

Public School 2Q

Adding Rigor to our Academic Maps

Questions to Consider...

- Is your map a THINKING curriculum or all spoon fed facts?
- Do your focus questions have finite answers or encourage more language (think tier II)? Do your focus questions start with HOW or WHY or do they start with *WHO and WHAT*?
- Do your texts/materials/resources encourage thinking and language (rich read alouds vs. textbook)?
- Is your essential question investigative in nature and universal or just pertinent to one discipline?
- Are your lessons requiring your students to think and explore; then speak and/or write about that thinking? Is the assessment or writing piece asking the children to prove or support their response?
- Does your language and vocabulary list include universal ideas or learning that is non-transferable?
- Does the launch of your unit take a look at your study through universal ideas that incite analytical thinking? Or is your launch only applicable to the topic at hand?
- Do your questions utilize more rigorous verbs from Bloom's Taxonomy to encourage higher order thinking?

3 Ways to Add Rigor Right Now:

- Choose a read aloud that challenges and extends thinking on your topic.
- Make sure the questions you ask and tasks you assign include exploratory thinking and proofs.
- Go broader! Take a look at the knowledge in focus then think, "What's the bigger concept here?"