A Resource for Developing a Standards-Based Curriculum

Develop a standards-based curriculum by aligning your local curriculum with Wisconsin's education initiatives to support the diverse learning needs of the range of learners within your local context. This resource can be used to evaluate existing lesson, unit, and course plans or to develop standards-based lesson, unit, and course plans.

STANDARDS-BASED CURRICULUM

A standards-based curriculum includes a scope and sequence of standards, high quality instruction, a balanced assessment system, and resources to serve the local context.

A STANDARDS-BASED CURRICULUM…

- Aligns and is mapped and implemented throughout the school and across the district.
- Articulates a coherent progression of learning where concepts and/or skills advance and deepen over time for all students.
- Makes intra- and/or inter-disciplinary connections, e.g., other units in the course of study, other disciplines, American Indian Studies, environmental education, global education, and financial literacy.
- Includes a clear and explicit purpose for instruction, focusing on a targeted set of grade-level standards.
- Aligns the demands of the standards with instruction and assessment.
- Integrates multiple standards to deepen learning.
- Provides for authentic learning, application of skills, student-directed inquiry, analysis, evaluation, and/or reflection.
- Is flexible to ensure engagement and access for a range of student needs.
- Is culturally responsive.

STANDARDS

*The **lesson** and **unit** incorporate Wisconsin Standards.*

THE STANDARDS FOR MATHEMATICS ARTICULATE WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO:

- Perform, represent, and apply grade-level appropriate operations on various types of numbers (e.g. whole, integer, real, complex, rational) and variables and variable expressions.
- Formulate a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between numbers and variables.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Build a strong understanding of operations with fractions that will lead to an understanding of similar operations with rational numbers and variable expressions.
- Focus instruction on understanding so that students can explain concepts with mathematical reasoning, including the use of illustrations, mathematical representations, and applications.
- Use and apply the Standards for Mathematical Practice to solve mathematical and real world problems.
- Use mathematical modeling to solve problems, shed light on mathematical structures, choose and use appropriate mathematics and statistics to analyze situations, and apply geometric concepts in modeling situations.

INSTRUCTION

*The **lesson** and **unit** are responsive to student learning needs.*

INSTRUCTION…

- Is scaffolded with instructional practices and strategies within an instructional framework that aligns to the Wisconsin Guiding Principles for Teaching and Learning.
- Uses whole-class, small group, and individual instruction purposefully to facilitate learning.
- Attends to general academic and domain–specific words.
- Uses culturally responsive research-/evidence-based instructional practices and strategies.
- Represents information in multiple ways.
- Engages students in multiple ways.
- Allows students to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader.
- Plans for students' conceptions and misconceptions or misunderstandings.
- Uses the results of formative assessments to plan interventions and/or additional challenges for students.
- Uses age appropriate resources to teach grade-level standards.
- Uses resources and materials to deepen learning.
- Optimizes access to technology and media to deepen learning.
- Uses assistive technology, as appropriate.
- Uses reflection to inform instruction.

ASSESSMENTS

*The **lesson** and **unit** regularly assess whether students are mastering standards-based content and skills.*

ASSESSMENTS…

- Elicit direct, observable evidence in order to monitor and/or measure student learning.
- Inform instruction.
- Are used to plan interventions and/or additional challenges for students.
- Communicate student learning.
- Are content specific with real-world application, as appropriate.
- Include clearly articulated expectations to include student established expectations/goals, rubrics, and checklists, as appropriate.
- Provide students with multiple options to demonstrate their learning.
- Ensure engagement and access for a range of student needs.
- Use a range of formative, benchmark, summative, and self-assessment measures.
- Are culturally responsive.

After you evaluate your lesson and/or unit plan, decide what you want to keep, what can be modified, what needs to be removed, and what could be added to ensure its consistency with Wisconsin's education initiatives – Wisconsin Standards, RtI, Educator Effectiveness, college and career readiness, and Universal Design for Learning. If you find that your current lesson and unit plan templates do not support Wisconsin's education initiatives, consider adopting Wisconsin's templates for lesson and unit plan development.

Action Plan	
Keep	
Modify	
Remove	
Add	