



North Carolina
Community College System

Content Standards and Curriculum Mapping

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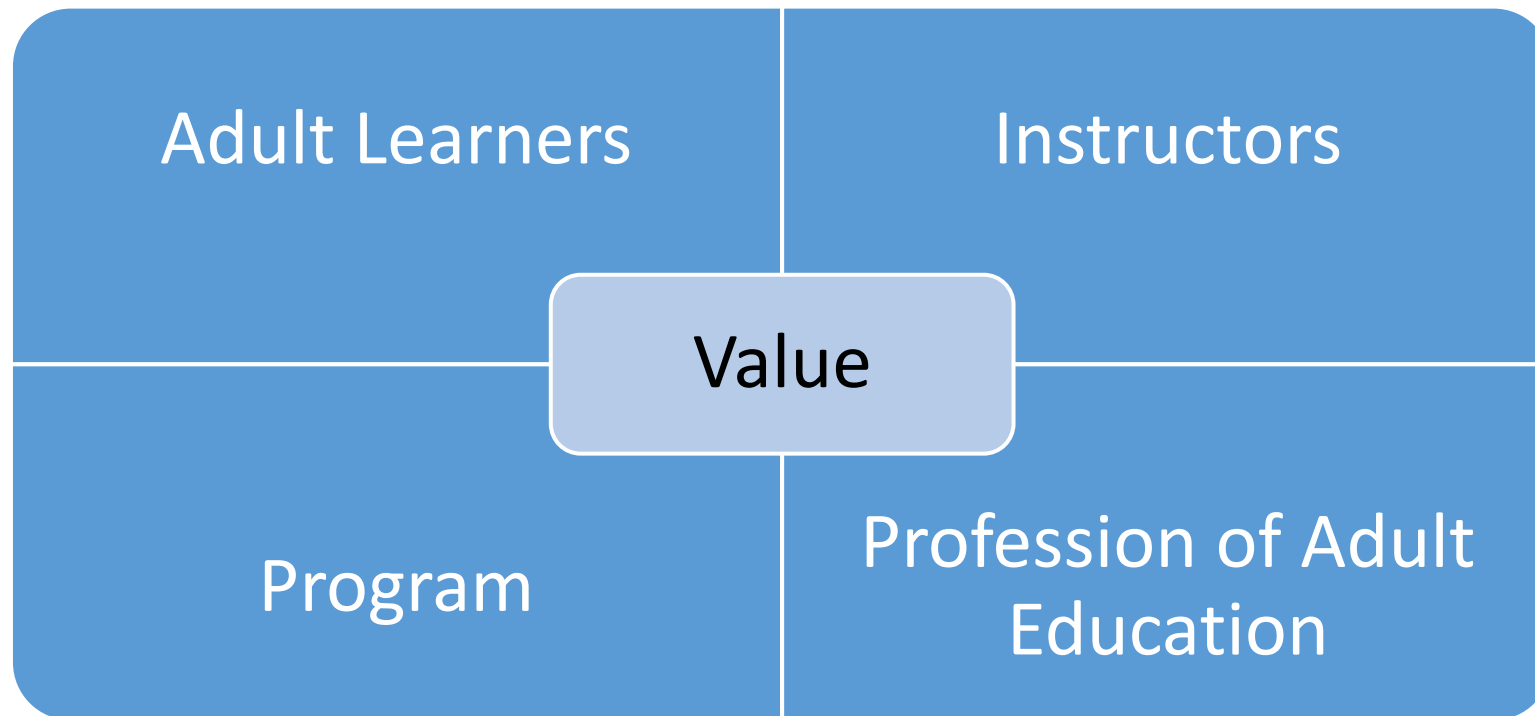
Overview

- Interpret North Carolina College and Career Readiness Content Standards
- Apply your knowledge of NC CCR Content Standards to a specific breakout room activity
- Connect content standards, curriculum, and assessments
- Extract the importance of curriculum mapping



Purpose of NC Adult Education Standards

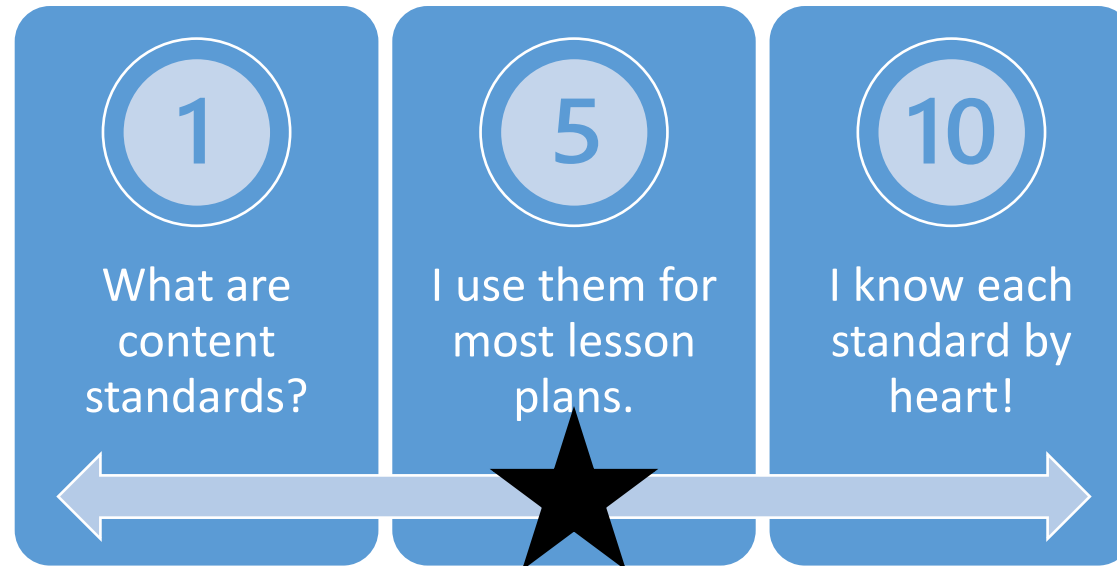
Ensure rigor and consistency in program content and student outcomes





Adult Education Content Standards

What is your experience level with NCCCS College and Career Readiness Content Standards?





Standards 101



Broad statements of the knowledge, skills, processes, and other understandings that guide curriculum



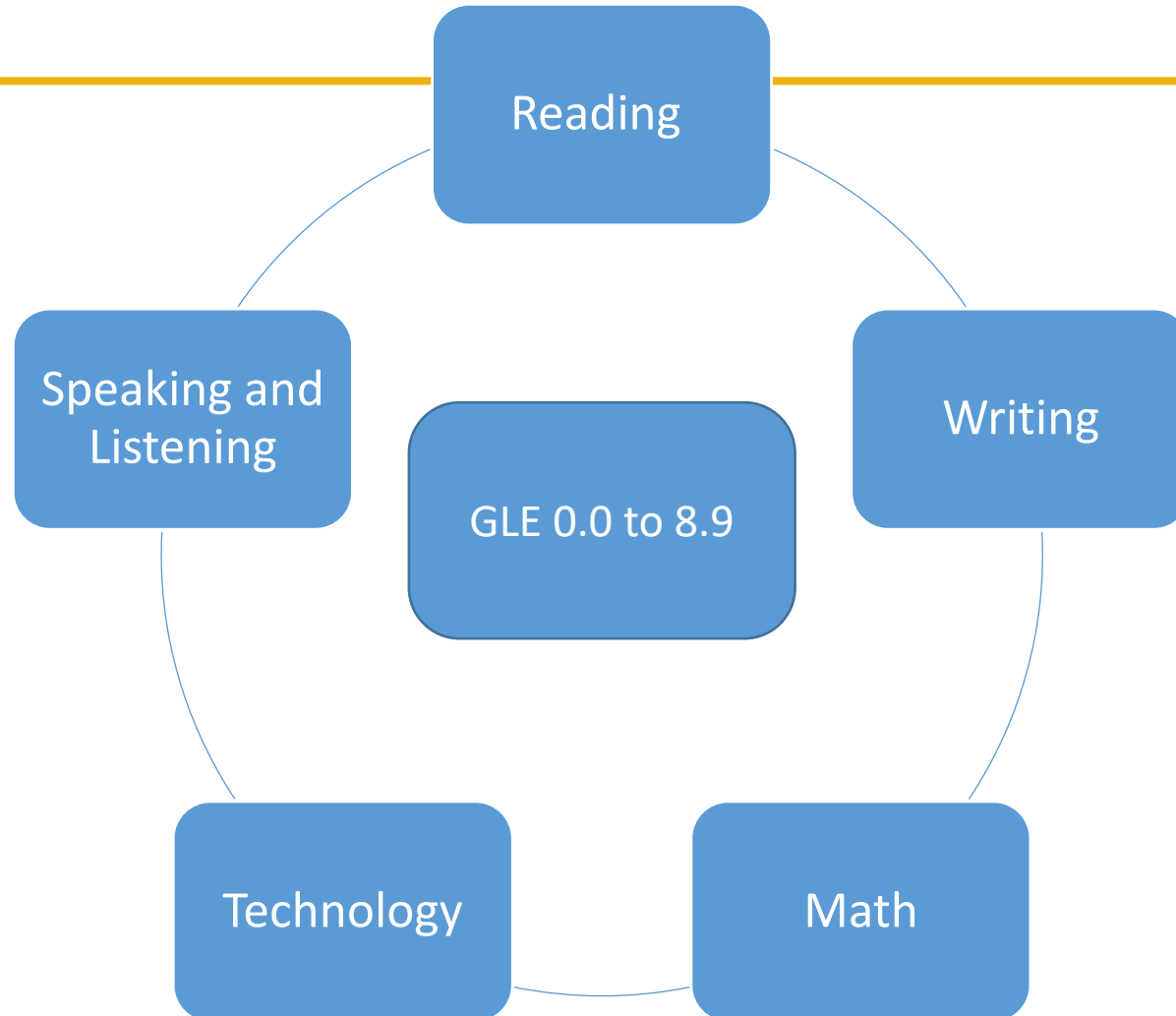
Reflect the knowledge and skills of an academic discipline



NC CCR Standards can be taught simultaneously; they are not written in sequential order

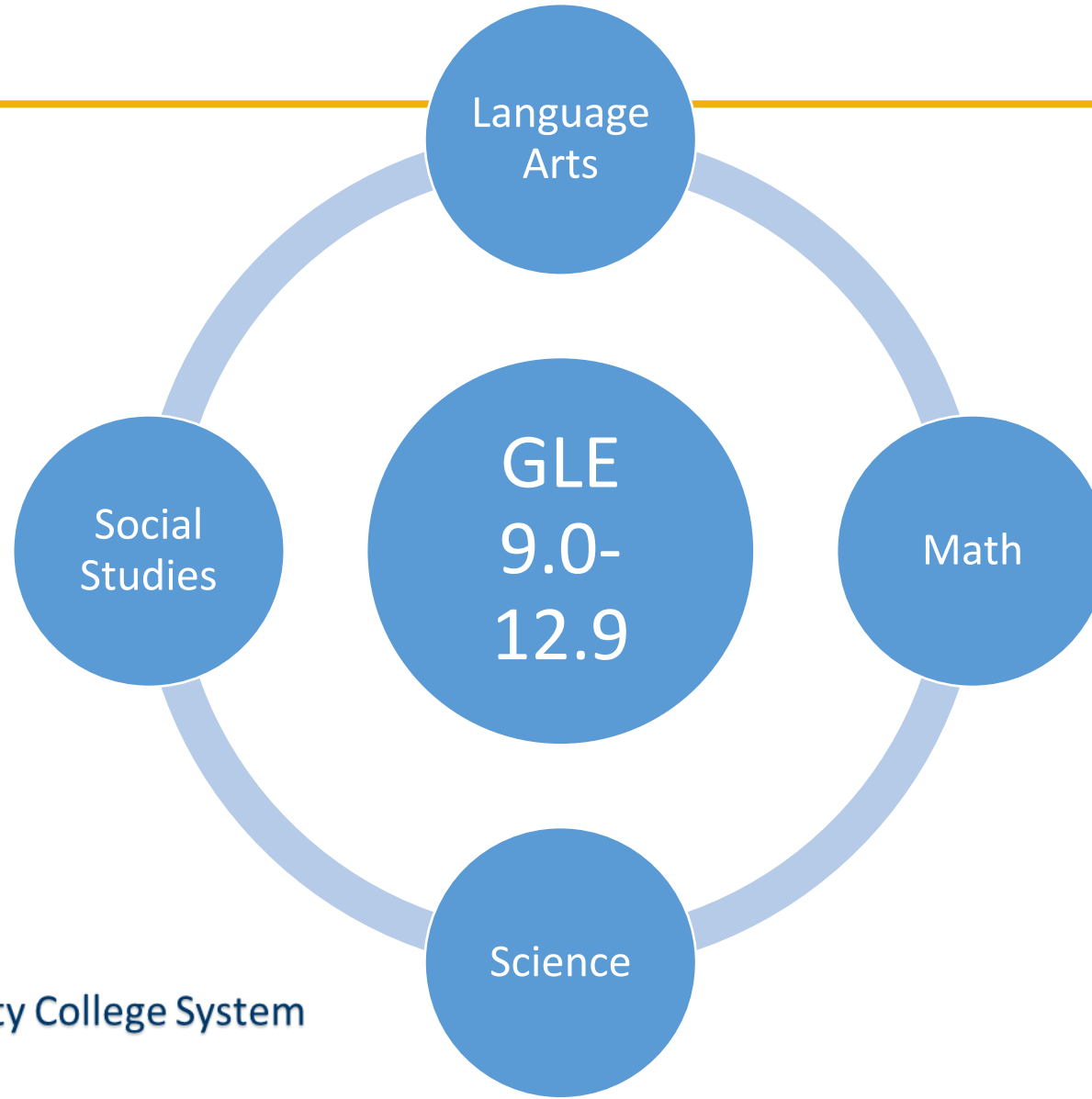


Content Standards for NRS Levels 1-4





Content Standards for NRS Levels 5





Standards Related Terms



CONTENT
STANDARDS



BENCHMARKS



PERFORMANCE
INDICATORS



NUMBERING
SYSTEM



Standards Related Terms

“R” refers to reading, “3” refers to the third standard

“R” refers to reading, “3” refers to the third standard, the first “2” refers to level 2 – grade level 2.0-3.9 and the second “2” refers to benchmark number 2.

R.3 Comprehension: The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.	
Benchmark	Performance Indicator
R.3.2.1 Locate explicitly stated information in functional reading.	Look at one functional reading sample (invitations, bulletins, signs) and answer at least five questions from information explicitly stated in the reading.
R.3.2.2 Locate specific items in an alphabetical listing or a topical listing.	Locate five specific items in one alphabetical listing (e.g., class list, phone directory, dictionary) and five items in one topical listing (e.g., picture dictionary, table of contents).



Where to Find NC Adult Education Content Standards

nccommunitycolleges.edu

College and Career
Readiness

Adult Education Content
Standards





Breakout Room Activity

- Introductions (Name and Institution)
- Identify an NC Adult Education Standard that can guide instruction for reading and interpreting a job-related manual
- Discuss specific activities that support this standard
- The person with a last name closest to A will share with the whole group



Sample Activities

R.4 Fluency: The student will develop and demonstrate knowledge of different reading strategies to read a variety of literary, functional, and informational text with accuracy and speed.		
Benchmark	Performance Indicator	Sample Activities with Real-Life Application
R.4.3.1 Read instructional level text, prose, and poetry orally, with fluency and accuracy and with appropriate pacing, intonation and expression. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read aloud one passage from an instructional level narrative and/or expository text with fluency and accuracy and with appropriate pacing, intonation, and expression.	Allow students to record a book on tape for others students to use or for their children/grandchildren to listen to. Have students write stories/poems and read them aloud to the class. Have students read and role play a drama. (Really make it fun, produce a Reader's Theatre to be performed in front of family and friends.) Use choral reading activities with poetry, songs, plays, etc.
R.4.3.2 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Have students read aloud from a selected passage and monitor for self-correction.	Have students read newspaper or magazine articles and then discuss their understanding.





Student Checklist

Speaking and Listening Level 4: Student Checklist

Name: _____

S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.	
Benchmark	Date
S.1.4.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) building on others' ideas and expressing their own clearly.	
S.1.4.2 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence to probe and reflect on ideas under discussion.	
S.1.4.3 Work with peers to set rules for discussions.	
S.1.4.4 Pose questions that connect the ideas of several speakers and elicit elaboration. Respond to others' questions and comments with relevant evidence, observations, and ideas.	
S.1.4.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
S.1.4.6 Analyze the main ideas and supporting details to determine the purpose of information in graphical, oral, visual, or multimodal formats; evaluate the motives (e.g., social, commercial, political) behind its presentation.	
S.1.4.7 Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.	





Instructor Checklist

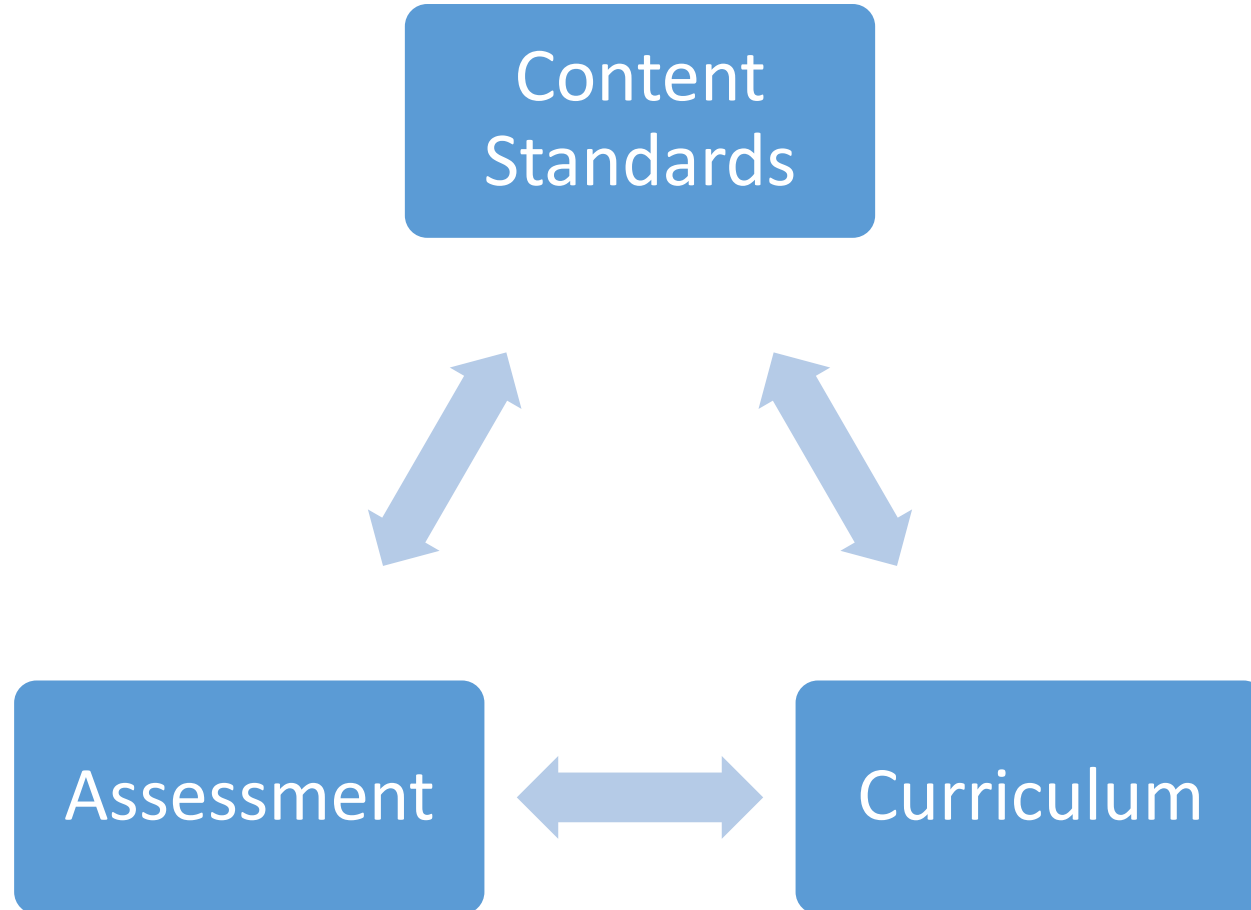
Level 3: Speaking and Listening Instructor Checklist

S.1 Comprehension and Collaboration: The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.	
Benchmark	Materials Used - Include specific activity, book, page number, etc.
S.1.3.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups), building on others' ideas and expressing their own clearly.	
S.1.3.2 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
S.1.3.3 Follow agreed-upon rules for discussions and carry out assigned roles.	
S.1.3.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
S.1.3.5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
S.1.3.6 Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.	
S.1.3.7 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	





Connecting the Dots





Brain Break!





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Curriculum Mapping

A curriculum map is a visual layout of a subject's education standards (such as the NC CCR Content Standards) and the resources that a teacher uses to address those standards in the classroom.



Curriculum Mapping Example

WJHS CURRICULUM MAP
CONTENT AREA-MARKETING EDUCATION **GRADE LEVEL-10-12**
DATE-2003-2004 **TEACHER-_____**

Length of Unit	Unit Title/Org.	Core Content Standards and POS	Student Outcomes	Essential Questions	Vocabulary	Culminating Assessments
2 weeks	Intro. To Marketing	<p>PL-H-4.2.3 The advantages and disadvantages of jobs and careers in various occupational areas should be evaluated (e.g., preparation, salary, benefits, demands of job, location, work environment)</p> <p>PL-H-4.4.3 Team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, cooperate with others, ask questions about tasks, use problem-solving skills, use conflict resolution and mediation skills) are important in future schooling and in today's workplace</p>	<p>Students will:</p> <ul style="list-style-type: none"> survey the various disciplines in marketing (i.e., traffic, purchasing, sales, warehousing, distribution, staffing, and customer relations). demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, or product service planning 	<ul style="list-style-type: none"> What is the most crucial part of the marketing mix when relating to target markets? When analyzing logos and trademarks, which is the most recognizable to the target market? 	<ul style="list-style-type: none"> Marketing Products Goods Services Exchange Utility (and its many forms) Marketing Concept Customers Consumers Value Target marketing Marketing mix Positioning Supply & Demand Surpluses/Short-ages Scarcity 	<ul style="list-style-type: none"> Marketing basics unit exam
3 weeks	Economic factors in Marketing	<p>SS-H-E-E-1 understand that the basic economic problem confronting individuals, societies, and nations is scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants.</p> <p>SS-H-3.3.1 Numerous factors influence the supply and demand for products (e.g., supply - technology, cost of inputs, number of sellers; demand - income, price of similar</p>	<p>Students will:</p> <ul style="list-style-type: none"> understand the role and characteristics of marketing in three different types of economic systems: capitalism, socialism, and communism. demonstrate problem-solving and decision-making skills as they 	<ul style="list-style-type: none"> How does the economic system of a country affect the way companies market their products? What role does supply and demand play in the way marketing 	<ul style="list-style-type: none"> Free enterprise system Competition Price competition Nonprice competition Monopoly Risk Profit Supply Demand Equilibrium 	<ul style="list-style-type: none"> Economic factors in marketing unit exam





Curriculum Mapping Example

5th Grade Pacing Guide

9 Weeks	Topic	Suggested Time Frame	Standard	Learning Targets	Key Vocabulary
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1	Heat Transfer	2 Weeks	5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection, or radiation).	<ul style="list-style-type: none"> I can define thermal energy. I can identify and explain the two main methods of heat transfer (e.g. direct contact or at a distance). I can explain the concepts of conduction, radiation, and convection and classify them (as direct contact or at a distance). I can compare and contrast conduction, radiation, and convection. I can describe and classify real world examples of heat transfer. I can explain why the transfer of heat moves from the hotter object to the cooler object. 	thermal energy direct contact distance conduction radiation convection compare/contrast transfer heat real world examples electrical energy
1	Effects on Materials	1 Week	5.P.3.2 Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.	<ul style="list-style-type: none"> I can explain how cooling or heating a material can cause a change in a material's state of matter. I can identify the key temperatures associated with changes in a material's state of matter (boiling point, freezing point). I can explain the concept of conductor and insulator. I can classify everyday materials as conductors and insulators. I can explain how the practical applications of insulators and conductors, and describe real world examples of both 	states of matter liquid gas solid atoms molecules plasma temperature boiling point freezing point conductor insulator conductivity
1	Water Cycle	1 Week	5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration,	<ul style="list-style-type: none"> I can define the water cycle. I can describe each stage of the water cycle (evaporation, transpiration, condensation, precipitation, runoff) and explain how each is interconnected. I can explain how the sun's energy drives the water 	water cycle evaporation transpiration condensation precipitation





Breakout Room Activity

- Introductions (Name and Institution)
- Share how curriculum mapping would benefit you and your students
- Discuss specific ways that you currently (or hope to) create substantive curriculum maps
- The person with a last name closest to Z will share with the whole group



Curriculum Mapping

What are potential short- and long-term benefits to completing a curriculum map for each subject you teach?





Curriculum Mapping

What does curriculum mapping look like at your institution?





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Questions?



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**Thank you for
attending!**