
Teacher Layer 1

MODEL: Expanding Available Curriculum

Pedagogy, Classroom Practices and Curriculum - Element/Bullet 3): Begin identifying how 1-to-1 ubiquitous access will expand the curriculum that is available for you and your students. Identify the skills students will need to develop to access this expanded curriculum.

Working with your PLC team or other educators as you complete the following will enable you to expand the curriculum that is available for your students.

1. Make sure there is a common understanding of the term ‘curriculum’ amongst your team members. If not, contact your school or district leaders to learn their definition or research this term (for example, [The Glossary of Education Reform](#)).

Another discussion to instigate before you begin the work of expanding your curriculum is the close connection between curriculum and cognitive processes students must be taught and that they must develop. Referred to as a *curriculum of processes* (Heidi Hayes), these include learning how to think and act through the curriculum and expanded curriculum (these are included in the working graphic organizer below). Make sure you have discussed the descriptors or description of curriculum before you move forward.

2. Identify the expectations for what students must learn, the knowledge base, and the thinking or cognitive skills they must develop or enlarge by the time they complete the unit of study, project, or problem they are addressing.
3. Consider and discuss the specific expanded knowledge and learning that 1-to-1 ubiquitous and access to additional curriculum resources can make available as well as the additional thinking, learning doing skills students must develop. Refer to the AALF Layers of Learning webpage for additional resources in doing this work. Refer to your 1-to-1 Pedagogy Statement and your My 1-to-1 Goals for My Classroom as you move forward with this work.

NOTE: When considering this expanded and learning and curriculum opportunities, keep in mind that access to expanded curriculum will influence or expand:

- **What** can/should be learned (ex: the content and thinking skills);
 - The **depth** and **breadth** of the curriculum (deep resources/curriculum as well as more or breadth of that curriculum);
 - **How** students learn through this additional or expanded curriculum.
 - The **pace** of that learning because 1:1 provides because of the individualized or differentiated opportunities.
4. Use the graphic organizer or table on the next page to plan for your curriculum and expanded curriculum on the next page.

NOTE: Refer to AALF Layers of Teaching and Learning for additional information about the SAME model and how to apply it to this expanded curriculum work.

Table 1 – Planning Your Curriculum and Expanded Curriculum

Unit of study (description or title):		
Description of student project or assessment measures, including the final assessment:		
Content knowledge or standards students must learn and apply:	Expanded content knowledge students can/will develop and apply (this may include student input before final identification):	SAMR levels:
Cognitive skills students must learn and/or employ:	Expanded cognitive skills students can/will learn and employ	SAMR levels:
Resources students will employ for this unit (ex: books, materials, video, readings, educational games):	Expanded resources students will employ for this unit (this may include student input before final identification)	SAMR levels:

Technology skills students must learn and/or employ:	Expanded technology skills students will learn and employ (this may include student input before final identification)	SAMR levels:
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