The Course Organizer Routine

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Think About A Syllabus You Have Created

1. What is the purpose for creating one?
2. What content is included?
3. Is it a tool you use throughout the course?

What is the return on your investment of time?

The Course Organizer Routine gives students the view from the helicopter, so they can see the trees in relation to the forest and landscape.

The Value of Course Planning

- Communicates course-wide expectations about how content, learning, and social interactions will be organized

- Defines how the learning community will be created and maintained

Tab it!

In the Course Organizer Guidebook:

- ⌂ Research (pages 2-3)
- ⌂ Overview of the Sections (pages 6-9)
- ⌂ Linking Steps (pages 10-13)
- ⌂ Cue Do Review Sequence (pages 14-18)
- ⌂ Constructing a Draft (pages 21-35)

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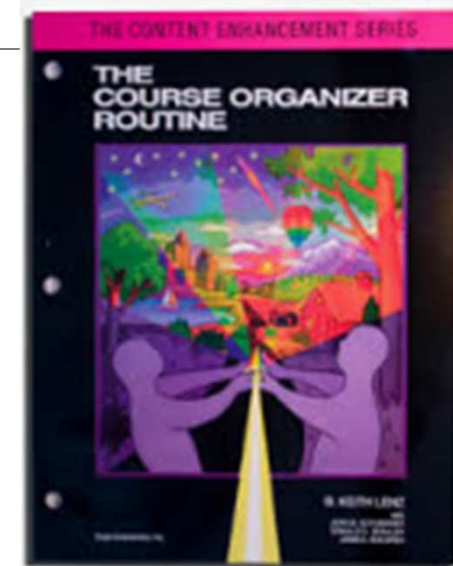
The Research

Please read **Supporting Research** ,
pages 2 and 3

As you read, look for encouraging or exciting information about student achievement.

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Research on Course Planning

When teachers use a Course Organizer Routine:

- **Students** considered at risk for school failure answered more course content questions correctly.

- All **students** either improved or maintained steady progress.

- **Teachers** reported that it provided focus for unit and lesson planning.

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Teacher(s):	**The**
Time:	**Course Organizer**

Student:
Course Dates:

○ This Course:

⬭ is about

○ Course Questions:

○ Course Standards:

What?　　　　　How?　　　　Value?

Content:

Process:

Course Progress Graph

Course Map

This Course:

Student:

includes

○ Community Principles

○ Learning Rituals

○ Performance Options

○ Critical Concepts

○ Learned in these Units

Let's explore the front of the device

The Course Organizer

Teacher(s):

Time:

Student:

Course Dates:

○ This Course:

is about

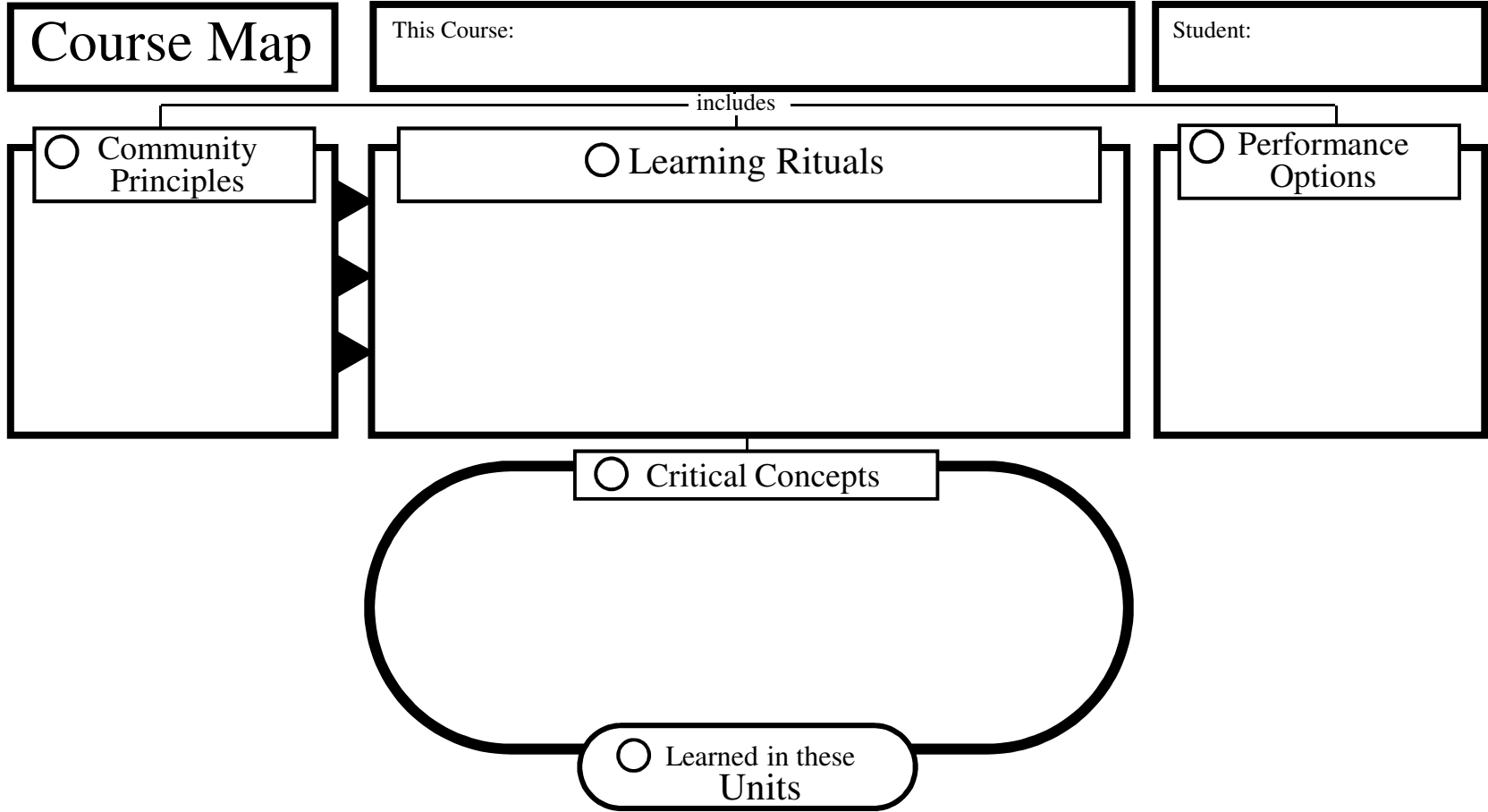○ Course Questions:

○ Course Standards:

What?   How?   Value?

Content:

Process:

Course Progress Graph
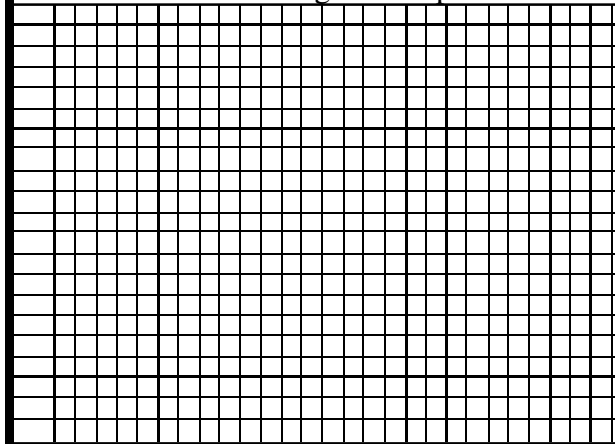
Teacher(s):	Mr. Culbertson
Time:	10:05-10:57

The Course Organizer

Student:	Jean Wojos
Course Dates:	9/98-5/9

① **THIS COURSE:**

United States History to 1900

is about How the United States was created, grew to be a nation, and led the world into a revolution based on technology.

② **COURSE QUESTIONS:**

1. What ideas have shaped (are shaping) the destiny of the U.S.?
2. How has geography affected the creation and development of the U.S.?
3. How has
4. How do   erience and how
5. How hav   een an importa
6. How hav   tory?
7. How has
8. How car   isions?
9. What is the culture of the U.S.?
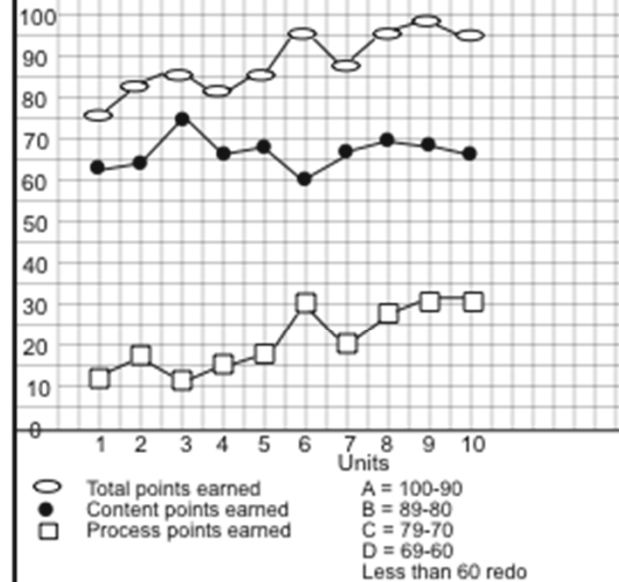10. How has the "American Dream" affected U.S. culture?

This Course

The name of the course and a summary or paraphrase of what the course is about

③ **COURSE STANDARDS:**

What?	How?	Value?
CONTENT:		
1. Understanding Big Ideas	Unit Tests	50 pts.
2. Applying Big Ideas	Unit Projects	10 pts.
3. Providing Examples & Details	Daily Work	10 pts.
		70 pts.
PROCESS:		
1. Using Strategies	Class Demo	20 pts.
2. Participating	Class Demo	5 pts.
3. Following Rules	Class Demo	5 pts.
		30 pts.

COURSE PROGRESS GRAPH

Units 1 2 3 4 5 6 7 8 9 10 (y-axis 0-100)

○ Total points earned
● Content points earned
□ Process points earned

A = 100-90
B = 89-80
C = 79-70
D = 69-60
Less than 60 redo

The Course Paraphrase

Should:

Capture the main idea of the course.

Distinguish the course from similar courses.

Clearly and meaningfully communicate course content in student-friendly language.

Provide an umbrella for all learning.

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The **Course Organize**

Student: Jean Wojoski

① **THIS COURSE:**

United States History to 1900

is about How the United States was created, grew to be a nation, and led the world into a revolution based on technology.

② **COURSE QUESTIONS:**

1. What ideas have shaped (are shaping) the destiny of the U.S.?
2. How has geography affected the creation and development of the U.S.?
3. How has conflict affected the destiny of the U.S.?
4. How do different sources help us understand the U.S. experience and how do we use these sources?
5. How have we protected our civil rights, and why has this been an important concern in the history of the people of the U.S.?
6. How have art and literature served as windows to U.S. history?
7. How has technology affected U.S. society and history?
8. How can learning and understanding history affect our decisions?
9. What is the culture of the U.S.?
10. How has the "American Dream" affected U.S. culture?

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5 6 7 8 9 10
Units

○ Total points earned
● Content points earned
□ Process points earned

A = 100-90
B = 89-80
C = 79-70
D = 69-60
Less than 60 redo

Course Questions

The critical questions that every student in the class will be able to answer by the end of the course
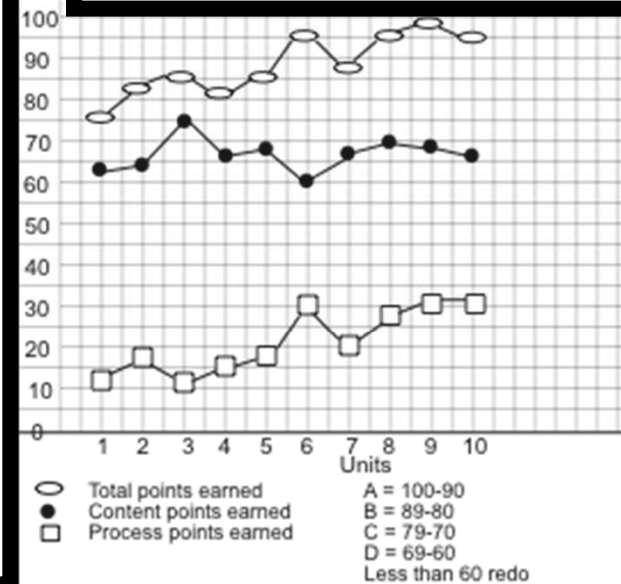
Writing Course Questions

Ask yourself:
- What is critical for all students to understand about the information presented in this course?

- What would I want all students to remember and be able to use and discuss in future courses?

- What are the underlying ideas and concepts that capture the essence of the critical content represented in this course?

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Writing Course Questions

- Start with the Essential Learnings that have been developed from the course standards

- Translate these into a useable set of questions for students

- There may not be one question per unit as we are looking for overarching themes and connections

- Avoid questions that can be answered with one word or a list

- Try to incorporate multiple levels of questioning

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Example Course Questions

Biology – How are living things related and organized? What ideas and discoveries have shaped the study of life?

Math – How do we use data to solve everyday problems? How can data be used in multiple forms? How can I write and simplify algebraic equations? How do you determine how many solutions an equation has?

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Example Course Questions

History – How has conflict shaped history? What social movements have influenced US culture? How has the government of the US changed over time? How has geography affected the growth and development of the United States?

Language Arts – How can I use reflective strategies to improve my reading and writing? How can I use different styles of writing to communicate my purpose?

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Teacher(s): **Mr. Culbertson**

Time: **10:05-10:57**

Student: **Jean Wojoski**

Course Dates: **9/98-5/99**

The Course Organizer

① THIS COURSE:

United States History to 1900

is about

How the United States was created, grew to be a nation, and led the world into a revolution based on technology.
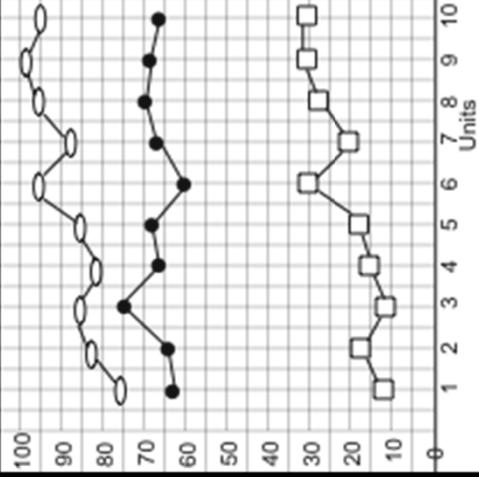
② COURSE QUESTIONS:

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2. How has geography affected the creation and development of the U.S.?

3. How has conflict affected the destiny of the U.S.?

4. How do different sources help us understand the U.S. experience and how do we use these sources?

5. How have we protected our civil rights, and why has this been an important concern in the history of the people of the U.S.?

6. How have art and literature served as windows to U.S. history?

7. How has technology affected U.S. society and history?

8. How can learning and understanding history affect our decisions?

9. What is the culture of the U.S.?

10. How has the "American Dream" affected U.S. culture?

③ COURSE STANDARDS:

What?	How?	Value?
CONTENT:		
1. Understanding Big Ideas	Unit Tests	50 pts.
2. Applying Big Ideas	Unit Projects	10 pts
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PROCESS:		
1. Using Strategies	Class Demo	20 pts.
2. Participating	Class Demo	5 pts.
3. Following Rules	Class Demo	5 pts.
		30 pts.

COURSE PROGRESS GRAPH

Total points earned ◊
Content points earned ●
Process points earned □

Units

A = 100-90
B = 89-80
C = 79-70
D = 69-60
Less than 60 redo

Write Your Course Questions

Teacher(s): Mr. Culbertson

The ... Organizer

Student: Jean Wojo...

Course Dates: 9/98-5/9...

Course Standards

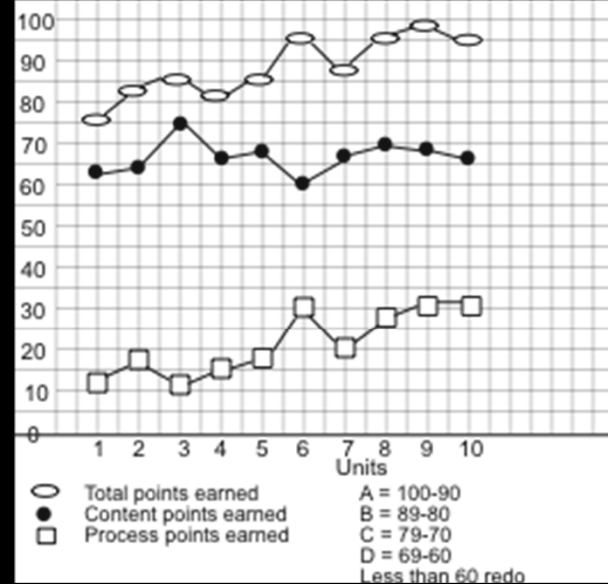The tasks that will be emphasized and used for feedback and determination of grades

Also, a graph that students can use to monitor individual progress across units in the course

③ COURSE STANDARDS:

What?	How?	Value?
CONTENT:		
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2. Applying Big Ideas	Unit Projects	10 pts
3. Providing Examples & Details	Daily Work	10 pts
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COURSE PROGRESS GRAPH

Total points earned — A = 100-90
Content points earned — B = 89-80
Process points earned — C = 79-70
D = 69-60
Less than 60 redo

Units

...000

...grew ...to a

1 ...the U.S.?
2 ...ment of the
3 ...
4 ...experience
5 ...this been an
...U.S.?
6. How have art and literature served as windows to U.S. history?
7. How has technology affected U.S. society and history?
8. How can learning and understanding history affect our decisions?
9. What is the culture of the U.S.?
10. How has the "American Dream" affected U.S. culture?

How do I get my grade in this class?

What do students need to do?

How will the task be measured?

What is the **_value_**/percentage of the grade?

Teacher(s): Mr. Culbertson

Student: Jean Wojoski

Course Dates: 9/98-5/99

③ COURSE STANDARDS:

What?	How?	Value?
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Total points earned
Content points earned
Process points earned

A = 100-90
B = 89-80
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Progress Monitoring
OPTIONS!

Course Progress Graph
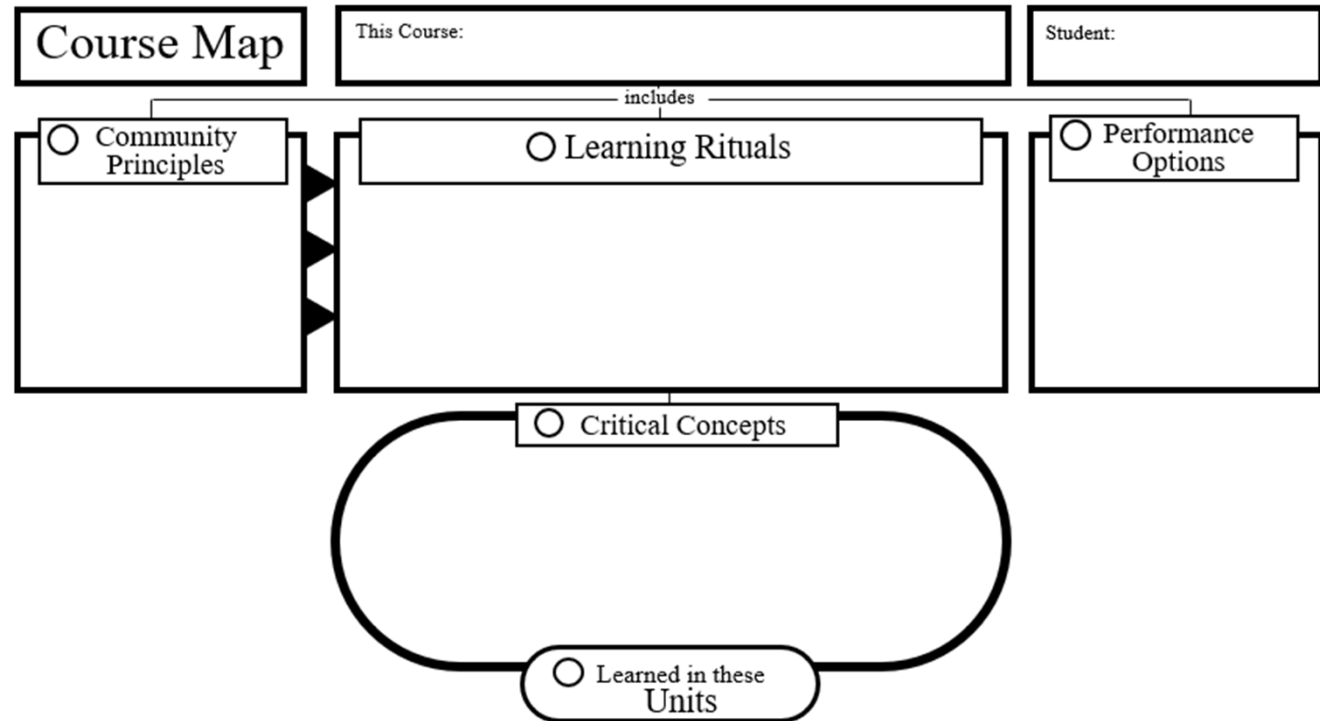
Examples of Assessments to be Graphed:

- ◦ Tests

- ◦ Quizzes

- ◦ Homework

- ◦ Projects

- ◦ Demonstrations

- ◦ Observations

Draft it: How will you use the Course Standards and the progress graph?

See Page 35 and samples in Appendix B

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Let's explore the back of the device

COURSE MAP

This course: United States History to 1900

Student: Jean
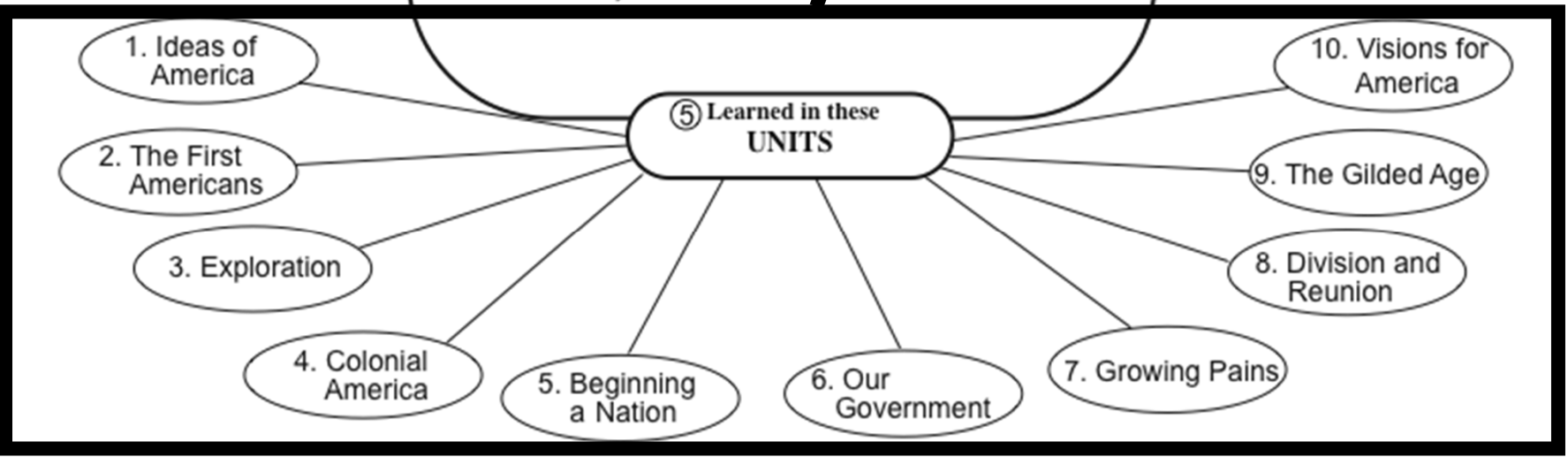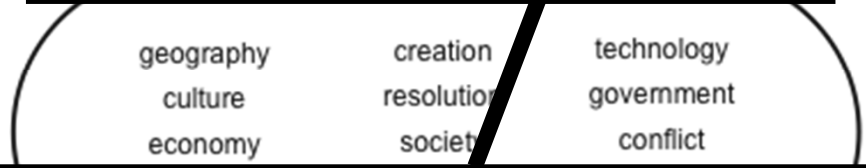
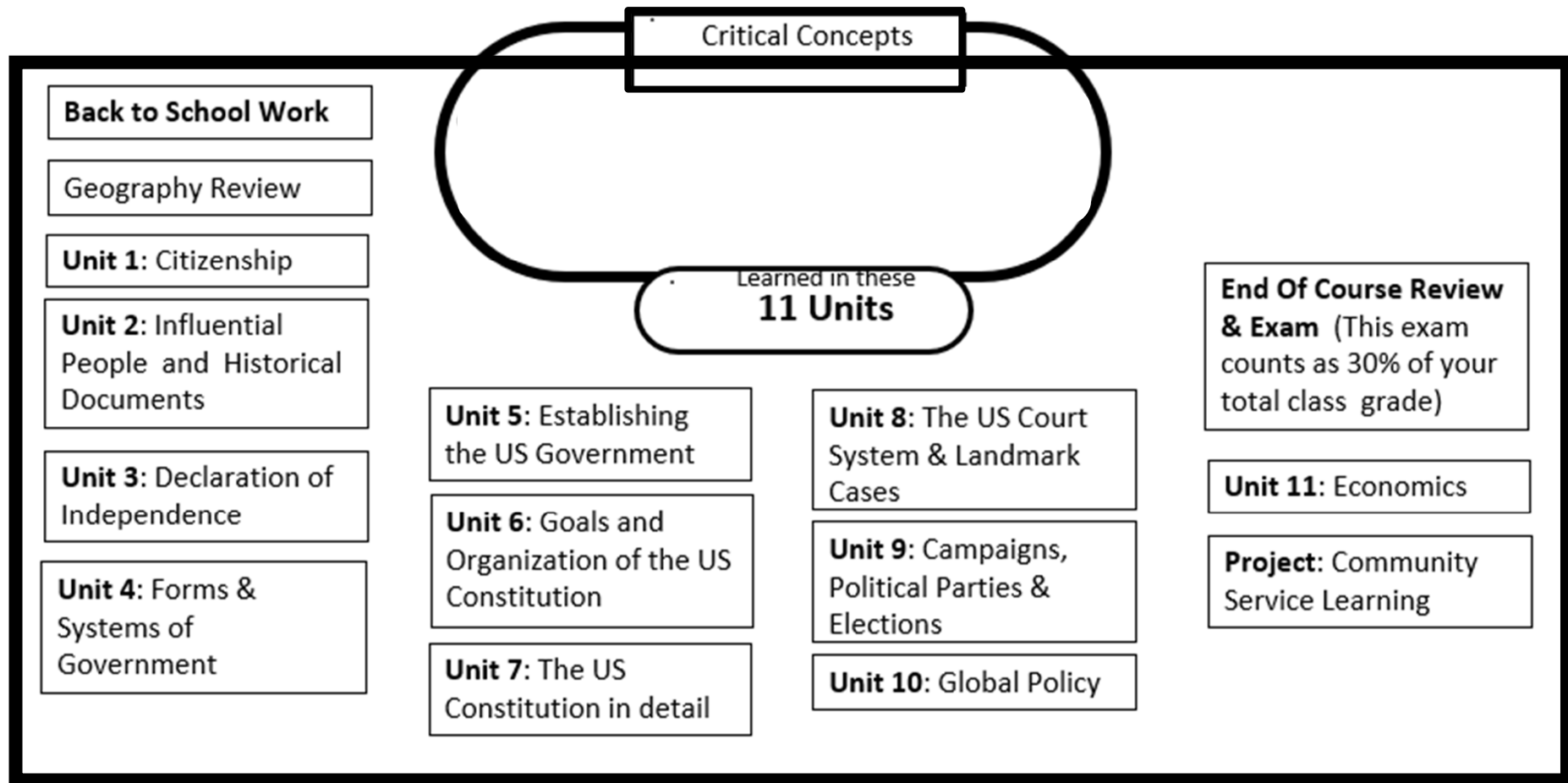⑥ **COMMUNITY PRINCIPLES**

Diversity
Teamwork
Respect
Voice
Choice

Course Units (Content) Map

A graphic depiction showing how the course information has been organized for learning

⑧ **PERFORM... OPTIONS**

Oral Tests
Project Choices
Peer Tutoring
Extra Credit Options

geography
culture
economy

creation
resolution
society

technology
government
conflict

⑤ **Learned in these UNITS**

1. Ideas of America
2. The First Americans
3. Exploration
4. Colonial America
5. Beginning a Nation
6. Our Government
7. Growing Pains
8. Division and Reunion
9. The Gilded Age
10. Visions for America

if using the Unit Organizer Routine, each of these units would be a separate Unit Organizer

Critical Concepts

Learned in these **11 Units**

Back to School Work

Geography Review

Unit 1: Citizenship

Unit 2: Influential People and Historical Documents

Unit 3: Declaration of Independence

Unit 4: Forms & Systems of Government

Unit 5: Establishing the US Government

Unit 6: Goals and Organization of the US Constitution

Unit 7: The US Constitution in detail

Unit 8: The US Court System & Landmark Cases

Unit 9: Campaigns, Political Parties & Elections

Unit 10: Global Policy

End Of Course Review & Exam (This exam counts as 30% of your total class grade)

Unit 11: Economics

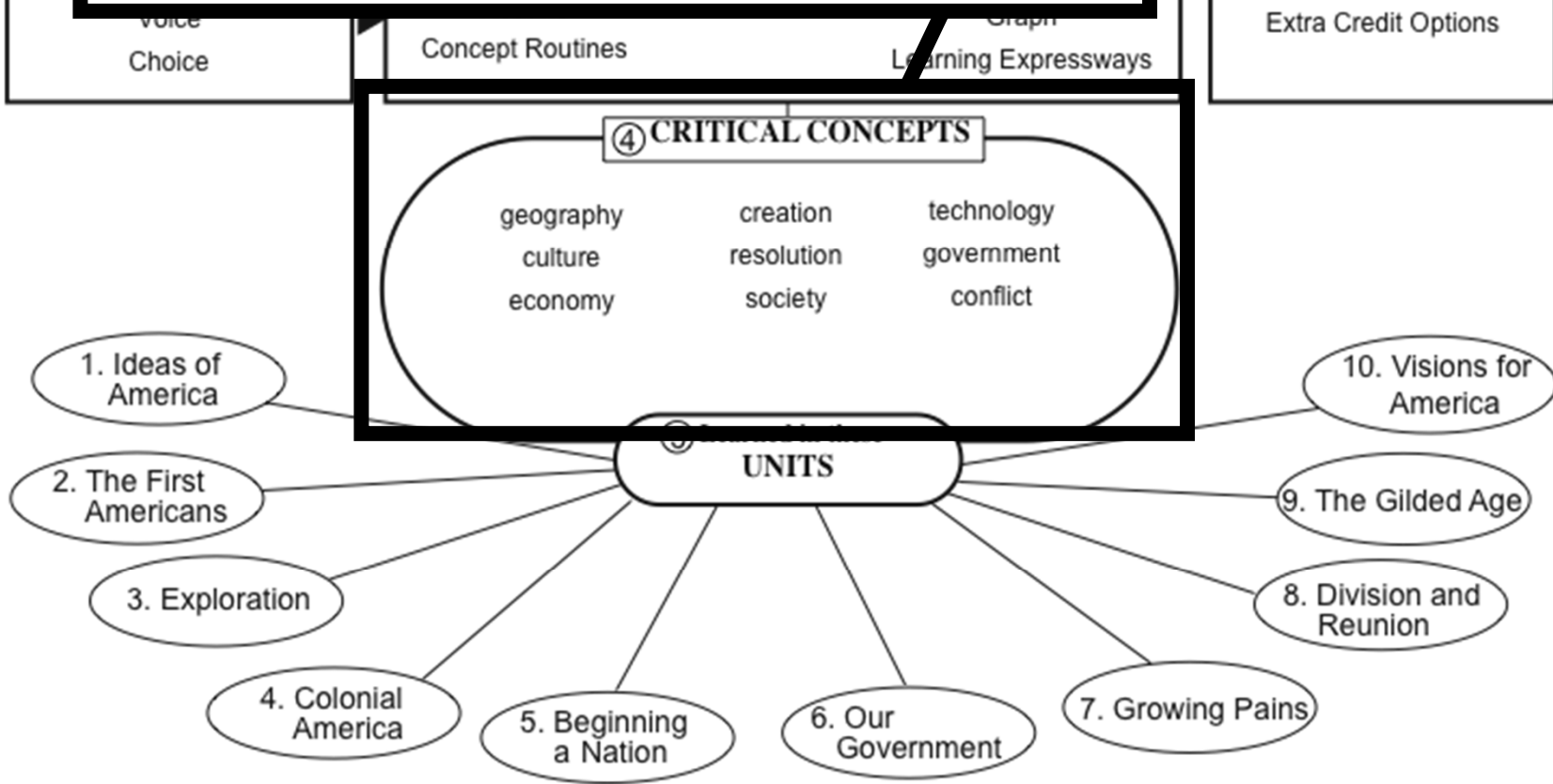**Project**: Community Service Learning

Based on what you just learned, does this Course Map match the guidelines?

Critical Concepts

The critical concepts that will be emphasized throughout the course, that relate to course questions, and that cut across more than one unit. There should be 10 or fewer concepts.
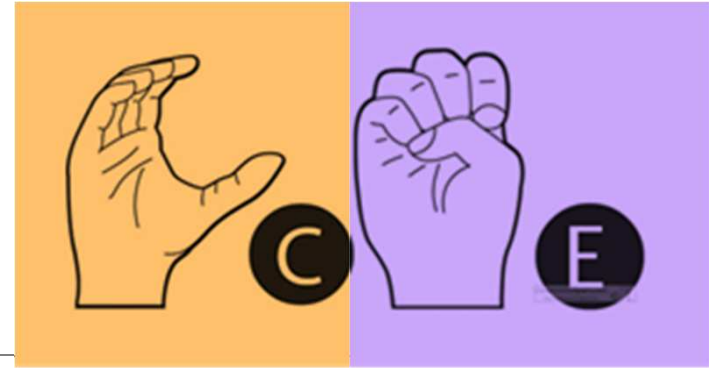
Student:
Jean

⑧ PERFO
OPTI

Oral Tests
Project Choices
Peer Tutoring
Extra Credit Options

Voice
Choice

Concept Routines

Graph
Learning Expressways

④ CRITICAL CONCEPTS

geography	creation	technology
culture	resolution	government
economy	society	conflict

UNITS

1. Ideas of America
2. The First Americans
3. Exploration
4. Colonial America
5. Beginning a Nation
6. Our Government
7. Growing Pains
8. Division and Reunion
9. The Gilded Age
10. Visions for America

Critical Concepts

A concept is a category or group of members that share the same characteristics
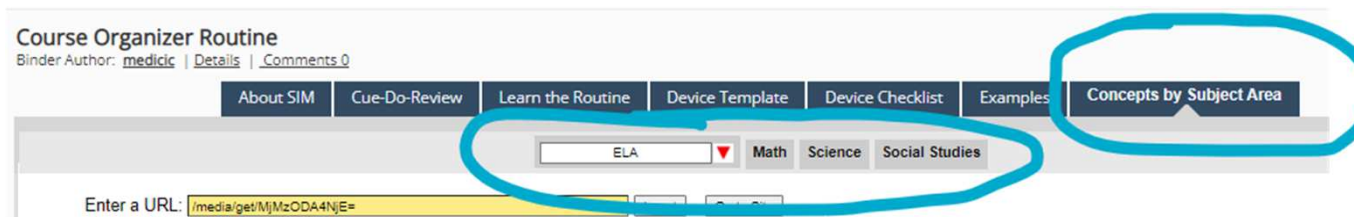
- Fraction
- Novel
- Mammal
- Democracy

Can I think of 3 examples of _____?
If yes, it's likely an example of a concept.

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Concept or Example?

➢ Conflict

➢ Martin Luther King Jr.

➢ Invertebrate

➢ Meiosis

➢ Genre

➢ The Road Less Traveled

➢ Variable

➢ Square

Examples for concepts by subject area can be found in the Course Organizer LiveBinder

Course Organizer Routine
Binder Author: medicic | Details | Comments 0

| About SIM | Cue-Do-Review | Learn the Routine | Device Template | Device Checklist | Examples | Concepts by Subject Area |

ELA ▼ | Math | Science | Social Studies

Enter a URL: /media/get/MjMzODA4NjE=

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COURSE

Student:
Jean Wojoski

⑥ COMMON
PRINCIPLES

Dive...
Team...
Res...
Vo...
Choice

⑧ PERFORMANCE
OPTIONS

Oral Tests
Project Choices
Peer Tutoring
Extra Credit Options

Draft your Critical Concepts

The critical concepts that will be emphasized throughout the course, that relate to course questions,
and that cut across more than one unit.
There should be 10 or fewer concepts.

④ CRITICAL CONCEPTS

geography   creation   technology
culture   resolution   government
economy   society   conflict

1. Ideas of America

2. The First Americans

3. Exploration

4. Colonial America

UNITS

5. Beginning a Nation

6. Our Government

7. Growing Pains

8. Division and Reunion

9. The Gilded Age

10. Visions for America

**Pages
8 & 25**

COURSE MAP

This course: United States History to 1900

Student: Jean Wojoski

⑥ **COMMUNITY PRINCIPLES**

Diversity
Teamwork
Respect
Voice
Choice

⑦ **LEAR...**

Course Organizer Assig...
Ro... Pa...
Unit Organizer Self
Routine
Concept Routines

Community Principles

The principles on which the classroom learning community will be built.

④ CRITICAL CONCEPTS

geography   creation   technology
culture   resolution government
economy   society   conflict

⑤ **Learned in these UNITS**

1. Ideas of America
2. The First Americans
3. Exploration
4. Colonial America
5. Beginning a Nation
6. Our Government
7. Growing Pains
8. Division and Reunion
9. The Gilded Age
10. Visions for America
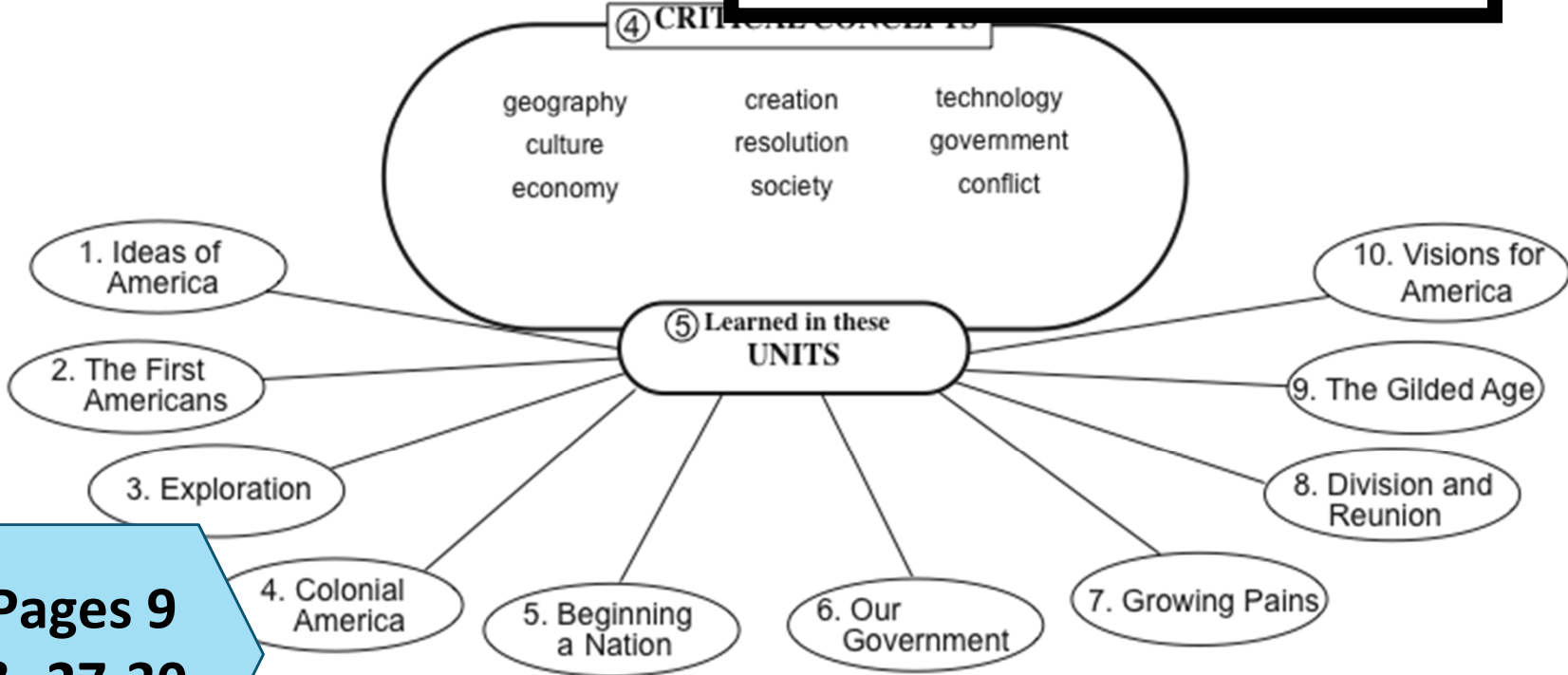
Pages 9 & 27-30

Characteristics of a Learning Community

When you visualize the "perfect" class,

- How would they interact with each other & with you?

- How would they deal with differences?

- How would they work together?

- What would they value?

- Generate a list of characteristics

- Show us!

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Turning Characteristics into Principles

For each characteristic, identify the underlying principle, value, or quality that is needed to nurture the characteristic.

- Show respect for peers & the teacher
  = Respect others
- Tolerate differences among people
  = Tolerate diversity
- Work with others to solve problems
  = Teamwork

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COURSE MAP

This course: United States History to 1900

Student: Jean

includes

⑥ **COMMUNITY PRINCIPLES**

Diversity
Teamwork
Respect
Voice
Choice

⑦ **LEARNING RITUALS**

Course Organizer Routine
Unit Organizer Routine
Concept Routines

Assignment Planners
Paraphrasing
Self Questioning

Feedback Sessions
Class Problem Solving
Course Progress
Graph
Learning Expressways

⑧ **PERFO OPTI**

Oral Tests
Project Choices
Peer Tutoring
Extra Credit Options

CRITICAL CONCEPTS

geography culture
creation resolution
technology government

1. Ideas of America
2. The First Americans
3. Explo

10. Visions for America
. The Gilded Age
. Division and Reunion

a Nation

Learning Rituals

The teaching routines, learning strategies, and communication systems related to learning. Are used throughout the course to enhance learning.
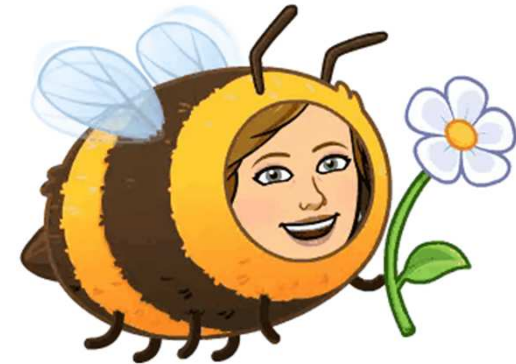
Learning Rituals

How Students…

Acquire

Practice

Deepen

…knowledge

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Learning Rituals

Must always:

- Consist of a set of concrete steps that define how something important related to learning is done;

- Be performed in relatively the same way each time it is performed;

- Be known, taught, or learned by each member of the group;

- Focus on how the following guide learning: teaching, learning, and connecting to others.

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COURSE MAP

This course: United States History to 1900

Student: Jean Wojoski

includes

⑥ **COMMUNITY PRINCIPLES**

⑦ **LEARNING RITUALS**
- ...essions
- ...n Solving
- ...gress
- ...essways

⑧ **PERFORMANCE OPTIONS**
- Oral Tests
- Project Choices
- Peer Tutoring
- Extra Credit Options

Performance Options

The adaptations that will be built into the course to accommodate the needs of diverse learners.

⑤ **Learned in these UNITS**

- 4. Colonial America
- 5. Beginning a Nation
- 6. Our Government
- 7. Growing Pains
- 8. Division and Reunion
- 9. The Gilded Age
- 10. Visions for America
- ...ca
- ...cans
- ...ation
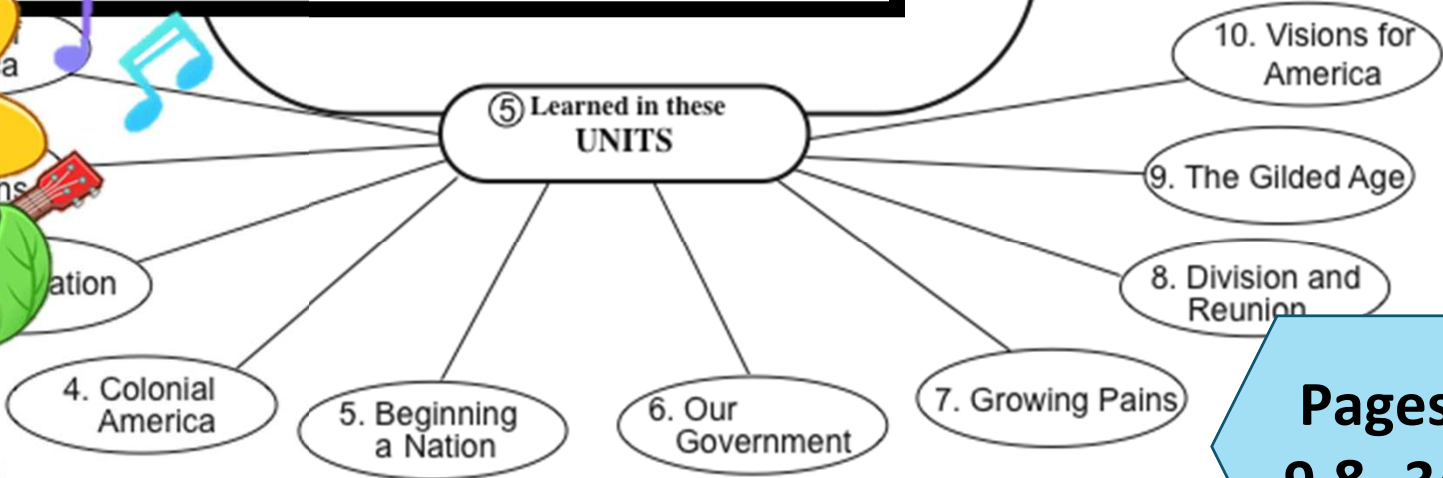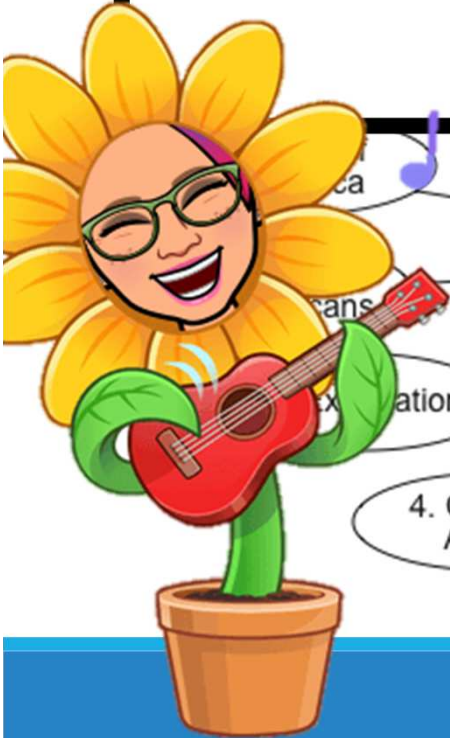
Pages 9 & 34
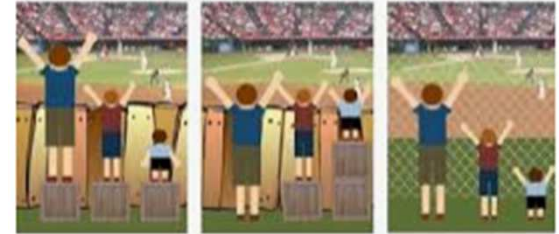
Performance Options

Examples:

- extended work time

- peer readers/tutors

- copies of presentation notes

- presenting assignments orally and in writing

- study partners/peer study teams

- audiotaped responding or drawing answers

- project choices

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How would you rate your Course Organizer?

Teacher: _____ Observer/Coach Name: _____ Date: _____

Course Title: _____ Rating _____/42 = _____% _____ # 0s

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = No or Not present

Course Organizer Device Checklist

Feature	Rating	Enhancements or Feedback
Course Title and Paraphrase: (pgs. 21-22)		
1. Teacher name, time, and dates filled in	2 1 0	
2. The course title is listed	2 1 0	
3. The paraphrase is short and provides the gist of the course including how it is different from similar courses	2 1 0	
Course Questions: (pgs. 23-25) (Usually < 10)		
1. Are written in student-friendly language serving as basis for many conversations	2 1 0	
2. Require students to relate big ideas and critical concepts across units in the course (broad, higher level questions beginning with Why or How)	2 1 0	
3. Are tied closely to the required outcomes of the critical course standards	2 1 0	

Course Organizer Routine
Binder Author: medicic | Details | Comments 0

| About SIM | Cue-Do-Review | Learn the Routine | Device Templat... | Device Checklist | Examples | Concepts by Subject Area |

New Fillable PDF   Old Checklist ▼

Enter a URL: /media/get/MTYwNDA1Mjo=   Insert   Go to Site

Course Organizer Device Checklist.5.9.17.doc

Please click the link above to download and view the file.