

Standards Based Curriculum Development 課程發展實務

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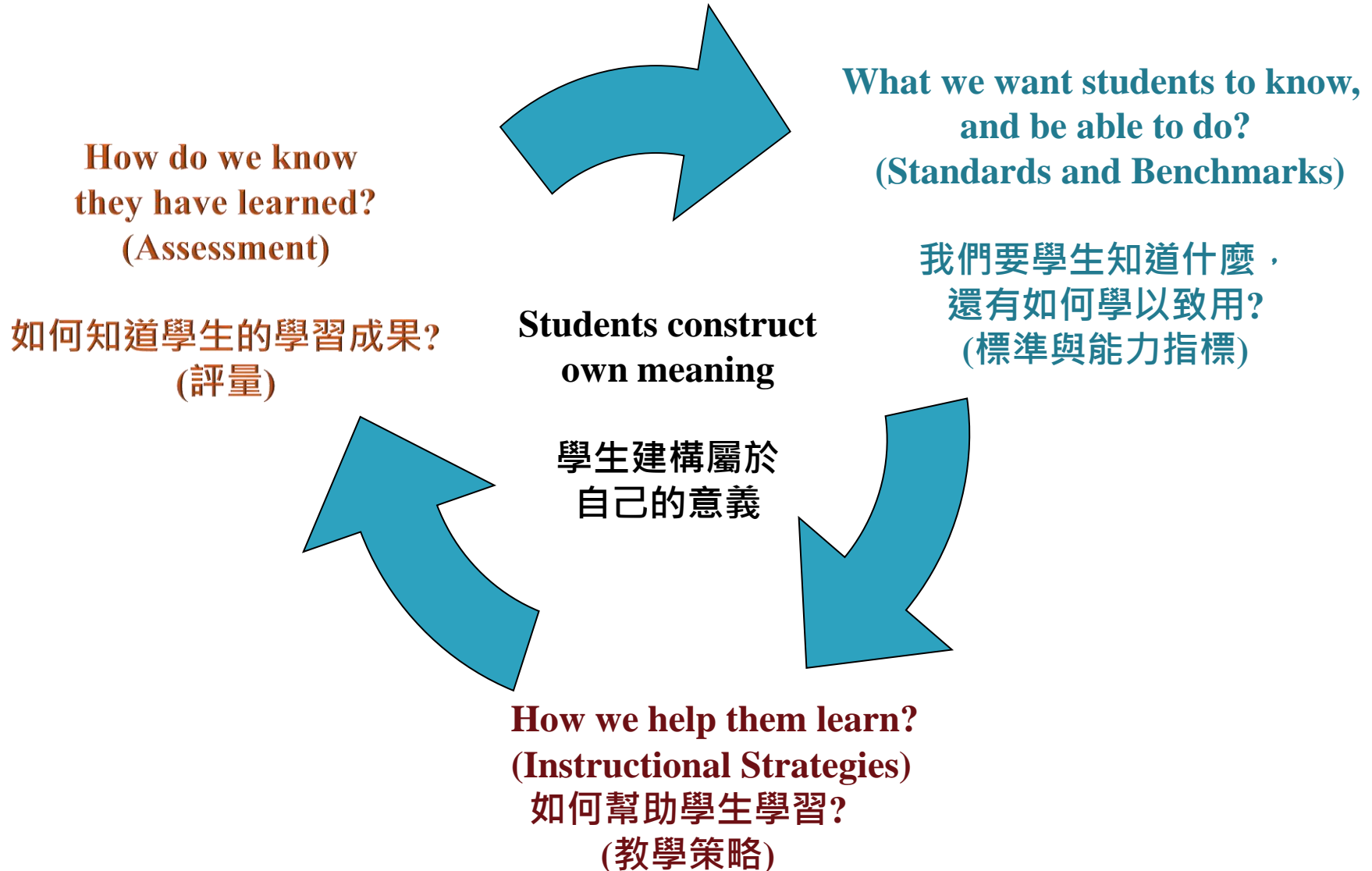
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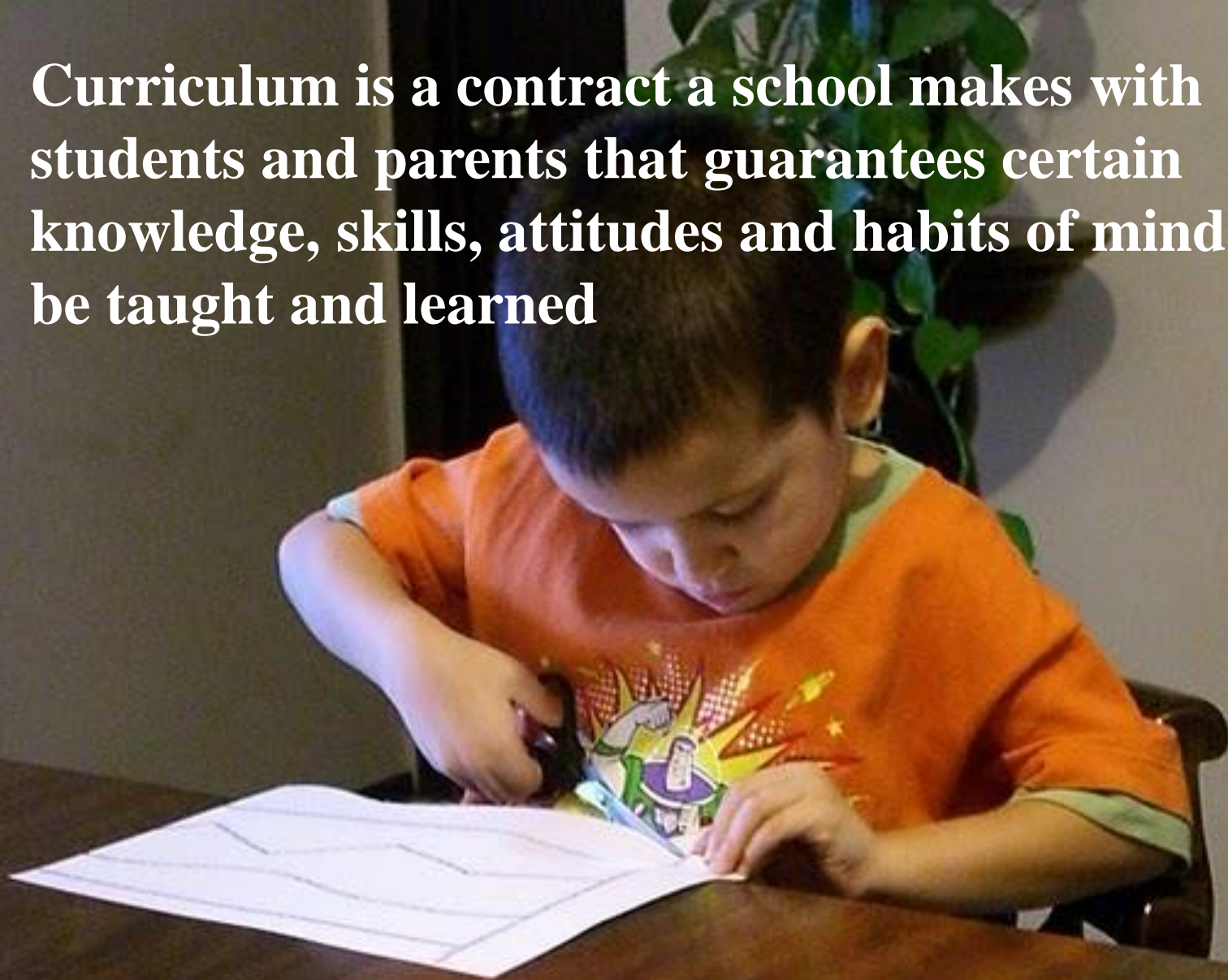
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What is curriculum? 何謂課程?



Curriculum is a contract a school makes with students and parents that guarantees certain knowledge, skills, attitudes and habits of mind will be taught and learned



課程就如同學校與學生還有家長所制定的合約，以保障學生學習某種程度之知識，技能，態度與思考習慣

Important Vocabulary 關鍵詞

Standards

K–12 Big ideas that students should know, understand and be able to do at the end of their educational experience with the school.

標準

意指自幼稚園到十二年級學習的大方向。學生透過在學校的學習中會知道，了解並在完成學校教育後得以學以致用。

Example 範例:

Taiwan Social Studies Standard 2: Human and Time

台灣社會學習領域課程總綱 (主題軸) 2: 人與時間

Important Vocabulary 關鍵詞

Benchmarks

Grade or course level expectations that lead to the big ideas

能力指標

依照年級或課程難易度制定與大方向相符的指標。

Example 範例:

Grade 7 History Benchmark: Understand the interactions between Taiwan, China, Asia and the whole world both in past and present

七年級對應課綱 (能力指標):

2-4-4 了解今昔臺灣、中國、亞洲、世界的互動關係。

Important Vocabulary 關鍵詞

Articulation

A seamless progression from grade (level) to grade or course to course with few gaps and overlaps

銜接

以極少的差距與重疊，在不同年級與不同課程之間做一個無接縫式的進展。

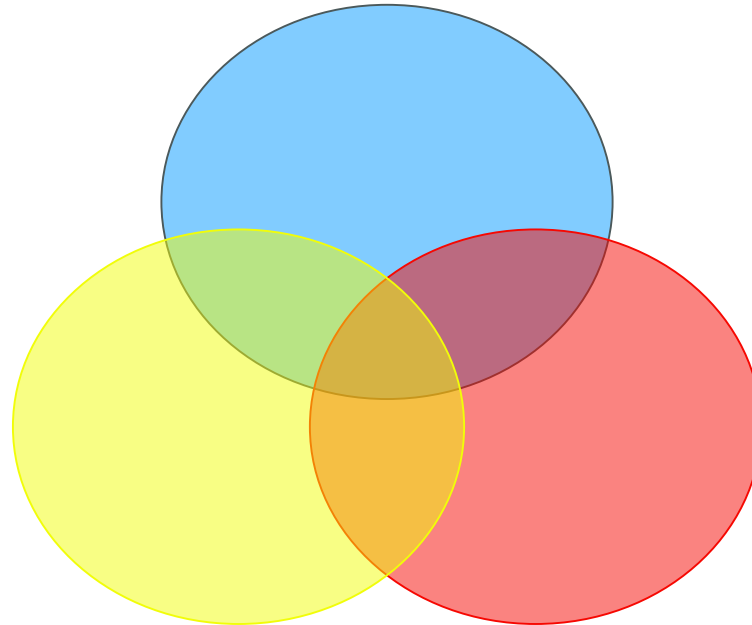
Types of curriculum 課程種類

- ▶ Textbook based curriculum
以教材為本的課程
- ▶ Standards based curriculum
以標準為本的課程

Textbook Based Curriculum

以教材為本的課程

The Written Curriculum
書面表訂課程

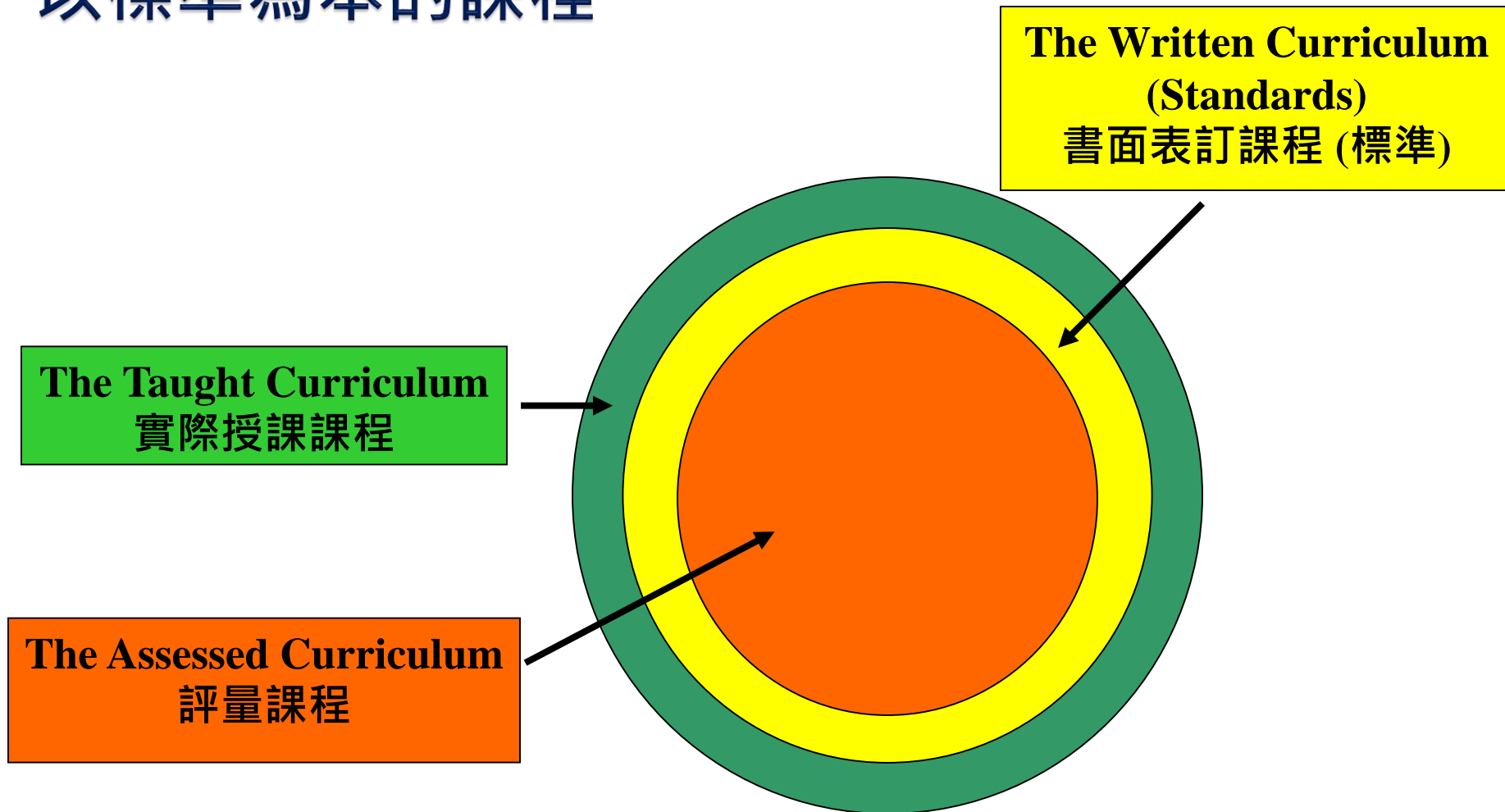


The Assessed Curriculum
評量課程

The Taught Curriculum
實際授課課程

Standards Based Curriculum

以標準為本的課程



Contrasting Standards Based Curriculum Development with Textbook Based

兩種課程的對照

Standards Based

- ▶ **Student outcomes (standards and benchmarks) are developed by the educational institution based on needs of it's students**

Textbook Based

- ▶ **Student outcomes are developed by textbook publisher**

以標準為本

學生的學習成果(標準與能力指標)由各個教育機構依學生的需求來制定

以教材為本

學生的學習成果由教科書出版商來制定

Contrasting Standards Based Curriculum Development with Textbook Based

兩種課程的對照

Standards Based

- ▶ Textbooks are used as one resource; multiple materials are necessary to ensure learning of the standards and benchmarks

以標準為本

教科書只是教學資源之一；多元化的教學材料是用來確保學習的標準與能力指標中不可或缺的一環

Textbook based

- ▶ The textbook is the resource with occasional supplementary material

以教材為本

教科書搭配參考教材是唯一的教學資源

Contrasting Standards Based Curriculum Development with Textbook Based

兩種課程的對照

Standards Based

- ▶ **Assessments are developed by teachers and assess student learning of the standards and benchmarks**

以標準為本

評量由教師制定，用來評量學生學習成果是否符合標準與能力指標

Textbook Based

- ▶ **Assessments are designed by publisher and assesses information from lesson in the book**

以教材為本

評量由出版商制定，用來測驗學生是否了解教科書中的內容

Contrasting Standards Based Curriculum Development with Textbook Based

兩種課程的對照

Standards Based

- ▶ **Instruction links together standards, benchmarks and assessment**

Textbook Based

- ▶ **Instruction follows textbook lessons**

以標準為本

授課內容將標準，能力指標與評量相結合

以教材為本

授課內容參照教科書內的課程安排

How do we develop curriculum
based on standards?

如何以標準來制定課程？

Curriculum design for high quality student learning 為高素質的學生設計課程

High Quality Student Outcomes (Standards and Benchmarks)

高素質的學生學習成果(標準與能力指標)



Clearly aligned assessments

明確與課程相符的評量



Units of study and teaching strategies match outcomes and assessment

每個單元的學習與教學策略都與學習成果與評量吻合

The importance of
backward designed curriculum

逆向課程設計的重要性



How do we develop a unit using backward design 如何使用逆向課程設計來制定課堂教學計畫?

Taiwan Social Studies Standard 2: Human and Time

Grade 7 History Benchmark: Understand the interactions between Taiwan, China, Asia and the whole world both in past and present

台灣社會學習領域課程總綱 2: 人與時間

七年級對應課綱 (能力指標):

2-4-4 了解今昔臺灣、中國、亞洲、世界的互動關係。

1. Think – what topics might you teach in order for students to achievement this knowledge?

思考 – 你將會以什麼主題來引導學生學習這方向的知識?

Examples of topics 主題範例

- ▶ How have the different attitudes of China and Taiwan towards openness to other countries shaped their histories?
兩岸對於其他國家開放態度的不同?
- ▶ How has Taiwan's relationship with Japan shaped modern Taiwan?
台灣與日本間的關係如何造就了今日的台灣?
- ▶ How does Taiwan's population reflect the relationship with other Asian countries?
台灣人口變遷如何反應了台灣與亞洲其他國家的關係?
- ▶ How has the relationship between the different Asian countries changed overtime?
亞洲不同國家間相互的關係如何隨著時間而改變?

How do we develop a unit using backward design 如何使用逆向課程設計來制定課堂教學計畫?

2. Share with your neighbor

與旁邊的與會者分享

3. How many of you said exactly the same thing?

有多少人所見相同?

What was your target?
你的目標？



Ambiguous 模糊不清？

Step 1: Clarify the content

第一步：闡明內容

Look at the following benchmark.

請看下列能力指標

Understand the interactions between Taiwan, China, Asia and the whole world both in past and present

2-4-4 了解今昔臺灣、中國、亞洲、世界的互動關係。

What are all the things that students could study?

學生可以從中學習到什麼？

Step 2: Narrow down the topic

第二步：縮小主題範圍

Understand the interactions between Taiwan, China, Asia and the whole world both in past and present

2-4-4 了解今昔臺灣、中國、亞洲、世界的互動關係。

- ▶ In a small group, choose 5 very important pieces of knowledge and/or skills that students should know as a result of learning this?
- ▶ 以小組為單位，選擇5項指標知識或技能做為學生的學習成果

Step 2: Narrow down the topic

第二步：縮小主題範圍

Understand the interactions between Taiwan, China, Asia and the whole world both in past and present

2-4-4 了解今昔臺灣、中國、亞洲、世界的互動關係。

- ▶ Write them down on a piece of large paper
將上述的知識或技能寫在大張的掛圖紙上
- ▶ Share with another group
與其他小組交換心得

Step 3: Develop the summative assessment

第三步：制定總結性評量

How will students demonstrate their understanding of the benchmarks?

學生將如何呈現對於能力指標的理解？

What is a summative assessment? 何謂“總結性評量”?

Typically an end of unit assessment that measures student achievement of the unit benchmarks

通常是指在每一個教學單元結束後的評量，用以評定學生在本單元能力指標的達成度

Summative Assessments

總結性評量

- ▶ Evaluate the effectiveness of the instructional program
評鑑教學方案的成效
- ▶ Identifies students who have or haven't mastered the subject matter
鑑別學生是否能掌握教學主題
- ▶ Used as a judgment to determine grade
用來評定成績

Assessment possibilities

可施行的評量

Performance assessment examples:

學習成果評量範例:

- ▶ Write a paper that demonstrates an understanding of the unit concepts
書寫一份表達對教學概念理解度的報告
- ▶ Write a skit/play
寫一篇小品/劇本
- ▶ Develop a cartoon
制作一部卡通

Assessment possibilities

可施行的評量

Performance assessment examples:

學習成果評量範例:

- ▶ Write a research report
撰寫一篇研究報告
- ▶ Develop a timeline with important events
為重要的活動訂定時程表
- ▶ Make a video
制作一部影片

-
- ▶ Test
測驗



A good assessment program provides a variety of assessment types
一個好的評量系統提供多樣化的評量方式

Identify Assessment Type

確認評量的種類

- ▶ With your small group, identify the best type of assessment that measures student achievement of the benchmarks and concepts

與您的小組成員，找出最適合評定學生對於能力指標以及概念達成度的評量

- ▶ Write the directions for completing the assessment. Be sure to include how you are going to measure the benchmarks.

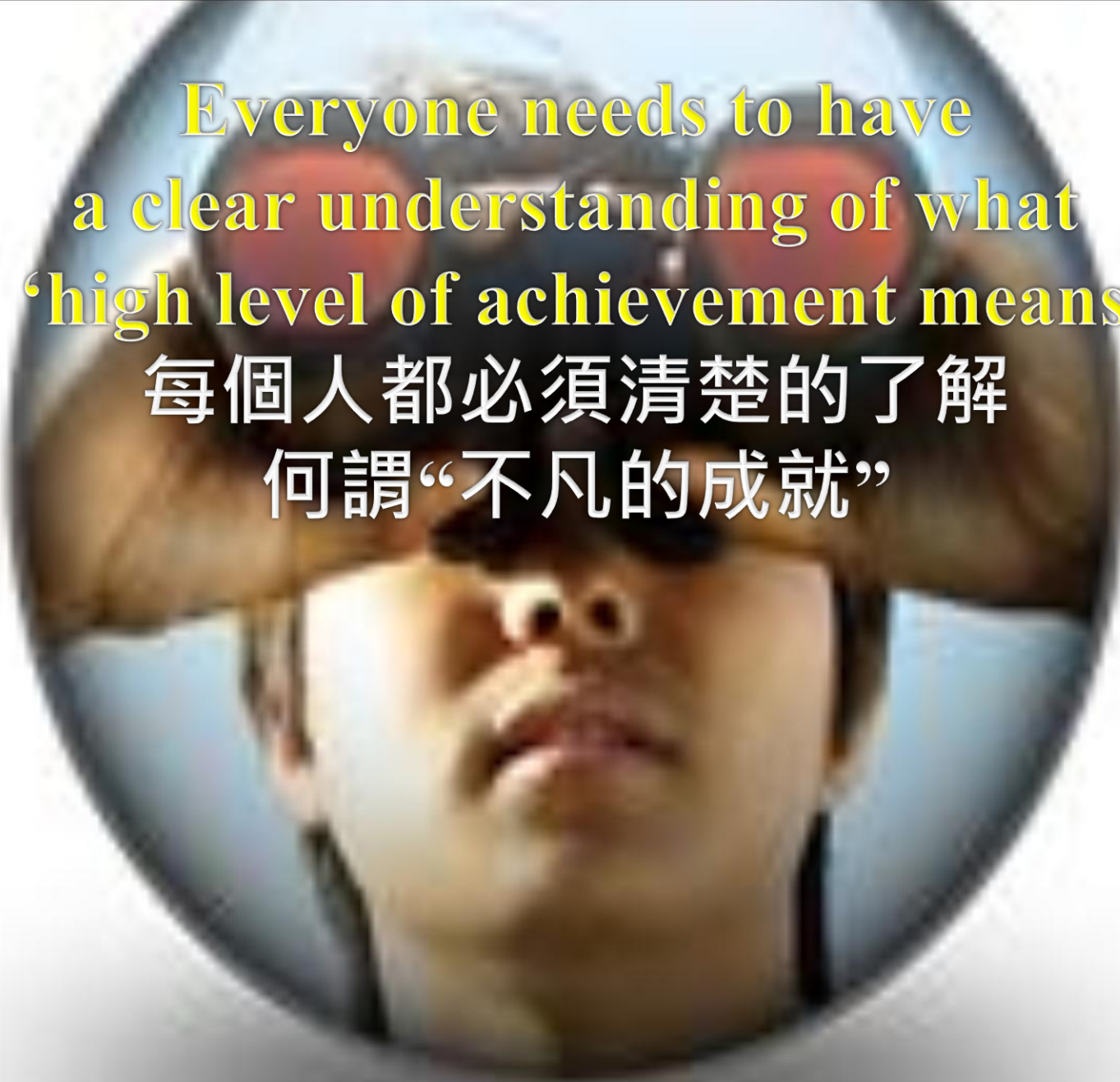
擬出完成此評量的方法。請務必涵蓋要如何評定能力指標

Identify Assessment Type

確認評量的種類

Example: Develop a comic book that shows your understanding of how the relationship between Taiwan and China has changed over the past 100 years. Include at least one example of how this relationship has impacted other parts of the world.

範例：繪製一本漫畫書來表達你對近百年來台海兩岸關係的理解度，並且至少用一個例子來說明兩岸關係對於世界的衝擊。



Everyone needs to have
a clear understanding of what
‘high level of achievement means
每個人都必須清楚的了解
何謂“不凡的成就”

Step 4: Develop scoring guide

第四步：制定評分標準

- ▶ Answer sheet

答案卷

- ▶ Rubric

Rubric 學習成果評量指標

Patterns of early civilization rubric

Unit Planning

- Learning Activities

課程單元計畫

- 教學活動設計

Purpose of Learning Activities

教學活動目標

- ▶ Provide the link between the standards and the assessment

結合標準與評量

- ▶ Provides opportunities for students to explore the concepts and topic in depth

提供學生深度探討主題與概念的機會

Purpose of Learning Activities

教學活動目標

- ▶ Provides multiple opportunities for students to learn a concept

提供學生多元化機會學習相同的概念

- ▶ Provides for a diversity of learning styles, multiple intelligences and learning levels

提供多樣化的學習方式, 多元智能與學習程度

Lesson Concepts


課程概念

- ▶ With your group, discuss the concepts that students will need to know in order to be successful on the assessment

與小組成員討論學生要通過評鑑所需具備的概念

- ▶ Number the concepts in the most logical order they should be taught.

將上述的概念依您教學時最符合邏輯的順序排列

A target with a bullseye and a dart hitting the center. The target has concentric rings of blue, red, and yellow. A dart with a green shaft and a black arrowhead is hitting the center bullseye.

All activities must be chosen because they help students attain the learning objectives

所有的課程活動都是
精挑細選以幫助學生
達成學習目標

Putting it all together

- ▶ Patterns of Early Civilizations

The Role of the Teacher 教師的角色

Teacher's mission is not to march through the curriculum but to cause understanding

教師的任務
不是照本宣科
而是讓學生
真正去理解課程

Words to remember 請記住

- ▶ Any change, even a change for the better, is always accompanied by drawbacks and discomforts.

Arnold Bennett

任何的改變，即使是好的改變，也通常伴隨著缺失與不適應而來。（出自英國作家阿諾·班奈特）

- ▶ Change is messy
改變需經歷一番挑戰

Questions? 問與答?
Comments? 意見交換?



Thank you for your attention
感謝您的參與