



Guide: Prioritize Curriculum Goals in Atlas

Read our 2-page guide on 5 steps for prioritizing curriculum goals on supporting the transition to online instruction.



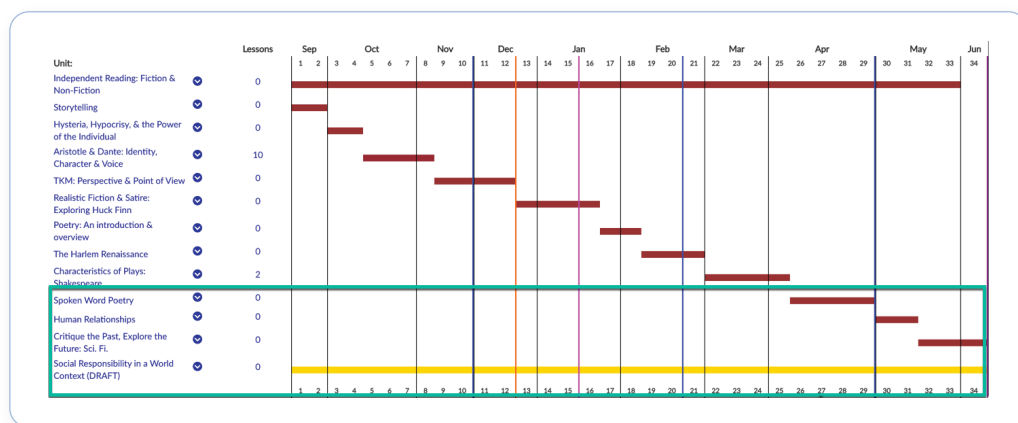
DRIVING QUESTION

How can we use our curriculum maps as a tool to guide teachers and support families in building skills and working towards essential learning?

1

REFRESH YOUR PACING GUIDE

Review the units that are scheduled to be taught for the remainder of the year and make adjustments.



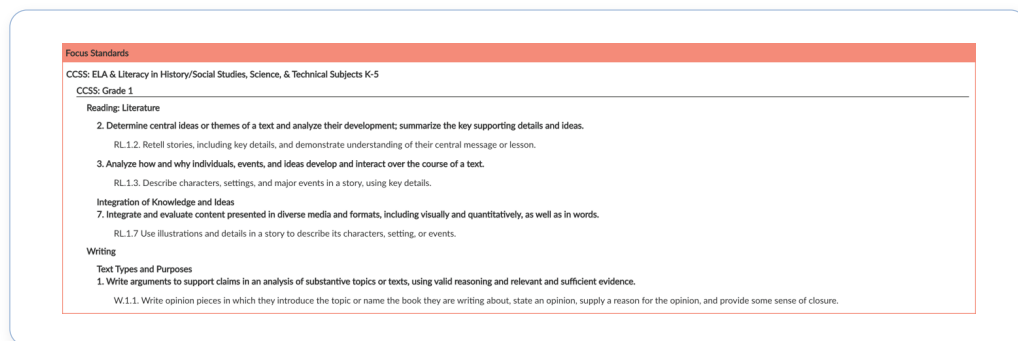
Consider:

- How much time do you have left in the year?
- What units do you have left to cover?
- How long do you plan to spend on each?

2

REVIEW YOUR STANDARDS

Narrow down the unit focus to a few priority standards. Make sure to track your changes for future review!



Consider:

- Is this standard essential for this grade level?
- Have we covered this standard already this year?
- How are students doing with it?
- Could these standards connect to interdisciplinary units?

3

ADJUST LEARNING GOALS

Narrow down lists of Enduring Understandings, Essential Questions, Content, and Skills to reflect learning priorities.

Keep track of your prioritized information by using color-coding, bold text, or making notes in your unit planner.

Once you have narrowed down your list, translate the information into weekly learning goals that can drive online instruction.

Skills

[Bloom's Taxonomy Blog Post](#)

- Read a fable and **relate** a fable's moral to their lives.
- **Identify** characteristics of **fables**.
- **Use** the text to **identify** and **infer** character traits and motivations
- **Re-tell a fable** to classmates: demonstrate clear sequencing, include key details, character descriptions, and the main idea of the story(moral)
- **Ask** and **answer** questions about a **fable**
- **Illustrate** the main characters of the **fable**, showing his/her characteristic
- **Write/create** a script for a **fable** that includes dialogue, shows sequencing reflects the characteristics of the main characters and demonstrates the moral
- **Act out** a fable with a small group
- **Write** a short opinion-essay that summarizes a **fable**, describes the situation and characters and expresses, with support, what a character should have done.

4

SET A WEEKLY FOCUS

Once you have narrowed down your lists of Enduring Understandings, Essential Questions, Content, and Skills, it is time to take that condensed information and translate it to weekly goals based on the number of weeks you have allocated for the unit. This will make it easy to take your high-level, strategic work, and create lesson plans and activities for students.

Week 1: Why do we tell stories? How can we find the main idea

Week 2: Character Study-use key details to understand the characters

Week 3: Write it out! Write an opinion paragraph explaining what a character should have done

5

CAPTURE YOUR REFLECTIONS

As you teach, make sure to document your notes about what you do and do not cover, as well as student progress. This will be invaluable in the fall as you work with colleagues to ensure a seamless transition!



Teacher Notes & Reflections

Week 1: The students were able to think about reasons for telling stories. Main idea was trickier. Some seemed to understand right away, but we will want to review this topic next year.



Tip: Work with colleagues to create interdisciplinary opportunities to maximize student time and learning!

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