

The Layered Curriculum

Your Guide:

Helen Teague

for

OOPS: Our Overnight Planning System

<http://4oops.com>

helen@4oops.com



What We Know...

- Choice is the Answer to the Question of Readiness
- Students are different
- Learners have to be ready to learn
- Learning styles vary
- Multiple intelligences abound
- Mind styles are unique
- Inclusion is important



What Do We Want to Know?

1. Grading points → how to make it fair?
2. Tiered assignments or differentiation?
3. Basic Skills for Immediate Implementation
4. Choice in All Assignments? Does every assignment necessitate # of choice
5. How do you integrate this approach everyday
6. Practical Strategies for SE and GT

7. **3=30 → Investigations, Answering a BIG question, Experiments, Surveys, Predicting, Solve Problems, Create new problems to solve, the student at the center of the learning**



Memory Resides in the Hippocampus

- Memory has two components:

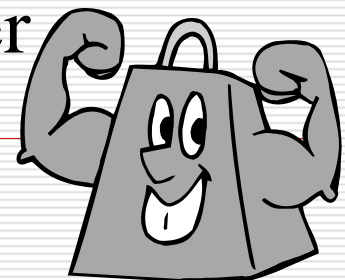
Chunking

Learning

Recall

Attach meaning & challenge to what you want students to remember

S*U*C*C*E*S*S



The Brain in Operation

- Prefers to work in lower regions (spinal cord)
- Works on priorities (remember Maslow?):
 - Physical needs
 - Novelty
 - Self-made choices
- Reptilian brain is powerful, controls emotion
- Pre-frontal cortex calls the shots
- Connected learning grows dendrites



Cone of Learning (Edgar Dale)

After 2 Weeks
We Tend to Remember . . .

Nature of
Involvement

10% of what we Read

Reading

20% of what we Hear

Hearing Words

30% of what we See

Looking at Pictures

Watching a Movie

50% of what We
Hear and See

Looking at an Exhibit

Watching a Demonstration

Seeing it done on Location

70% of
what we
90% of
what we
Say and Do

Participating in a Discussion

Giving a Talk

Doing a Dramatic Presentation

Simulating the Real Experience

Doing the Real Thing

Passive

Active

Products



Layered Curriculum Basics

Student Choice Between 3 Levels or Layers:

C: General information, rote knowledge, basic skills and concepts; covers core curriculum

B: Practical application of lower skills and knowledge; problem solving and discovery

A: Critical analysis, critical thinking



Layered Curriculum in Action

C Assignments

- Cover the core curriculum
- Can be defended orally (spot check)

B Assignments

- Emphasis is on process, not results
- Provide resources, not answers

A Assignments

- Focus on research, analysis, reporting, position
- Not B&W; no right answer



Layered Curriculum Implementation

- Explain the Big Picture First
- Model the structure with whole class
 - Students learn to make choices
 - Students learn to manage their time
 - Students enjoy the novelty
- Base grading rubrics on complexity, time and effort (results)



For Example

“Migration”
(a 5-day unit plan)



Day 1

- Complete KWL on migration – 5 pts
- Participate in class discussion at least once/take notes – 5 pts.
- Quietly watch the movie – 5 pts.
- Write 10-15 new ideas learned in the movie – 10 pts.



Day 2

- Select a text and read chapter on migration; answer end of chapter questions – 15 pts
- Create 2 quiz questions to demonstrate what you know about migration – 10 pts
- Listen & notate from audio tape – 10 pts
- Discuss what you now know about migration with your peer partner – 5 pts



Day 3

- Complete EJournal Warm-Up – 5 pts
- Pick one migration path and describe it in a paragraph – 10 pts
- Using this migration path create a product to show the migration path – 20 pts
- Present your tracking model to class –10 pts



Day 4 (“B” level labs)

- Review notes - 5 pts
- Answer one question in a paragraph- 15 pts:
 - Who jumps proportionately further, a cricket or a human?
 - What is the average speed of an ant?
- Transform your paragraph into a hypertext summary with at least 3 hypertext words



Day 5 (“A” level assignments)

- Choose one – 20 pts:
 - What poisonous spiders live in Utah?
 - Does the shellfish industry seriously harm the natural populations of these animals?
 - Can AIDS be transmitted from mosquitoes to humans?
- Present your findings to the class – 5 pts



Grading Rubric

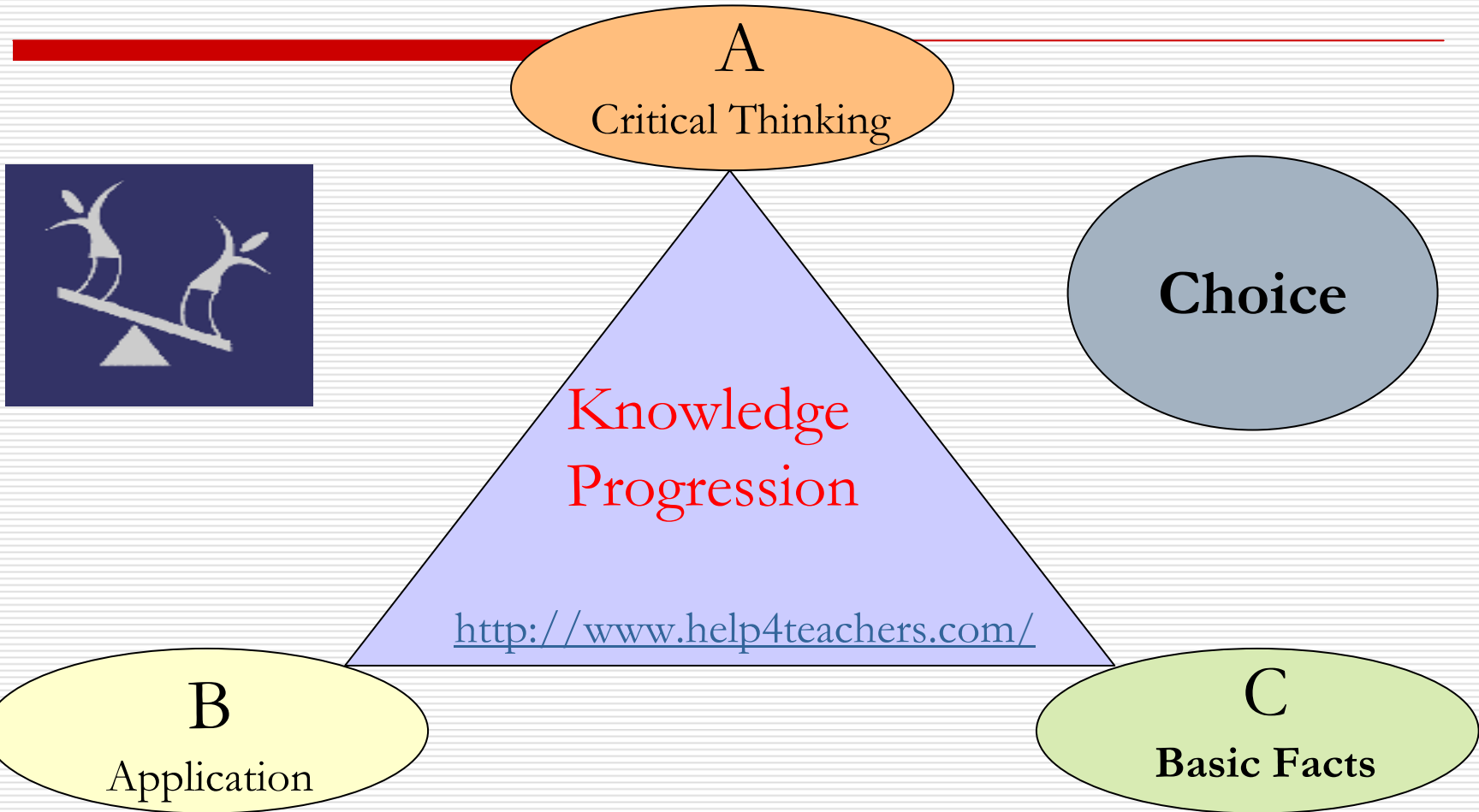
C = 70 – 99 pts

B = 99 - 129 pts

A = 130-155 pts



Approaches: Layered Curriculum



Too often we give children answers to remember rather than problems to solve. ~ Roger Lewin

Links to Follow:

Brain Awareness Week

<http://faculty.washington.edu/chudler/baw1.html>

The Brain & Learning

<http://www.scm-ae.com/eds>

Brain Poke

<http://www.wlu.edu~web/bp/brainpk.html>

Neuroscience for Kids

<http://faculty.washington.edu/chudler/works.html>

Brain Facts & Figures

<http://www.faculty.washington.edu/chudler/facts.html>

The Brainarium

http://www.morphonix.com/software/education/science/brain/game/brainarium/brainarium_outside.html

Brain Metaphors

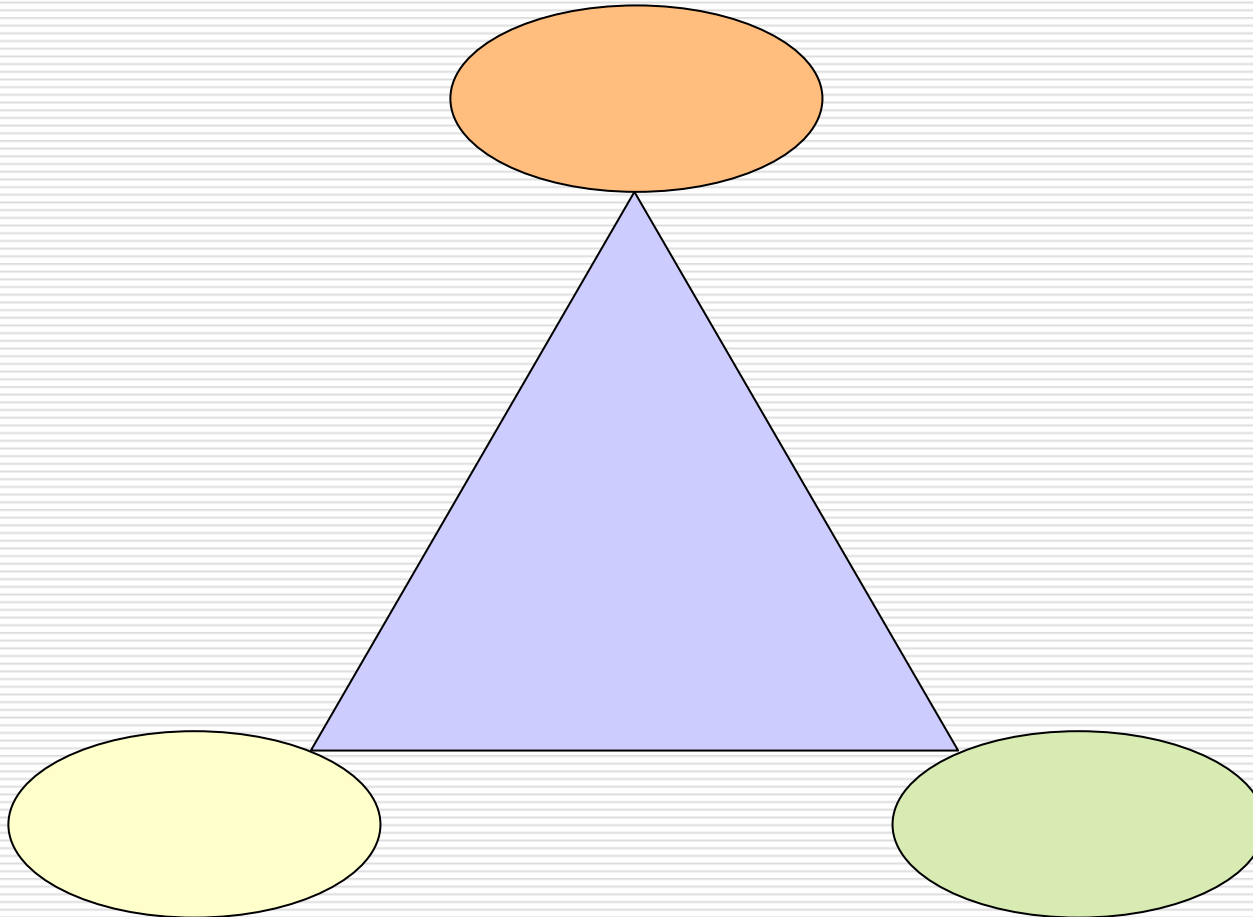
<http://faculty.washington.edu/chudler/metaphor.html>



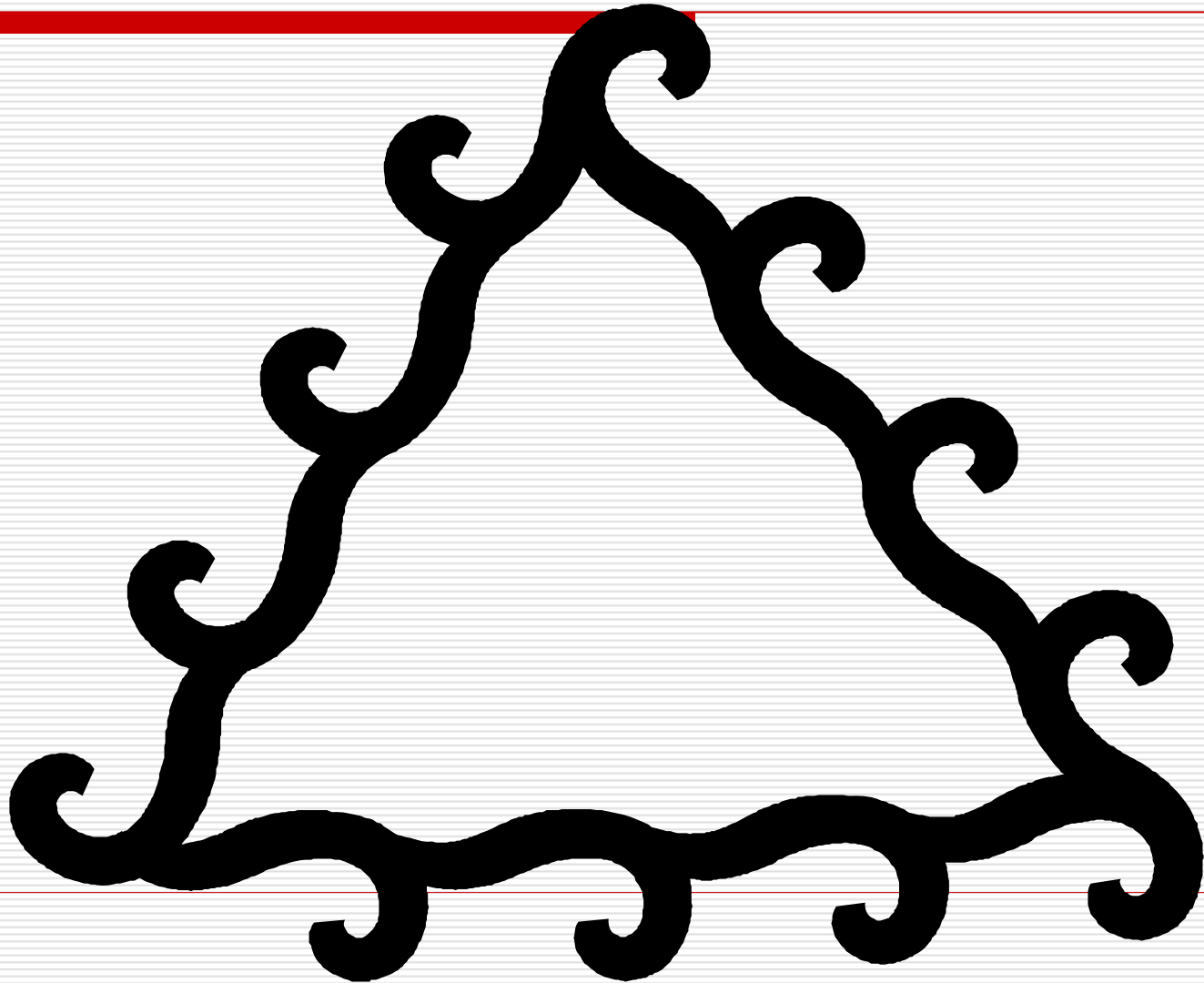
Layered Curriculum Unit Titles



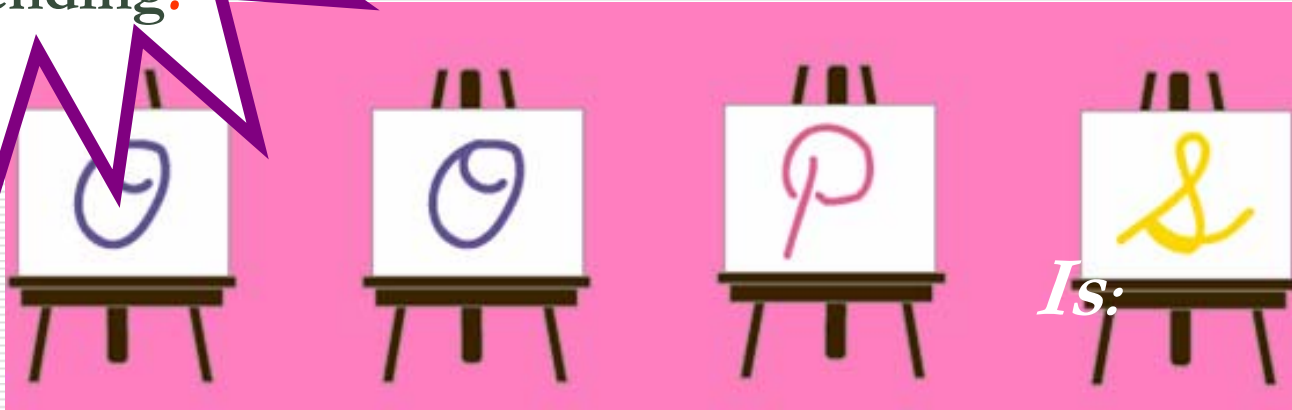
Create Your Own !



Create Your Own !



Thank You
For
Attending!



**Our Overnight Planning System
Professional Staff Development**

Helen Teague

Mary White

<http://4oops.com>

