



Shanghai American School Curriculum “Big Picture”

Elements	Guiding Questions	Description	Example
PHILOSOPHY <i>A statement of beliefs of teaching and learning</i>	What do we believe about our teaching and student learning?	A statement of beliefs about teaching and learning particular to the subject area	We believe that the performing arts develop the willingness of students to be risk-takers.
ESSENTIAL TEACHING AGREEMENTS <i>Agreements around pedagogical practices to develop understanding* and enhance EAGLES</i>	How will a learner acquire understanding*?	A short list of teaching agreements that focuses on methods and strategies every teacher will use.	<ul style="list-style-type: none"> Involve students in a Socratic seminar for each oval studied “Blind Auditions” for middle and high school level students twice a quarter
ENDURING UNDERSTANDINGS <i>The real-life connections students will apply long after the facts and details of the lesson have faded.</i>	What are the “big ideas” students should take away from this department and school?	A collection of important ideas that students should understand. These are the foundation for department (program)-wide Essential Questions.	<ul style="list-style-type: none"> All living things depend on water for survival Cultural conflict is inevitable The Fine and Performing Arts inform of cultural norms and innovation.
STANDARDS AND BENCHMARKS	What skills, knowledge and dispositions will lead to understanding?	The content, skills, and dispositions specific to this department.	<ul style="list-style-type: none"> Identify the parts of a cell Develop a personal aesthetic criteria for evaluating performances
EAGLES <i>Expected School-wide Learning Results</i>	What is our purpose?	A (scaffolded) list of the cross-curricular aims we hold for students	<ul style="list-style-type: none"> Critical thinking Global Citizenship
SCOPE AND SEQUENCE <i>The organization of units of instructions across grade levels which specifies the knowledge and skills found in each unit.</i>	How will learners develop understanding over time?	Brief description of the skills and content of each unit for each year.	<i>(See “Scope and Sequence: Comparative Calendar Overview” in Atlas>Analyze)</i>
MAJOR ASSESSMENTS <i>The shared assessments to connect the curriculum, instruction and learning to enable teachers and students to measure how well students are doing in attaining targeted learner outcomes (skills and knowledge of SCOPE AND SEQUENCE)</i>	How will learners demonstrate understanding? How will we know students’ progress toward learner outcomes?	Cross-river, divisional, and grade-level benchmark or common assessments.	(e.g., IB Internal Assessments, common writing prompts)
PLANNING (Units Plans) <i>The preparation of teaching of the defined Scope and Sequence</i>	How can we best focus the learning that takes place in each classroom?	“Non-negotiable” decisions regarding outcomes, content, learning experiences and practice around the assessments and resources used.	<ul style="list-style-type: none"> Long-term planning Short-term planning Daily/Weekly plans Integrated cross-curricular planning
RESOURCES <i>Materials that support learning and the above agreements, inclusive of embedded technology needs.</i>	What materials and tech will be used to support learning?	List of common resources which support the implementation of the school-wide curriculum	<ul style="list-style-type: none"> Texts & workbooks URLs DVDs Software