Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards Implementation

Module 10: Mind the Gap

Goals & Objectives:

In Modules 8 and 9, you made sense of the standards and mapped them to your curriculum. In this module, you will:

* Combine your understandings of the standards and your curriculum to identify *gaps* and *overlaps* in your curriculum.
* Work with other educators to understand why gaps and overlaps exist.

Disciplinary Literacy:

* Close Reading
* Speaking for understanding in content-areas
* Writing in discipline-specific ways

I. Introduction:

|  |  |
| --- | --- |
| Define “Gaps” | Define “Overlaps” |

II. Four Types of Conversations: Looking for Gaps and Overlaps

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| --- | --- | --- |
|  | Within Grade | Across Grades |
| Within Content Areas |  |  |
| Across Content Areas |  |  |



Guiding Questions to Find Gaps:

1. What was highlighted red and yellow?
2. Do we really not cover it in this content area? Why not?

Guiding Questions to Find Overlaps:

1. When we were highlighting things green in Module 9, what felt like it might be *too* green? In other words, did you have thoughts like:
* “We spend a month on factoring quadratics. Is that a lot?”
* “Of course I teach the Civil War! We take five weeks to watch and study the *entire* PBS documentary.”
* “I teach a lot of this because it’s fun, but it’s not really in the standards.”

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| Gaps: | Overlaps: |



Guiding Questions to Find Gaps:

1. Are the things that got highlighted red and yellow not covered under a different content area? Why not?

Guiding Questions to Find Overlaps:

1. When we were highlighting things green in Module 9, what could have been highlighted green by multiple content areas? For example:
* Is scientific notation being taught by both the science teacher and the math teacher?
* Are there texts being studied in social studies classes that address standards in Reading, Writing, and Communicating?

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| Gaps: | Overlaps: |



Guiding Questions to Find Gaps:

1. Did anything get highlighted red or yellow because you think it’s taught in another grade? Why did you think that?

 Guiding Questions to Find Overlaps:

1. When we were highlighting things green in Module 9, what could have been highlighted green by teachers of multiple grade levels?
* If you are teaching something described by the standards of a previous or future grade, why are you doing it?
* Instead of moving some students *faster* (into the next grade), where can we go *deeper*?

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| Gaps: | Overlaps: |



Guiding Questions to Find Gaps:

1. Did anything get highlighted red or yellow because you think it’s taught in another grade in a different content area? Why did you think that?

 Guiding Questions to Find Overlaps:

1. When we were highlighting things green in Module 8, what could have been highlighted green by teachers of other grade levels in other content areas?
2. If you are teaching something described by the standards of a previous or future grade, and/or another content area, why are you doing it?

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| Gaps: | Overlaps: |