

Homewood-Flossmoor High School Curriculum Framework

The Homewood-Flossmoor High School (H-F) Curriculum Framework provides a structure for both developing new courses and revising existing ones as well. Until 2018-2019, the framework was largely based on the work of Drs. Jerry J. Bellon and Elner C. Bellon: *Curriculum Development and Renewal: A Frame of Reference* (2001). Beginning in 2018-2019 H-F launched a 5-year curriculum revision plan utilizing the Understanding by Design (UbD) framework (Wiggins & McTighe, 2005).

The hierarchical curriculum framework below was first constructed from the discussions of H-F administrators and department chairs in 2008. College Readiness and College Board Standards were added to the framework in 2010, followed by International Baccalaureate Programme Standards in 2013 and Common Core State Standards/Illinois Learning Standards in 2014. As stated above, new UbD curriculum documents began to be developed in 2018-2019.

The Homewood-Flossmoor High School Curriculum Framework

- *Curriculum is the organized intentions, plans, and programs for what students are expected to learn.*

District 233 Mission Statement, Board of Education Goals, Five-Year Strategic Plan, Schoolwide Transfer Goals

- *Transfer goals guide the curriculum; they specify the ways in which H-F grads should be able to independently employ their learning.*

Department/Content Area Rationale, Department/Program Transfer Goals

- *The rationale explains the reasons, principles, or underlying beliefs presented to justify the establishment of the existence of a program.*
- *Department/program transfer goals highlight the overarching understandings, knowledge, and skills students should be able to apply throughout their lifetimes.*

Course Content Standards

- *Course content standards are derived from the Illinois Learning Standards; the standards of national content area councils, i.e. NCTE, NCTM, ACTFL; and specialized curriculum organizations, i.e. the College Board, the International Baccalaureate Diploma Programme, and Project Lead the Way.*

Course Scope & Sequence, Conceptual Curriculum Maps, Understanding by Design Unit Maps

- *Scope & sequence depicts on a week-by-week basis the range and breadth of course content.*
- *Conceptual curriculum maps and UbD Unit Maps are scheduled to be completed for all courses by the end of the 2022-2023 school year.*

Assessment

- *Formative evaluation: Designed to improve student learning during the course of instruction.*
- *Summative evaluation: Designed to determine student success with meeting course objectives: data gathered from the results of course final exams, cumulative projects, and standardized testing drive future curricular decision-making.*

District 233 Mission Statement

The quality of each student's life improves through the educational experience at Homewood-Flossmoor High School. The institution upholds the highest standards of intellectual growth, and ethical, aesthetic, occupational, emotional, social, and physical development in an expanding global society. With belief in the fundamental worth and dignity of all individuals and recognition of diversity of backgrounds, abilities, interests, and aspirations, individuals will learn to respect the rights of others.

District 233 Board of Education Goals Related to Curriculum

Goal 1: Develop and implement a coherent curriculum.

Goal 2: Improve student learning and achievement.

Homewood-Flossmoor High School Five Year Strategic Plan Goal Related to Curriculum

Academic Achievement & Learning

- Goal 1: Meet the learning needs of all students by using research-based instructional practices, while providing equity of resources.
 - Create a guaranteed and viable curriculum.

Homewood-Flossmoor High School Transfer Goals

Graduates from HFHS will be able to independently use their learning to:

AFFIRMATION AND ACCEPTANCE

Value diversity, be inclusive, and interact positively, empathetically, and respectfully with all people in order to prosper in a global society.

COMMUNICATION

Communicate effectively based on purpose, task, and audience.

COLLABORATION

Collaboratively and respectfully work with and learn from others in a variety of situations, appreciating and inviting diverse perspectives.

RESPONSIBILITY TO SELF AND OTHERS

Govern oneself in a variety of situations, advocate for self and others, and engage in social responsibility.

CRITICAL THINKING AND PROBLEM SOLVING

Think critically and creatively to develop innovative solutions in an ever changing world.

MANIFESTING CHARACTER

Adapt to evolving circumstances, embrace and lead change while demonstrating resilience.

Homewood-Flossmoor High School Scope & Sequence

Semester: Year: Department: Course: Instructor(s):
 This course is aligned to: **Illinois Learning Standards, College Board Standards, and/or International Baccalaureate Diploma Programme Standards** Other Standards:

*The Homewood-Flossmoor High School Course Scope & Sequence provides parents and students with a semester-long overview of each class that we offer. **An instructor may alter a course's scope & sequence as needed.** Students are responsible for keeping track of due dates and other pertinent course information in their H-F Student Planners. Parents, please contact your child's teacher by telephone or email to clarify any questions you may have about the scope & sequence of a particular course.*

WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1					
WEEK #2					
WEEK #3					

Conceptual Curriculum Map

Department:			
Course # and Name:			
Long-Term Outcomes: <i>Choose from department UbD transfer goals.</i>			
Units	Standards	Conceptual Overview	Rationale
Unit 1 Focus & Timeframe <i>(Sample: "Patterns," 4 wks.)</i>	<i>Sample:</i> 3.5a 3.7.b 6.MS.2 <i>etc.</i>	<i>What are the conceptual "big ideas"? What understandings do we want students to take away? What key learning is essential in this unit?</i>	<i>Why did we decide on this set of conceptual ideas for this unit? Why did we choose this particular sequence of units?</i>
Unit 2			
Unit 3			

Understanding by Design Unit Map

Department:

Course:

Unit:

STAGE 1: DESIRED RESULTS		
Established Goals <i>What content standards and program- or course-related goals will this unit address?</i> 1.	Transfer Goal(s)	
	<i>What kinds of long-term, independent accomplishments are desired?</i> Students will be able to independently... 1.	
	Meaning	
	Understandings <i>What specifically should the students understand?</i> Students will understand that.. 1.	Essential Questions <i>What thought-provoking questions will foster inquiry, meaning making, and transfer?</i> Students will keep considering... 1.
	Acquisition	
	Knowledge <i>What facts and concepts should students know and be able to remember?</i> Students will know... 1.	Skills <i>What discrete skills and processes should students be able to use?</i> Students will be able to... 1.
STAGE 2: EVIDENCE		
Evaluation Criteria <i>What criteria will be used in each assessment to evaluate attainment of desired results?</i> 1. <i>What are the most important qualities for student performance?</i> 1.	Assessment Evidence	
	Performance Task(s) <i>How will students demonstrate their understanding, knowledge, and skills through transfer performance(s)? Consider the 6 facets of the GRASP format:</i> G oal: What is the problem or challenge? R ole: What is the student's job in meeting the goal? A udience: Who is the student's target audience? S ituation: What is the context or situation? P roduct/ P urpose: What will the student create/develop/show/demonstrate, etc.?	

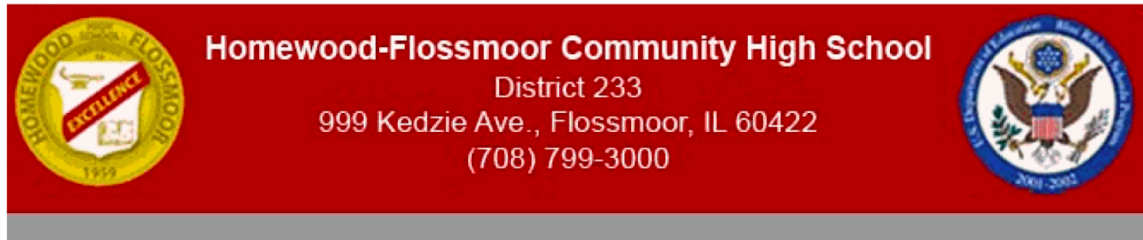
Homewood-Flossmoor High School Curriculum Framework

	<p>Standards for Success: What will student success look like?</p>
	<p>Supplementary Evidence <i>What other evidence will be collected to determine whether Stage 1 goals were achieved?</i> 1.</p>
<p>STAGE 3: LEARNING PLAN</p>	
<p>Pre-assessment <i>What pre-assessments will be used to check students' prior knowledge, skill levels, and potential misconceptions?</i> 1.</p>	
<p>Learning Events: WHERETO Elements in Instructional Planning</p> <p>W: Ensure that students understand <i>WHERE</i> the unit is headed and <i>WHY</i>.</p> <p>H: <i>HOOK</i> students at the beginning and <i>HOLD</i> their attention throughout.</p> <p>E: <i>EQUIP</i> students with necessary experiences, tools, knowledge, and know-how to meet performance goals.</p> <p>R: Provide students with numerous opportunities to <i>RETHINK</i> big ideas, <i>REFLECT</i> on progress, and <i>REVISE</i> their work.</p> <p>E: Build opportunities for students to <i>EVALUATE</i> their progress and self-assess.</p> <p>T: <i>TAILOR</i> instruction to reflect individual talents, interests, styles, and needs.</p> <p>O: Be <i>ORGANIZED</i> to optimize deep understanding as opposed to superficial coverage.</p>	<p>Formative Assessments <i>What ongoing assessments will be used to monitor students' progress toward acquisition, meaning making, and transfer throughout the unit?</i> 1.</p> <p><i>How and when will students get feedback and have opportunities to make use of it?</i> 1.</p>

Adapted from Wiggins, G. & McTighe, J. (2011). *The Understanding by Design Guide to Increasing High Quality Units*. Alexandria, VA: ASCD

Homewood-Flossmoor High School Curriculum Framework

Common Course Syllabi: Created for each course and published on each teacher's webpage



Course Name:

Course Number:

Level:

Department:

Course Description

Prerequisite:

Open to:

Length:

Credit:

Summary:

Course Goals:

Students will...

Textbooks and Materials:

Course Content:

Semester Grading Policy:

Scope & Sequence: Refer to the individual instructor for a week-by-week breakdown of standards alignment, instructional content, and major assessments.

Standardized Assessments Administered to All H-F Students

Standardized assessments inform teaching & learning at Homewood-Flossmoor High School.

PSAT 8/9: An exam from the SAT Suite of Assessments that gauges 8th & 9th graders' college and career readiness

- Administered to all in-coming freshmen in the fall
- Administered to all current freshmen during the Fall All School Test Day, with a different version of the exam administered to all current freshman during the Spring All School Test Day
- Contains three sub-tests: Reading, Writing and Language, and Math

PSAT/NMSQT: An exam from the SAT Suite of Assessment that gauges 10th and 11th graders' college and career readiness

- Administered to all sophomores and juniors during the Fall All School Test Day
- Contains three sub-tests: Reading, Writing and Language, and Math
- Determines students' eligibility for the National Merit Scholarship Program

PSAT 10: An exam from the SAT Suite of Assessments that gauges 10th graders' college and career readiness

- Administered to all sophomores during the Spring All School Test Day
- Contains three sub-tests: Reading, Writing and Language, and Math

SAT: The culminating exam from the SAT Suite of Assessments that gauges 11th and 12th graders' college and career readiness

- Administered to all juniors on the Spring All School Test Day
- Contains three sub-tests: Reading, Writing and Language, and Math

Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB)

- End-of-course AP and IB exams are administered in May.

Standardized Assessments Administered to All H-F Students, which Inform Teaching & Learning at Homewood-Flossmoor High School

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H-F Curriculum Framework Research Base

The H-F Curriculum Framework informs teaching and learning at Homewood-Flossmoor Community High School. Underscored by the belief that theory guides practice (Bellon, 2008), the H-F Curriculum Framework is founded on several researched-based theories, including but not limited to those of Jerry and Elner Bellon (2001); Richard DuFour and Robert Eaker (1998); Howard Gardner (1999); The Great Books Foundation (1999); David A. Kolb (1984); Doug Lemov (2015), Robert Marzano (2004); Robert Marzano, Debra Pickering, and Jane Pollack (2001); Carol Santa, Lynn Havens, and Bonnie Valdes (2004); Harvey Silver and Richard Strong (2006); Carol Ann Tomlinson (2004); Ronit Carter (2016); and Grant Wiggins and Jay McTigue (2005).

As shown below, "H-F's Adaptation of the 5 Pillars of Thoughtful Education," a dynamic document, melds the work of Silver and Strong (2006) with other theories mentioned above. This solid research base serves as the foundation of teaching and learning at Homewood-Flossmoor Community High School.

H-F's Adaptation of the 5 Pillars of Thoughtful Education ©

Hidden Skills of Academic Literacy: *Learning to learn skills, strategies, and practices, which are contained within the scope and sequence of the H-F Curriculum Framework*

- Reading and Study Skills
 - Reading for meaning both the printed word and visual displays of information

- Making sense of abstract academic vocabulary (Marzano, 2004)
- Collecting and organizing ideas through note-making (actively studying notes)
- Communications Skills: *Writing and speaking to learn*
 - Writing clear, well-formed, coherent explanations in all content areas
 - Writing comfortably in non-fiction genres: problem/solution, decision making, argument, compare/contrast
 - Discussing and presenting concepts, understandings, and ideas gleaned from reading and class experiences (The Great Books Foundation, 1999)
- Thinking Skills: *Developing critical thinking skills*
 - Drawing conclusions, making inferences, hypothesizing, and conjecturing
 - Conducting comparison studies
 - Analyzing the demands of higher-order thinking questions
 - Engaging in all levels of thought (Bloom's Taxonomy) throughout the content areas
- Reflective Skills: *Goal setting and metacognition* (Santa, Havens & Valdes, 2004)
 - Constructing plans to address questions and tasks
 - Using criteria to self-evaluate learning
 - Controlling mood and impulsivity

Research-Based Instructional Strategies: *Contained within the scope and sequence document and UbD unit planning.*

- The most effective instructional techniques and practices as determined by Marzano, Pickering, and Pollack (2001)
 - Identifying similarities and differences
 - Note-taking and summarizing
 - Recognizing and reinforcing effort
 - Engaging in effective homework and practice
 - Utilizing non-linguistic representations (pictures and symbols)
 - Participating in cooperative learning lessons
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Engaging in high-level questioning and utilizing advanced organizers
- Literacy strategy instruction as developed by Gretchen Courtney & Associates, Ltd. (n.d.)
 - Predicting
 - Summarizing
 - Connecting
 - Questioning
 - Inferring
 - Imaging

- *Teach Like a Champion 2.0: 49 Techniques that Put Students on the Path to College* (Lemov, 2015)
 - Setting high academic expectations
 - Planning to ensure student achievement
 - Structure and delivering lessons
 - Engaging students in lessons
 - Creating a strong classroom culture
 - Setting and maintaining high behavioral expectations
 - Building character and trust
 - Improving pacing
 - Challenging students to think critically
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- The Principles and Philosophy of CRISS (Santa, Havens, and Valdes, 2004): *Project CRISS, which stands for Creating Independence through Student-Owned Strategies, teaches students to learn through reading, writing, talking, and listening.*
 - Metacognition (Goal setting, self-questioning, utilizing fix-up strategies)
 - Active learning
 - Discussion
 - Writing
 - Author's craft (Understanding and utilizing textbook structures)
 - Accessing background knowledge
 - Setting a purpose for learning
 - Organizing information
 - Teacher explanation and modeling
 - Teaching for understanding

Classroom Curriculum Design: *Unit and lesson design, which is contained within the scope and sequence of the H-F Curriculum Framework*

- Units structured to meet course transfer goals and relevant content standards (Carter, 2016; Wiggins & McTighe, 2005 & 2011).
- Enduring understandings and essential questions about the content can be tied to course goals and objectives (Wiggins & McTigue, 2005).
- Formative assessments demonstrate students' progress toward meeting course objectives.
- Summative assessments demonstrate students' ultimate success in meeting course objectives.
- Teacher decisions:
 - How the unit will begin
 - Essential vocabulary that must be explicitly taught (Marzano, 2004)
 - Necessary books and materials
 - Effective instructional strategies that meet the needs of all students (Marzano, Pickering, & Pollack, 2001; Santa, Havens, Franciosi, & Valdes, 2004; Lemov, (2015).
 - Students' reflection about their learning

Diversity that Works: (Learning styles, multiple intelligences, and learning modalities)

- Four learning styles: *Based on the Myers-Briggs Type Indicator Personality Instrument*.
 - Mastery Learner: Relies most on sensing & thinking
 - Good at collecting, organizing, and managing information
 - Understanding Learner: Relies most on intuition & thinking
 - Good at reasoning, analyzing, and problem solving
 - Interpersonal Learner: Relies most on sensing & feeling
 - Good at collaborating and working cooperatively
 - Self-Expressive Learner: Relies most on intuition & feeling
 - Good at creating creative applications and synthesizing information
- Eight multiple intelligences (Gardner, 1999)
 - Verbal-Linguistic: Strong in reading, writing, story telling, memorizing dates, thinking in words
 - Mathematical-Logical: Strong in math, reasoning, logic, problem-solving, recognizing patterns
 - Spatial: Strong in reading of text, maps, and charts; drawing, completing mazes and puzzles; imagining, visualizing
 - Bodily-Kinesthetic: Strong in athletics, dancing, acting, crafts, using tools
 - Musical: Strong in singing, playing an instrument, picking out melodies, rhythms, delineating sounds and tones
 - Interpersonal: Strong in empathy, leading, organizing, communicating, selling, resolving conflicts
 - Intrapersonal: Strong in understanding self, metacognition and self-reflection, goal setting
 - Naturalist: Strong in understanding nature, making distinctions, identifying flora and fauna
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- Three learning modalities: Ways of processing information into memory (Kolb, 1984)
 - Visual: Learning best through seeing, mental visualization and guided imagery, demonstrations, concept maps, highlighting text, diagrams, photos, video
 - Auditory: Learning best through listening, discussion, music, poetry and rhymes, word associations
 - Kinesthetic/Tactile: Learning best through physical movement, associating emotions with concepts, playing games, acting and role playing, labs, field trips, problem-solving activities, drawing and writing
 - Utilizing differentiated instruction to meet the varying learning styles, multiple intelligences and learning modalities of all students (Tomlinson, 2004)

Instructional Learning Teams: *Professional Learning Communities (PLCs)* (DuFour & Eaker, 1998).

- Focus capacity

Homewood-Flossmoor High School Curriculum Framework

- Creating a common vision of what constitutes high quality instruction, learning, and leadership
- Clarifying measurable goals that affect both student and adult learning
- Revising procedures, schedules, and communication means to support goals
- Collaboration
 - Organizing faculty into teams for effective learning
 - Using collaboration to set goals, develop plans, and assess progress
 - Differentiating plans to meet the varied needs of all stakeholders
- Reflection
 - Determining the current status of goals
 - Using a variety of tools to measure and interpret progress toward goal fulfillment
 - Assessing both student achievement and the progress of professional learning
- Adaptability
 - Adopting research-based tools for improving instruction, assessment, and decision-making
 - Adapting these tools to various situations and needs
 - Creating new tools and procedures to improve instruction, assessment, and decision-making

The **5 Pillars of Thoughtful Education** mesh with the **H-F Curriculum Framework** in this way: **Professional Learning Community (PLC)** teams strive to improve the teaching and learning at Homewood-Flossmoor Community High School through a sound **curricular framework** that encapsulates **unit and lesson design**, which is made effective through teachers' utilization of **the skills of academic literacy** and the application of a wide variety of **instructional strategies** designed to address varied **learning styles**, multiple intelligences, and learning modalities, thus, meeting the needs of all students.

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Homewood-Flossmoor High School Curriculum Framework

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