

# QM DEEP DIVE

## CANDY LAND

A child's first game



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A child's first game

**MB**  
Milton Bradley

**Ages  
3 to 6**

No reading  
required to play.

Be first to find  
the Candy Castle  
at the end of  
the path.

**2 to 4 Players**

Game instructions in  
English and Spanish

Instrucciones del juego  
en inglés y español

Milton Bradley  
1000 N. 17th St.  
Attn: Dept. of Games  
USA

**M  
B**  
Milton Bradley  
1000 N. 17th St.  
Attn: Dept. of Games  
USA

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# THE PLAYERS

**QM Coordinator:** Who's in charge at your school

**Course Representative:** Who submits the worksheet

**Chair:** Head Honcho

**Reviewer:** no subject knowledge of course

**SME:** the expert

ADDITIONAL  
SUPPORT

CATHY AND PAM  
WITH QM





# THE GAME:

- Select a Course
- Determine the health of course
- Demo course copy (setup)
- Fill out QM application
- Fill out course worksheet
- Team Assignments / Meeting
- Review
- Revision
- QM certificate and update

# VARIATIONS IN PLAY

Schoology template

Cohort

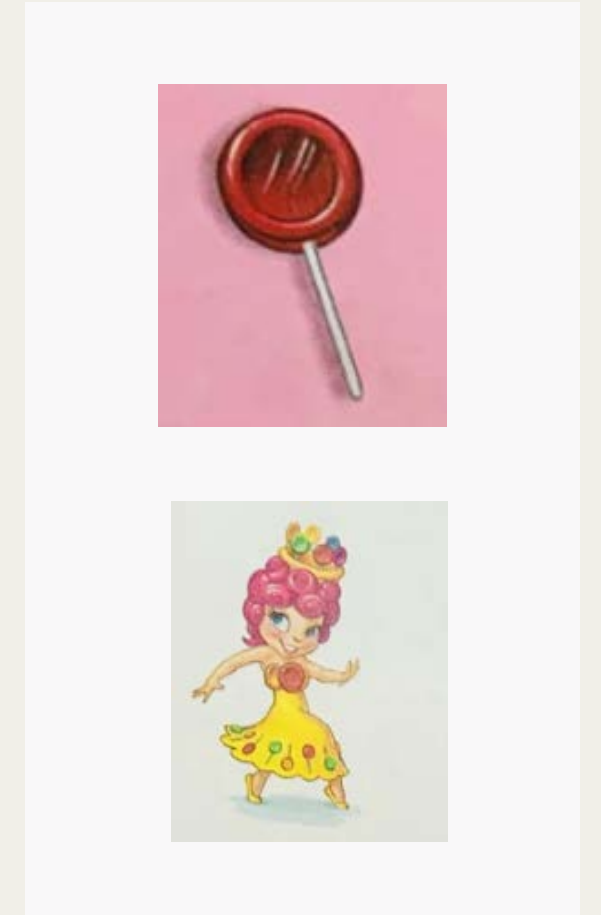
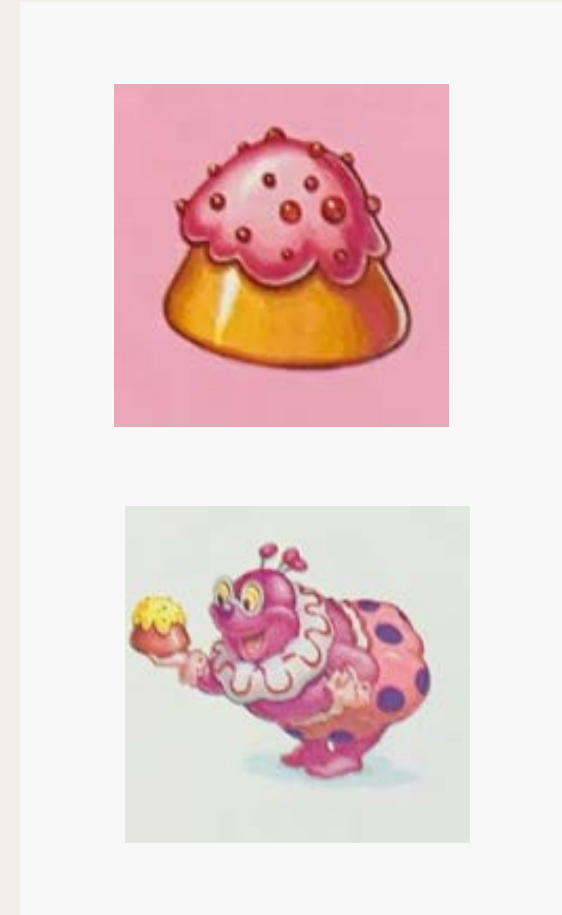
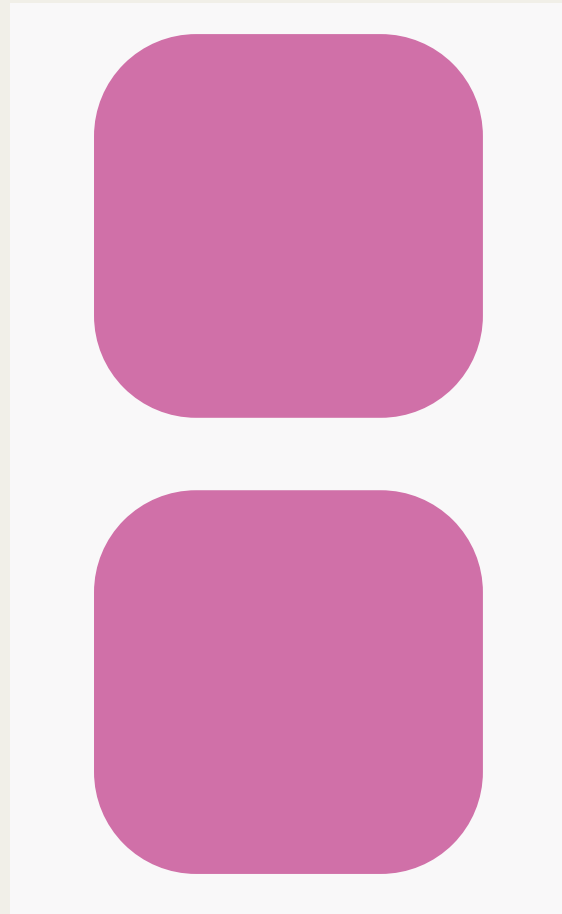
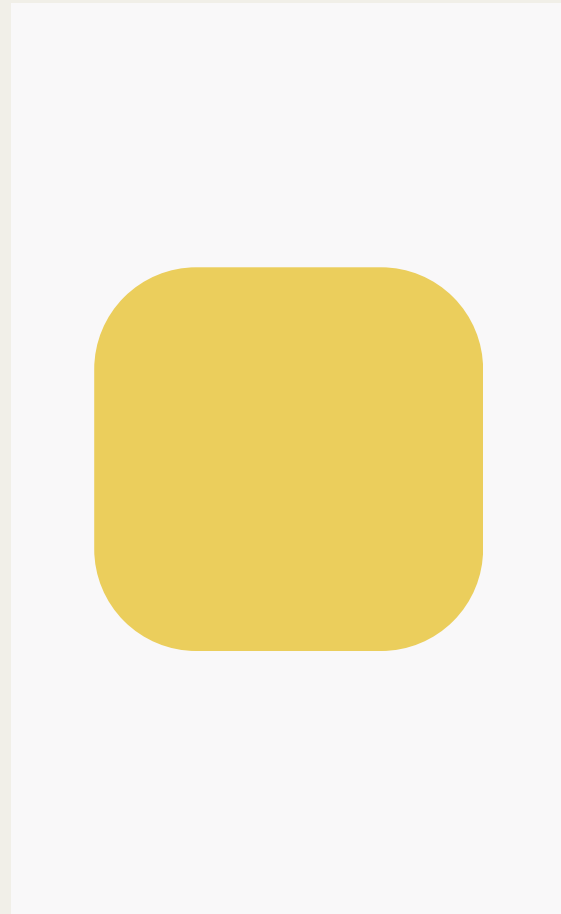
Credit  
Recovery

Buzz template

Middle School template  
Schoology



# PACE OF PLAY



Cohort/CR  
FLEX  
Middle School

Old Class  
New Class

# GLOOPYY AND MOLASSES SWAMP

## Sticky Points

- Course map errors/ inconsistencies
- Attributions
- Bias-Free
- Adding Objectives to Schoology
- Interactives



# LESSONS LEARNED

Credit Recovery Journey

✓ Standards

✓ Unit objectives / Course Level

✓ Lesson objectives /  
Module - Unit level



Assessment Alignment



Learner-Learner Interaction



# LESSONS LEARNED

## Course Maps

Idaho Standards	Unit Objectives
<p>COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions</p> <p>COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language</p> <p>CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture</p> <p>CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world</p> <p>CLTR 1.3 Function appropriately in diverse contexts within the target culture</p> <p>COMP 1.1 Observe formal and informal forms of language</p> <p>COMP 1.2 Identify patterns and explain discrepancies in the sounds and the writing system in the language</p> <p>COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner's culture</p> <p>COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture</p>	<p>By the end of this unit, you will be able to:</p> <ul style="list-style-type: none"> <li>• recite the Spanish Alphabet.</li> <li>• get acquainted with someone that you meet by exchanging greetings and personal information.</li> </ul>
Lesson 1: Saludos y Despedidas	
<p>Lesson Objectives</p> <ol style="list-style-type: none"> <li>1. Recite the Spanish Alphabet. <ul style="list-style-type: none"> <li>◦ correlation: COMM 1.1</li> </ul> </li> <li>2. Greet people and say goodbye in various ways. <ul style="list-style-type: none"> <li>◦ correlation: COMM 1.1</li> </ul> </li> </ol>	<p>Assessments</p> <ul style="list-style-type: none"> <li>• Objective 1: U1A1 El Alfabeto, U1L1 pg: The Alphabet and Pronunciation</li> <li>• Objective 2: U1D1 Countries where Spanish is Spoken, U1A2 Repaso de Vocabulario, U1A3 Actividades de Vocabulario, U1A4 Práctica de Gramática, U1L1 pg: La Presentación de Gramática</li> </ul>

Accuracy and Consistency

organization

alignment map

unit standards

correlation

CR Assessments

Naming Scheme



# LESSONS LEARNED

## Overall



Pass or Failure is not a reflection of a development team

Getting an old class ready to run through QM is tedious

It is fun reading the amazing things QM teams say about IDLA's classes

We've come along way in this journey - and have a long road ahead

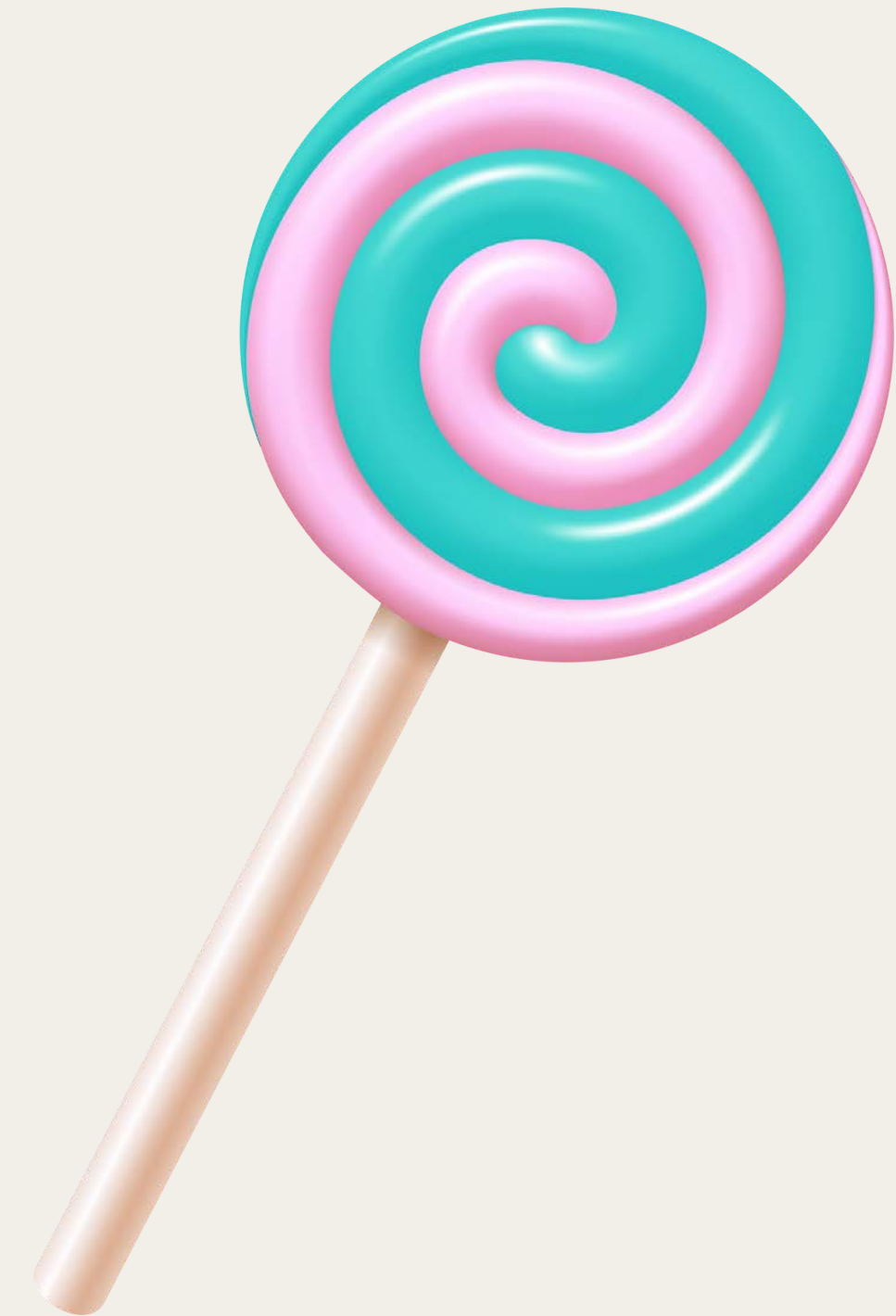
It's slow and lonely- It will be great to have a teammate on this project



# 6TH EDITION RUBRIC COMING SOON

## COURSE MAP REQUIREMENT EXPLICIT ALIGNMENT

- unit objectives
- lesson objectives
- assessments
- instructional materials
- learning activities
- Tools



# IDLA UPDATE GOALS

## Course Alignment Map

### Sample 1:

#### Course Outcome 1:

Examine the social, economic, cultural, or political development of early American peoples, from the experiences of the Indigenous Peoples to the conclusion of the Civil War.

Module Outcome	1.1 Describe the central themes of our textbook.
Assessment	Module 1 Reading Questions
Instructional Materials	Reading: "Preface" to <i>Give Me Liberty</i> Video Lecture: "An Overview of Our Readings"
Learning Activities	
Tools	Canvas assignment tool Microsoft Word Video repository tool

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# IDLA UPDATE GOALS

## Course Alignment Map

### Sample 2

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Engagement with Content	Instructional Materials	Tools
Module 1: The Big Picture	CLO.1 CLO.2	<p><b>After completing this module, students will be able to:</b></p> <ol style="list-style-type: none"> <li>Describe the function of financial accounting.</li> <li>Identify the provider, users, and regulators of external financial reporting information.</li> <li>Identify Securities and Exchange Commission</li> </ol>	<p><b>Quiz 1:</b> Purpose of financial reporting, users and regulators, SEC and FASB requirements (MLOs 1.1, 1.2, 1.3, 1.4)</p> <p><b>Homework 1:</b> FASB Conceptual Framework &amp; Codification (MLO 1.4)</p> <p><b>Case 1:</b> FASB Codification &amp; SEC Edgar database (MLOs 1.3, 1.4)</p>	<p><b>SmartBook:</b> Purpose of financial reporting, parties in the reporting process, FASB and SEC requirements (MLOs 1.1, 1.2, 1.3, 1.4)</p>	<p><b>View:</b> Lecture Video Part 1 – Financial Reporting &amp; Key Players (MLOs 1.1, 1.2)</p> <p><b>View:</b> Lecture Video Part 2 – SEC Annual Report (MLO 1.3)</p> <p><b>View:</b> Lecture Video Part 3 – SEC &amp; FASB (MLOs 1.2, 1.3)</p> <p><b>View:</b> Lecture Video Part 4 – FASB Codification (MLO 1.4)</p>	<p>Quiz tool (MLOs 1.1, 1.2, 1.3, 1.4)</p> <p>Assignment tool (MLOs 1.3, 1.4)</p> <p>SmartBook tool (MLOs 1.1, 1.2, 1.3, 1.4)</p> <p>Video repository tool (MLOs 1.1, 1.2, 1.3, 1.4)</p>

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# BEST PART OF CANDY LAND?

When its Over - - - Certification

- Tight Alignment
- Informed and revised Practices
- Strengthened Relationships and partnerships

