The italicized script provides direction for the presenter while the plain text script is the narrative for the presenter.

Slide 1:   *Have Slide 1 on the screen as participants enter the room. Begin by introducing yourself and a bit of background on your job, role, and engagement with PA Common Core.*
This is one of five modules designed to assist educators in understanding and transitioning to PA Common Core.

Slide 2:   This is Module one of five.

Slide 3:   *Remind participants to sign on to SAS and complete and display their name tents.*

Slide 4:   Today we are focusing on three essential questions related to a key piece of PA Common Core transition.
Read each question aloud.

Slide 5:   *Have the participants move to various corner of a room depicting one of the four possible states in curriculum development.*
We are now going to move to a corner of the room which best depicts your district state in curriculum development from the list on the Power Point.
Ask various participants why they chose the corner they selected.

Slide 6:   *Give the participants time to explore Chapter 4 the new and revised and have them focus on the areas of curriculum and planned instruction.*
At this time please explore the following links concerning Chapter 4 and focus on the areas of curriculum and planned instruction.
Chapter 4:

http://www.pacode.com/secure/data/022/chapter4/chap4toc.html

Revised Chapter 4 can be found at the following sites:

http://ccc.iu1.wikispaces.net/file/view/Ch+4+Keystones+draft+proposed+revisions+Feb+17+2012)%5B1%5D.pdf

http://www.paessp.org/images/stories/documents/keystone_exams_draft.pdf

Slide 7: *Have the participants complete the Chapter 4 templates for each grade span.*

MOD 5 Handout Chapter 4.

At this time, use the handout "MOD 5 Handout Chapter 4" and complete the table for each of the grade levels from the information found in Chapter 4.

Once the participants have completed the work have them share with their table group. The table groups can then share with the entire room.

Let the participants know they can add to their existing information with new shared information.

Slide 8: *Review slide*

Slide 9: *Review slide*

Slide 10: *Review slide*

Slide 11: *Have the table discuss each questions and write down any notes for future reference? Have the tables share out their finding?*

Please read the following questions and answer them to yourself. Write your answers on a piece of paper.

Wait

Now share your answers with the person beside you. Discuss the similarities and differences.

Wait

Share with the entire table work and then we will share with the room.

Slide 12: We are now going to test your individual knowledge about resources and tools needed for curriculum development. Please complete the handout "MOD 5 Handout Curriculum tools" and then share with your entire table.

Once tables share amongst themselves, have them share with the entire room and list the various tools on a chart paper.

Slide 13: Ask the participants if they can find these items on www.pdesas.org

Give the participants time to ensure they can find all necessary tools on the SAS Portal.

Once you are comfortable with the groups accessing SAS and developing their individual tools/resource kits have them share resources with the entire group. You can move on to examples of curriculum review.

Tell the participants they can make any additions to their own tools/resource kits whenever they feel the need.

Slide 14: *Give the group time to read the statements and reflect.*

Slide 15: *Give the group time to read the statements and reflect.*

Ask the table to discuss the last two slides. Will these questions have an impact of their curriculum development?

Slide 16: ***Read***

Slide 17: *Have the participants find and review the documents. (you can discuss any findings from the groups' review of the documents)*

Slide 18: *Provide the participants with the paper copies of page 1 and page 6 and have them study them in-depth.*

Slide 19: *Follow the instructions on the slide. Before moving to the next slide and the tables compare their results and discuss similarities and differences. Have a representative from the tables share their findings.*

Slide 20: R*ead the slide.*

Does this make sense and does blue mean remove from the curriculum?

Slide 21: Complete chart below: with one yellow example of PACCS

Using handout: MOD 5 Handout Yellow chart completion

1.   Write the PACCS that is highlighted yellow.

2.   Identify the yellow activities that align to the PACCS for #1. The activities may need to be rewritten: (Analyze the verbs in the current activities and compare to the verbs in the PACCS and EC to determine if the DOK is adequate).

3.   Identify mathematical practices to be used when implementing these activities.

4.	Identity any tier three vocabulary.

After the individuals complete the chart, have the tables review their work.

Slide 22:	***Discuss any issues the group may have from the activity. The entire room should discuss collective solutions.***

Post comments and questions on chart paper.

Slide 23:	This is the time given to the local district on developing a process for curriculum evaluation. Ask if there is anything else to add when considering curriculum development.

Have the tables work in teams to discuss local curriculum.

Slide 24:	Are there any questions?