

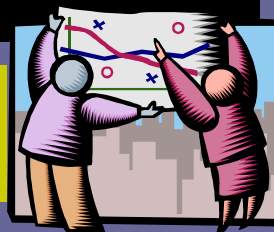


Part 2: Rigor, Relevance and Technology

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Rigor and Relevance Framework


Classroom / program planning tool - curriculum, instruction and assessments



Basis for discussions by teachers, students and the broader school community

Bloom's Taxonomy

6. Evaluation
5. Synthesis
4. Analysis
3. Application
2. Comprehension
1. Knowledge



Different levels of thinking

Evaluation: Give reasons why something is better

Synthesis: Design something new

Analysis: Study how something works

----- Basic Skills -----

Application: Use knowledge in a new way

Comprehension: Understand what it means


Knowledge: Remember a fact

Higher-level thinking skills


Complex use of knowledge

In School In life

Recall of knowledge



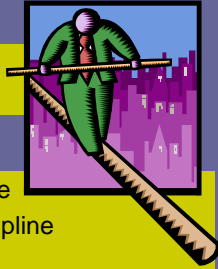
Application



Knowledge for its own sake Use of that knowledge

1 2 3 4 5

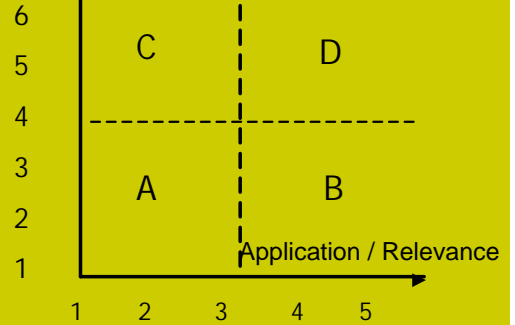
Application Model



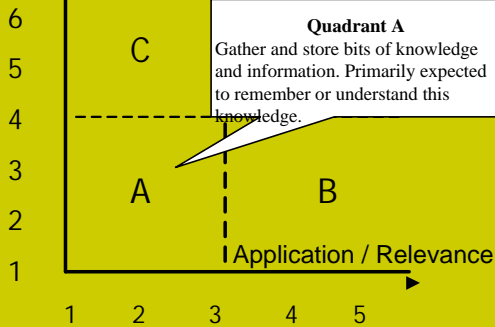
1. Knowledge in discipline
2. Application within discipline
3. ... across discipline
4. ... in a real-world predictable situations
5. ... in a real-world unpredictable situation

Knowledge / Rigor

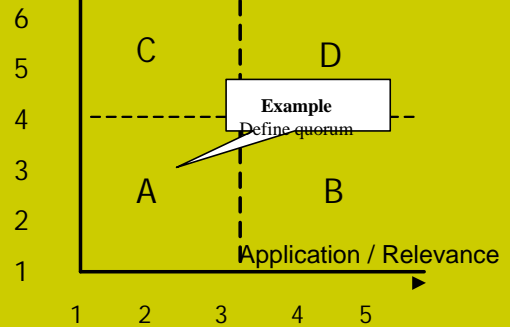
The Rigor and Relevance Framework



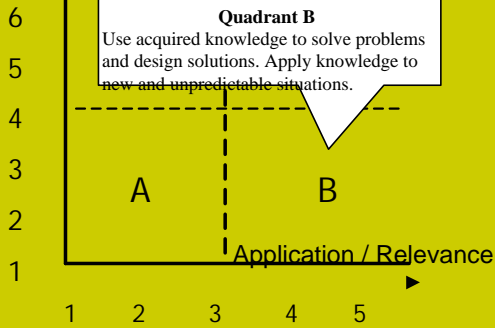
Knowledge / Rigor



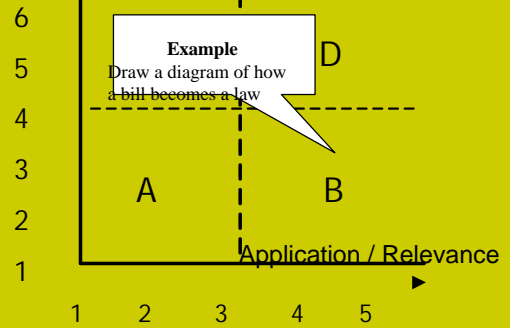
Knowledge / Rigor

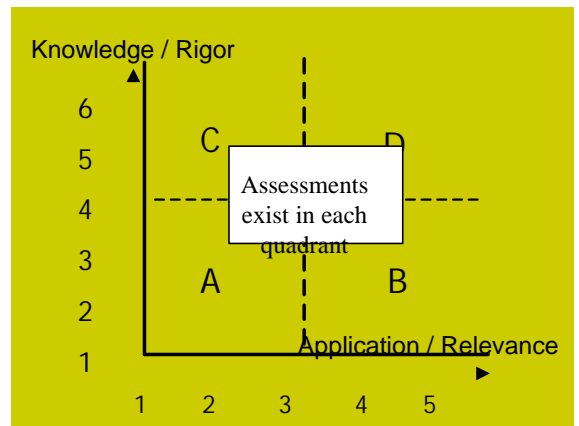
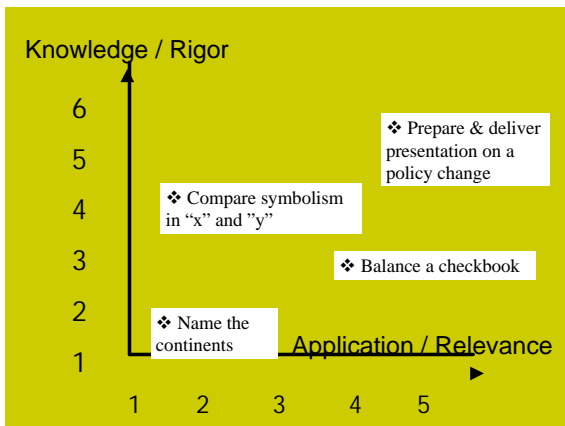
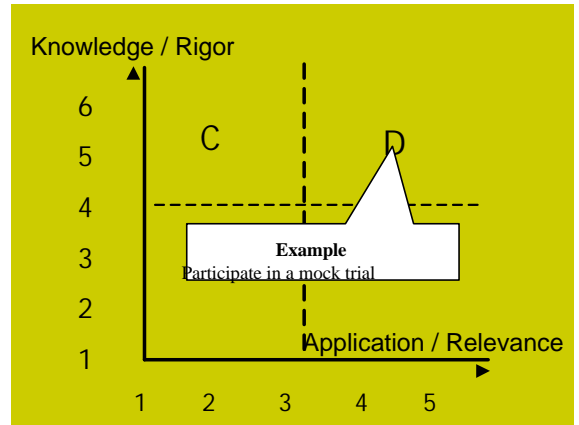
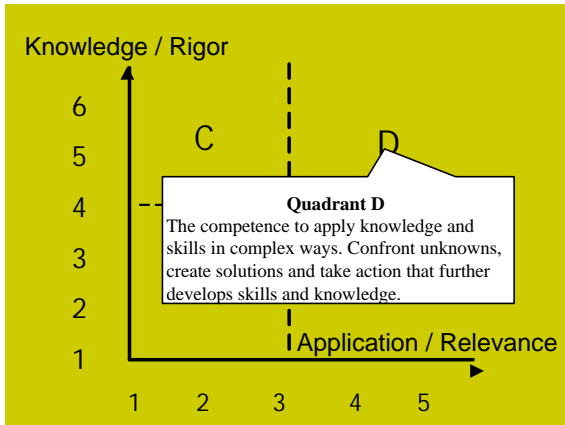
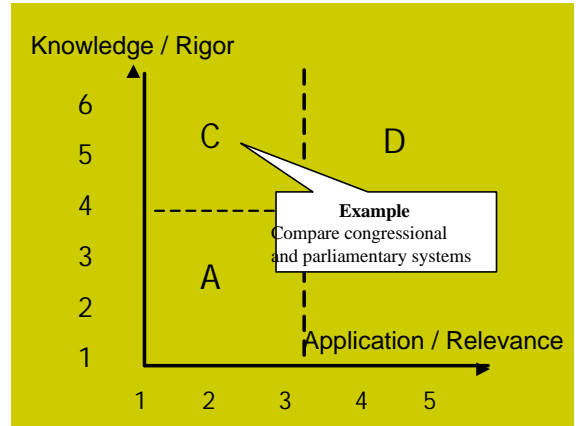
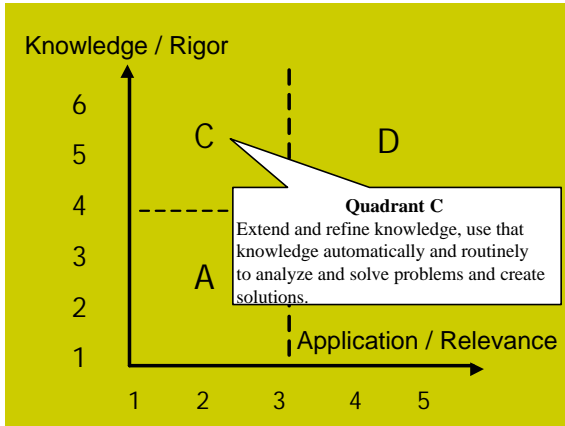


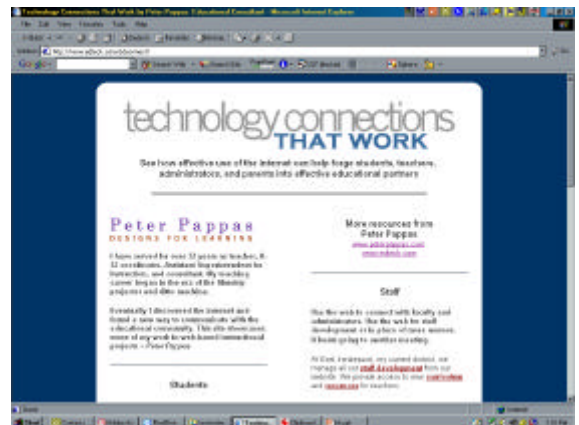
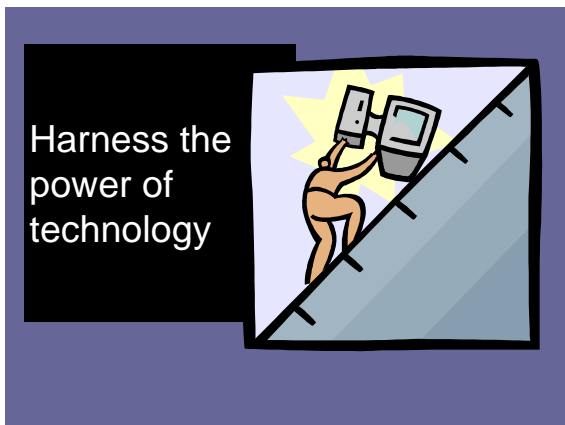
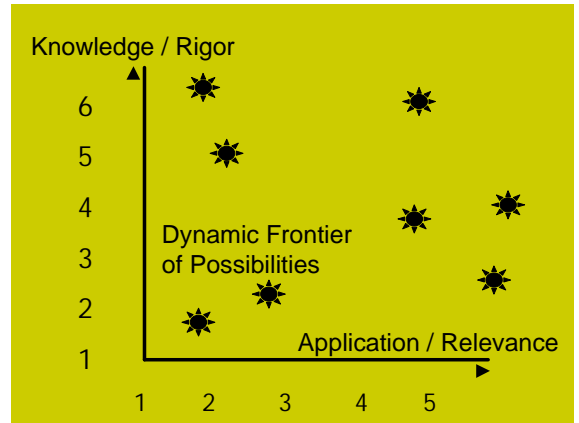
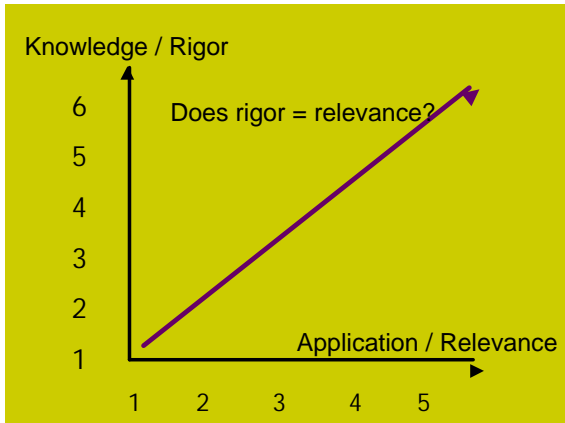
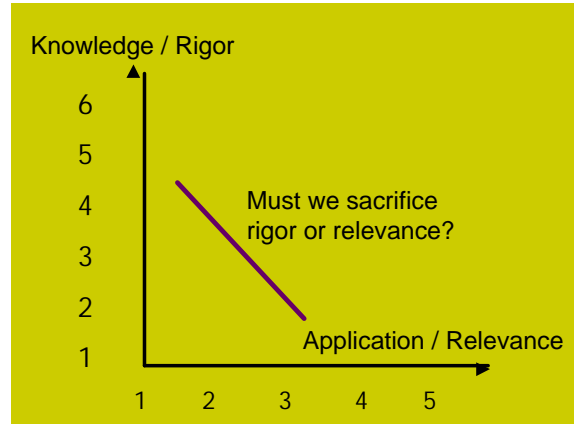
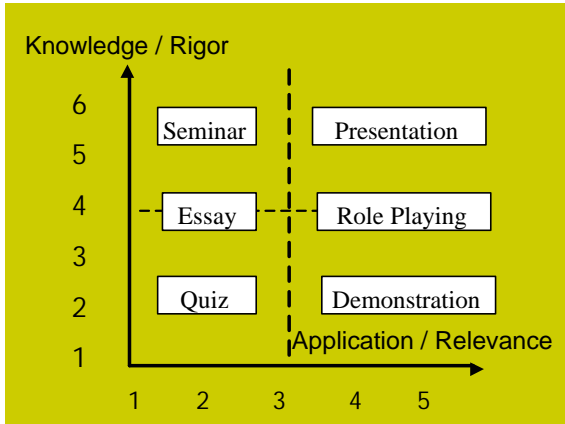
Knowledge / Rigor



Knowledge / Rigor







We need to think *critically* about technology and instruction

What computer tools do we have in our schools? (*comprehension*)

What can they do? (*analysis*)

How can they be used to improve teaching and learning? (*evaluation*)

Are computers better than overhead projectors?

Are they worth the money?

Design and delivery of a learning environment to support:

Content mastery of standards

Critical thinking

Appropriate technology skills

Effective management of new technologies



Higher-level thinking skills

Use technology to support multiple levels of thinking?



❖ Analysis

❖ Comprehension

❖ Knowledge

Graphic display that allow students to more deeply process vocabulary

Define in your own words

Characteristics

“Culture”

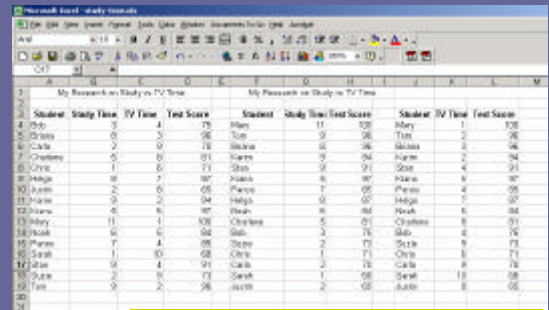
Example from life

Non-example from life

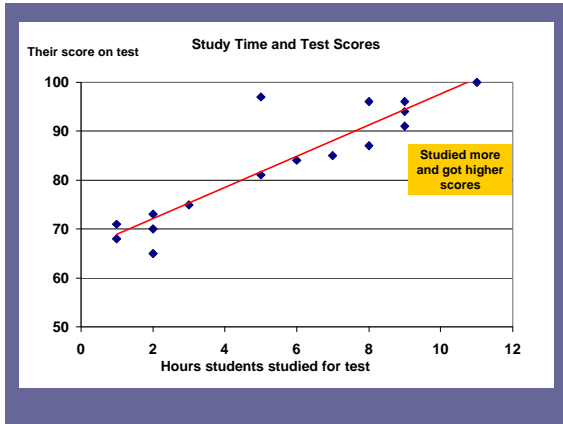
Research study: how does time spent watching TV or studying impact scores on tests?

Student	Study Time	TV Time	Test Score
Bob	3	4	75
Briana	8	3	96
Carla	2	9	70
Charlene	5	8	81
Chris	1	6	71
Helga	8	7	87
Justin	2	8	65
Karim	9	2	94
Kiana	5	5	97
Mary	11	1	100
Noah	6	5	84
Panos	7	4	85
Sarah	1	10	68
Stan	9	4	91
Suzie	2	9	73
Tom	9	2	96

Use Excel to build a spreadsheet



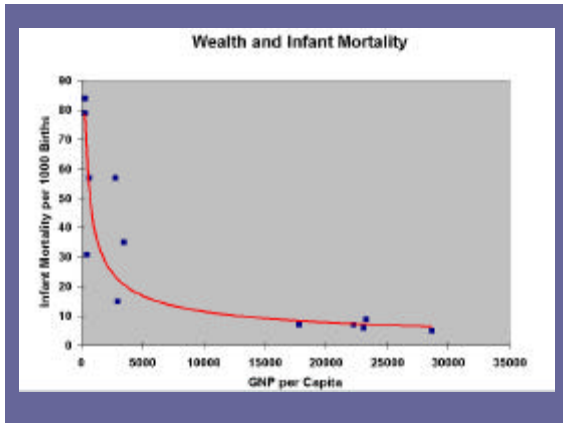
graph the data to look for a relationship



World Bank Project

- Your team will assist World Bank in the analysis global development projects
- Focus on the **statistical** and **quantitative** measures you might use to **compare**, **contrast** and assess the **performance** of various **nations** around the world

Hypothesis
Literature review
Data
Conclusions
Research assessment
Work cited



Mr. Cummings Website

In Search of Peace:

an odyssey through space and time

The year is 2015.

Click "Enter machine" to enter

ENTER MR SIMMONS' & TIME MACHINE

The year is 2015. Mr. Simmons, a dedicated teacher, is working with several students, Jason and Shannon, in the school's library tower on the Midwest coast.

Suddenly, they hear an explosion.

They find a red seeking man and the drive and drive away. Imagine the terror that the three characters face as they realize the rocket powers up the and there is no way out. Then, imagine their surprise when a kindly old man switches up an irrefutable text to the go and tells them to... get it and follow the directions? As it turns out, the text is a time machine which allows Jason, Shannon, and Mr. Simmons to escape the inferno by traveling back in time.

Mr. Prapoon HIRONGKANG Email

Introduction
Assignments
Projects
Links
Useful Site

archived copy by Peter Dinkovs
www.scribd.com

Communicate with Technology

Engage students as **critical thinkers** with **relevant tasks** and **essential questions**

Use Relevant Questions

NAME _____ CLASS _____
DATE _____

UNIT 3
Decision Making

Do Curfew Laws Unfairly Restrict the Rights of Minors?

"I was raised in this same county. I never had a curfew until, as a result of it, I enjoyed a lot of freedom. . . . If our youth don't experience this, what are they going to fight for? Freedom is a good teacher."

The Issue in Question

The consensus above was made by Craig Stronach, a supporter of laws. In 1987, his 15-year-old son, David, rode his skateboard straight into a constitutional dispute. David was charged with entering a shopping mall parking lot at 10:30 at night, in violation of a town curfew law that made it unlawful for anyone

plans during specified times. Frequently these laws are classed as curfews. Most curfews are set up by local governments in an effort to control the behavior of young people within a county, city, or town.

Since the 1990s, many cities and towns around the nation have adopted curfew laws. In some areas, authorities simply enforce them to enforce old curfew laws on their families. Many municipalities, however, have looked to strict enforcement of these curfews as a way to combat crime, vandalism, and street gangs.

Background on the Case

Use Essential Questions

Name _____ Class _____ Date _____
GREAT DEBATES IN AMERICAN HISTORY

Unit 2: How Powerful Should the National Government Be?

The Issue

The 1787 convention in Philadelphia went far beyond its original instructions to revise the Articles of Confederation. After meeting for several days, the delegates decided to scrap the Articles and replace them with a new constitution, one that would establish a more powerful national government. Two groups emerged during the heated debate over the Constitution's approval—the Federalists, who campaigned in its favor, and the Anti-Federalists, who opposed its ratification.

possible to regulate commerce and provide for a common defense.

The Readings

The following debate contains two speeches delivered at the Virginia ratifying convention in 1788. Virginia was the largest, wealthiest, and most populous of the states. Its support was crucial to the success of the proposed Constitution. Anti-Federalist Patrick Henry, a Virginian and one of the most radical patriots of the American Revolution, was a passionate believer in state's rights. Henry refused to attend the Constitutional Convention in Philadelphia because, as he put it, "he wasn't a rat." At the Virginia ratifying convention he spoke against approval of the new Constitution.

Background

Colonial Americans fought a revolution to free themselves from the abusive power of the British

Peter Pappas
ORIGINAL FOR LEARNING

Mock Trials for the Classroom

Developed by Peter Pappas

What You Will Learn

- **What You Will Learn** This lesson teaches students to analyze the role of the judiciary in the federal system and to evaluate the role of the judiciary in the federal system.
- **Resources** This lesson includes a variety of resources, including a video, a reading, and a worksheet.
- **Activities** This lesson includes a variety of activities, including a role-play, a debate, and a writing assignment.
- **Publications** This lesson includes a variety of publications, including a book, a magazine, and a newspaper.

The Best Example Case

This best example presents the case of *Marbury v. Madison*, which is one of the most important cases in the history of the United States. The case established the principle of judicial review, which allows the courts to strike down laws that are unconstitutional.