



LOAD LEVELING THE CURRICULUM

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GOALS/PERSPECTIVES



General Educator

- Contract supplier
- Limited Customer Service

Lean Practicing Educators

- Supplier
- Customer Service
- Value-added
- Worker empowerment
- Continuous Improvement

HOW PEOPLE LEARN



- Teachers don't teach people –
People teach themselves
- Teachers only create **opportunities** for students to learn
 - Learning theory
 - Supportive trust relationship

LEARNING THEORY



- BRAIN THEORY
 - Absorption
 - Retention
- INFORMATION PROCESSING THEORY
 - Intelligences

LEVEL LOADING THE CURRICULUM



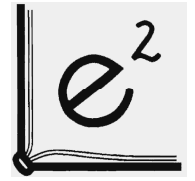
The logical result combining Lean Philosophy
and Sound Educational Practice:

- Focus on customer - student mastery and growth
- Emphasis on value-added
- Standardize work
- Curriculum design and delivery founded in learning theory

CASE STUDY BACKGROUND



- **What:** World Geography
- **Who:** 4 sections, 7th grade students
- **Where:** Private Middle School
- **When:** over 2 years
- **Why:** identified as “Area of Weakness”
expansion of course
create culture of successful
learning



CASE STUDY CONSTRAINTS

- Preplanning can guarantee delivery but not mastery
- Increased course rigor
- Students have other additional coursework



SOLUTION:

LEVEL LOAD THE CURRICULUM

LEVEL LOAD – HOW?



1. Comprehensive pre-planning
2. Establish takt time
3. Standardize work
 - Syllabus
 - Schedule
 - Materials
4. Empower students
5. Apply Learning Theory

Pre-Planning

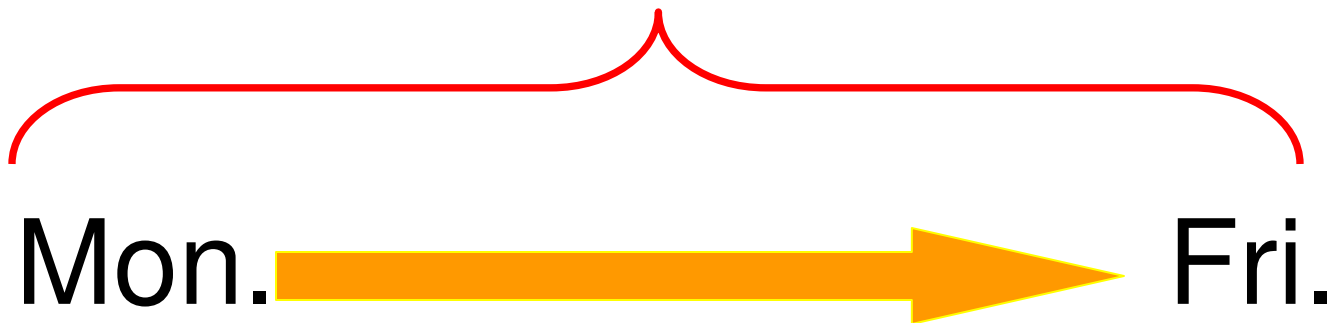


- Dividing work into parcels
 - Weekly Assignments
 - Special Assignments
- Matching work parcels to time parcels
- Make it doable and motivational
- Build in Customer Service: Learning Theory

Establish Takt Time



- Work cycle of 1 week





Syllabus – schedule for year

- Special Project explanations
- Rationale for weekly exam and impression
- Breakdown of work per week
- Year end non-graded competition to test mastery of skills and knowledge



Week(s) of	Country(s) covered	pages in text	quiz date	notes on quiz + news articles
Sept 20-24	US and Canada	89-131	24-Sep	same
Sept 27 - Oct 1	Mexico & Central America	153-183	30-Sep	same
Oct 4 - 8	West Indies	183-193	8-Oct	same
Oct 11-15	Brazil & its Neighbors	195-210	15-Oct	same
Oct 18-22	South America		no quiz	
Oct 25-29	Andes Countries	217-232	29-Oct	same
Nov 1 - 5	British Isles & Scandinavia	255-270	5-Nov	same
Nov 8 -12	France, Germany, Benelux & Alpine Countries	277-293	12-Nov	same
Nov 15 - 19	Portugal/Spain/Italy & Greece	297-313	18-Nov	same
Nov 22 - 26	Czech Republic/Slovakia/The Balkans	332-338	24-Nov	same
Nov 29 - Dec 3	Baltic Republics/ Poland/Hungary	319-331	3-Dec	same
Dec 6 - 10	Russia & Independent Lands	348-376	10-Dec	same
Dec 13 - 17	Student Presentations		no quiz	European Xmas feast Dec 17
Jan 3 - 7	Independent/Caucasus/Central Asian Republics	383-399	7-Jan	same
Jan 10 - 14	SW Asia/Turkey/Lebanon/Syria/Jordan	408-430	14-Jan	same
Jan 17 - 21	Arabian Peninsula/Iran/Iraq/Afghanistan	431-438	21-Jan	same
Jan 24 - 28	Israel	423-427	28-Jan	same
Jan 31 - Febr 4	Exodus - the film		no quiz	
Febr 7 - 11	Middle East discussions		no quiz	Opinion paper due Feb 14
Febr 14 - 18	North Africa, the Sahel Countries	444-61;470-73;490-93	18-Feb	same
Febr 21-25	Nigeria & the Coastal Countries	484-89; 494-501	25-Feb	same
Feb 28 - Mar 4	East Africa	521-538	4-Mar	same
Mar 7 - 11	Central Africa	505-517	11-Mar	same
Mar 14 - 18	South Africa	545-564	18-Mar	same
Mar 28- Apr 1	Wolfridge	no assignment	no quiz	no classes all week
Apr 4 - 8	Antarctica	718-723	6-Apr	same
Apr 11 - 15	South Asia/Subcontinent/Himalya & Island Countries	574-602	15-Apr	same
Apr 18 - 22	China/Mongolia	609-626	22-Apr	same
April 25- 29	Japan & the Koreas	633-648	29-Apr	same
May 2 - 6	Mainland SE Asia & Islands	655-668	6-May	same
May 9 - 13	Australia/New Zealand	678-723	13-May	same
May 16 - 20	Oceania	710-723	20-May	same
May 23-27	Carmen San Diego world competition/Geography Bee		daily	the world
	competition quizzes earn no grades - only bragging rights and prizes			

Syllabus – Standard Work



- **Monday** – give out materials for week + reminders + lecture
- **Tuesday** – lecture
- **Wednesday** – map work + music
- **Thursday** – Regional dilemma + lunch bunch
- **Friday** – test over week's work + Special Assignment check in + collect map

MATERIALS



- Standardized note sheet(s)
- 2 copies of outline map: one for weekly assignment and a practice map
- Map directions (rubric)
- 4 current events articles
- Dilemma discussion topic
- Reminders

EMPOWER STUDENTS



- Coach students in using Learning Theory
 - Absorption/cramming
 - Retention/Impression rationale
 - Cementing the learning – refresh impressions
 - Discover their unique learning style/method
 - Emphasis on personal CIP

APPLY LEARNING THEORY



- Pacing of information/work flow
- Implement sufficient impression opportunities to secure mastery
 - Weekly
 - Long term

PERFORMANCE OUTCOMES



- School:
 - Year 1
 - Year 2
- Students: end of year mastery exams
- Long term memory retention test

FINDINGS



Level Loading the curriculum and its delivery

- is more **customer focused**
- appears to promote long term retention of material
 - **value-added**
- applicable to any subject
- requires front end effort on teacher's part
- evens out **flow** of learning
- builds in flexibility to **promote student mastery**
- coupled with other Lean techniques **increases capacity**