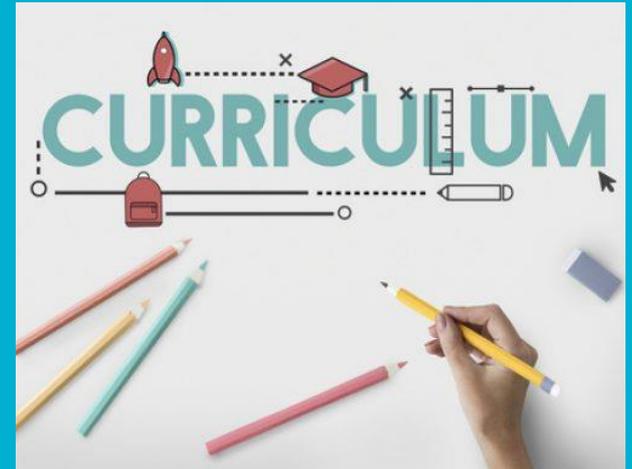


Summer 2018 Curriculum Work



Updates and Revisions

Curriculum work, which consisted of hours of researching, planning, making updates and revisions occurred this summer in the following content areas:

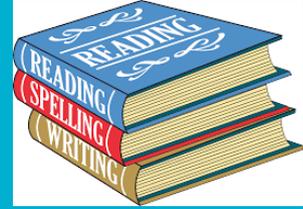
- Foundations (*new curriculum*)
- English Language Arts
- Mathematics
- Social Studies
- Preschool
- Physical Education
- ESL
- Art
- Music
- Science
- Technology

Fundations (K & 1)



- A new curriculum was created which included a scope and sequence based on the Wilson Foundations program
- Staff included detailed “teacher background” information for phonics concepts to be taught
- Technology integration ideas were included
- Teaching points for application and transfer through other components of balanced literacy (Shared Reading & Interactive Writing) were added
- Modifications for enrichment and remediation were included
- Additional district word study resources were integrated to their appropriate Foundations units (Words Their Way and Fountas & Pinnell Phonics Lessons) to be used as resources

English Language Arts



K-5

- Incorporated teacher feedback (pacing, ordering of the units)
- Lengthened Unit 1 to include more launching workshop teaching points
- Adjusted pre- & post-assessments for writing (lengthened time, can span over 2 days if teacher chooses, lessened the amount of assessments)
- Made Unit 6 is a bonus unit - does not include new standards
- Added grammar/conventions lessons to all units
- Incorporated new Foundations curriculum in Grades K and 1
- Went back to the standards: what should we really be spending our time teaching
- Revised writing rubrics for K-5 (simplified, aligned to the standards)

Grade 7

- an alternative unit was created to teach how a fictional portrayal of a time, place, or character compares and contrasts with an historical account of the same period as a means of understanding how authors of fiction use or alter history (RL 7.9)
- this alternate uses the Civil Rights Era as its foundation, and allows students to study any historical period they are interested in
- the original unit focused exclusively on Medieval Europe

Grade 8

- The eighth grade teachers researched, reviewed, and added titles to be used in their first unit entitled “Who Am I?”

Social Studies (K-5)

- Updated pacing timeline based on teacher feedback
- Updated resources (new nonfiction books were ordered and incorporated into lessons)
- Added additional resources to supplement instruction to shared grade-level folders
- Explored lessons to incorporate more engaging and hands on activities for students



Physical Education (6-8)

- Minor revisions to aspects of the units across 6-8 grade levels
- Inclusion of a scope & sequence across grade levels
- NJSLs updated across all grade levels
- Incorporation of interdisciplinary connections when possible
- Incorporation of technology standards & 21st century skills/career ready practices
- Modifications for various learners
- Additions to/update of equipment/materials/resources used



English as a Second Language (ESL)

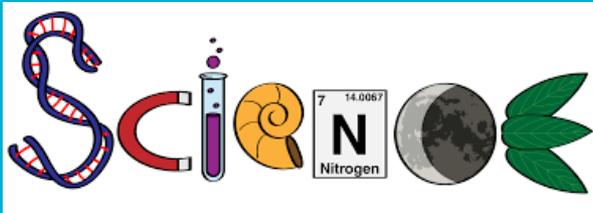
- Revised current curriculum for grades K-2 to better meet the needs of our students
- Incorporated more NJSLS content area standards and better aligned the ESL curriculum with the academic area curriculum
- Made units more thematic and attempted to align themes with what was happening in the general education setting concurrently
- Additional modifications for included for different level learners



Science

K-5

- Minor revisions
- Additional resources and supporting lessons were added
- Additional Phenomena were added
- Shifted order of units for longevity of tracking patterns in sun and moon in 5th grade



Grade 6

- will be implementing new equipment (temperature and CO₂ probes that communicate directly with student's Chromebooks) into several of their units, bringing technology and authentic learning directly to the students
- where previously they had used a Gizmo to learn about CO₂ changes (hypothetical setting); now they will measure the changes in CO₂ concentration in multiple authentic scenarios, including real spinach with sunlight (photosynthesis) and without sunlight (respiration)
- students will learn to make and interpret graphs using real data from their own experiments significantly raising student motivation and learning

Grade 8

- worked on their Unit 5, Engineering Project; they will be implementing a Rube Goldberg project
- materials and plans were pulled from different sources and were able to create a draft of the project kick off page, a few supplemental handouts, and rubrics
- staff also explored the Vernier wind products and incorporated them into the energy unit

Mathematics

Kindergarten

- Revised current curriculum to better meet the needs of our students and the NJSL
- 5 cohesive units were created (there were 9 disjointed ones)
- Incorporated Everyday Math resources as well as many others
- Incorporated utilization of technology
- Created common assessments and activities

1 & 2

- Minor revisions to timelines and assessment scoring sheets

3 - 5

- minor revisions to aspects of the units across 3-5 grade levels
- addition/update of materials/resources used/real world application
- Updated pacing guides and timelines
- Updated assessments and cover sheets

6-8

- staff worked to incorporate word problems in their Do Nows, homework and assessments
- staff set up a formalized path and identified word problems to add rigor into their classrooms
- work included developing a Problem Strategy Planning sheet and a clearly defined rubric to provide guidance and feedback to students



Preschool

- Updates made to curriculum based off of the first year of implementation of Tools of the Mind in 2017-2018
- Staff incorporated additional interdisciplinary connections throughout the curriculum document
- Updates to include additional materials and/or resources were made



Art & Music (K-8)

- Creation of scope and sequence that builds upon skills learned in each grade
- update of NJSLS across documents
- incorporation of interdisciplinary connections when possible
- incorporation of technology standards & 21st century skills/career ready practices
- modifications for our various learners
- addition/update of materials/resources used



Media Center (6-8)

- Created a scope & sequence for 6-8 Digital Literacy aligned with content area instruction
- Common Sense Media lessons will be incorporated into subject areas.
 - Topics include: strategic searching, fake news, facts vs. opinion, what is newsworthy, identifying high quality sites, copyright, fair use, creator's rights
- Focus on the Future curriculum will include Common Sense Media lessons on digital footprint, social media and digital life
- Utilize Nearpod as a teaching resource



GATE (K-8)

- Staff compiled scores in order to identify students for the district GATE programs and communicated qualification to parents prior to the start of the school year
- Eligibility was shared with administration for scheduling purposes



Instructional Support (6-8)

- Staff met over the summer to review data and create a qualification spreadsheet based on MAP, PARCC, assessment averages, and teacher input
- Students in need of intervention were placed into RTI tiers and scheduled
- A master schedule was created for the school year identifying student placement and IS teacher push-in

RCR English Language Arts (4-8)

- Reviewed MAP data in order to set up procedures for using data to identify goals and objectives for students throughout the school year

LLD (K-8)



- Reviewed the essential elements for the Dynamic Learning Maps, an alternate assessment to PARCC
- Reviewed different life skills curricula to explore additional instructional opportunities this year

Science Encore - Grade 8

- Teachers prepared a scope and sequence document for the 8th grade Sustainability Encore class that builds and formalizes on the coursework from last year.
- They will be adding Essential Questions and Understanding as they teach each section of the curriculum.

Course Overview:

- Environment and Sustainability Issues is a class intended to introduce students to important issues in environmentalism and sustainability, as well as proposed or existing local solutions to those problems.
- In addition, students will learn research skills that will be valuable in high school and beyond.
- Students will be able to research an issue affecting the environment or a problem in sustainability.
- They will learn about the causes of the problem, the effects that the problem has on the biosphere, and existing or proposed solutions to the problem.



Social Studies Encore – Grade 8



- Teachers created a unit entitled “Understanding Propaganda” which centers on Social Studies Standard 6.3, Active Citizenship in the 21st Century:
 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- The unit asks students to:
 - a) critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes
 - b) listen open-mindedly to views contrary to their own
 - c) recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences
 - d) challenge unfair viewpoints and behaviors by taking action
 - e) determine the credibility and value of information, while also considering context, point of view, and multiple perspectives
 - f) critically analyze information, make ethical judgments, and responsibly address controversial issues