rate (such as comparing miles and kms).Apply unit analysis, such as converting dollars into pesos. Solve percent problems using percents and base numbers. | Solve multi-step problems, including word problems, involving linear equations in one variable. Solve percent problems by reading tables and graphs. |
| **HEALTH SCIENCE FOUNDATIONS** | Distinguish between pathogenic and non -pathogenic organisms.Describe how various organisms manifest symptoms in human hostsDetermine common modes of transmission for bacteria, viruses and fungi. Define vector, fomite, and vermin | Research modes of transmission for a list of common pathogenic organismDetermine appropriate precautions for specific organisms.Distinguish between sterilization and disinfection.Differentiate between aseptic and sterile technique | Demonstrate aseptic hand washing techniqueUtilize appropriate aseptic and/or isolation techniques according to posted precautionsDefine, endemic, pandemic and epidemic.Determine common risk behaviors shared among endemic infectious diseases. | Utilizes proper sterile technique when assisting with, or performing, sterile procedures.Safely and correctly operate disinfection and sterilizing equipment and machinesEmploy appropriate protective equipment and apparel according to organism identified.Locate public health warnings and advisories for a list of infective diseases  | Clinical assignments |

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| **Performance Map Template** |
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**Reflection Question 2**

**How do performance maps add value when designing integrated lessons and projects from scratch?**

1. **Intervals of mapping**
* How might maps be designed to accommodate pacing guides and benchmark testing?
* To what extent must team members adhere to scope and sequence within the separate subject coursework?
* How might performance maps help teachers design more authentic work within their own classes?
1. **Modify mapping process for working with specific teams.**
* What format might work best for the team/s of teachers you support (bi-weekly, monthly or semester)?

* What time spans should be worked on at time (consider whether teachers are on block or traditional scheduling, and the available collaboration opportunities of teachers)?