

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.



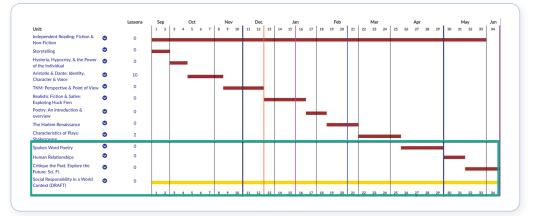
DRIVING QUESTION

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



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!

CSS: EL	A & Literacy in History/Social Studies, Science, & Technical Subjects K-5
CCSS:	Grade 1
Read	ding: Literature
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	RL1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RL1.3. Describe characters, settings, and major events in a story, using key details.
	tegration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.
Writ	Mng
	text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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?

Visit us at onatlas.com or email us at hello@onatlas.com

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 **6** 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.

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!

Visit us at onatlas.com or email us at hello@onatlas.com



Faria

Group

+ 1 503 223 7600

Visit: onatlas.com Email: hello@onatlas.com



in fariaedu