

# English Language Arts & Mathematics

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9 – 12

## Proposed Curriculums

April 21, 2015

Board of Education Meeting

# Primary Goals of Curriculum Revisions

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Align with the Core State Standards

Create curriculum documents that provide clarity, detail & accountability

Ensure rigor & relevancy for all students

# Standards vs. Curriculum

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## Standards

- Developed at the national or state level
- Expectations for learning written as statements
- Detail the concepts & skills students are expected to know & be able to do
- Do not define remediation or advanced work

# Standards vs. Curriculum - continued

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## Curriculum

- Designed locally
- Specifies what students will learn at each grade level or course
- Specifies the units & pacing of instruction
- Details types of assessments used to determine mastery of the content
- Indicates what primary materials & resources will be used to support teaching & learning

# Avon's Use of Core State Standards

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Specify what students should know & be able to do at the end of each grade level or course

Are broken out among the units

Are all covered over the course of the year

Only those assessed are listed in the unit

Some are woven through all units

# Avon's Curriculum Design

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Understandings, essential questions & acquisition of knowledge & skills pull apart & define the standards for Avon

Focused on providing students with a greater depth of knowledge

Skills & understandings applied within the context of the theme

Application of skills in authentic, real world contexts

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9 – 12

ENGLISH LANGUAGE ARTS

# English Language Arts Instructional Shifts

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Reading, writing & speaking grounded in evidence from the text, both literary & informational

Intentional experiences and engagement with complex texts and their rich vocabulary

Increased non-fictional experiences



# Anchor Standards for Reading

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Key Ideas & Details

Craft & Structure

Integration of Knowledge & Ideas

Range of Reading & Level of Text Complexity

# Anchor Standards for Writing

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Text Types & Purposes

Production & Distribution of Writing

Research to Build & Present Knowledge

Range of Writing

# Vision of College & Career Readiness in English Language Arts

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Demonstrate independence

Build strong content knowledge

Respond to the varying demands of audience, task, purpose, and discipline

Comprehend as well as critique

Value evidence

Use technology and digital media strategically and capably

Come to understand other perspectives and cultures

# 9-12 Continuum of Themes

Grade	Theme
Grade 9	Loss of Innocence Finding One's Place in Society Emergence of Self in Context of Culture Illusory Nature of Free Will Love and Loss: Rifts and Reconciliation
Grade 10	Pursuit of Power and the Corruption of Self Tensions between Generations The Beast Within The Pressure to Conform The Threat of Dehumanization
Grade 11	Tension between Collective and the Individual Emergence of American Voice: Reason vs. Intuition Exploration of "American" Self: Spiritual vs. Material New Communities, New Identities: Idealism vs. Realism Alienation and Experimentation: Old vs. New Values and Forms
Grade 12	Elusiveness of Truth Journeys Disconnection/Alienation and Isolation in Modern Life Memory and Being Nature of Tragedy and Comedy

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# MATHEMATICS



# Mathematics Instructional Shifts

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Focus: on both procedural skills & fluency as well as conceptual understanding

Coherence: link to major topics within and across grades

Rigor: complex problems that require students to think & revise their models & procedures & persevere

# Mathematics Instructional Shifts

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Concepts & skills prioritized by grade level/course

Shift from exposure to mastery

Greater focus on fewer topics

# Standards for Mathematical Practice

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1. Make sense of problems & persevere in solving them
2. Reason abstractly & quantitatively
3. Construct viable arguments & critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for & make use of structure
8. Look for & express regularity in repeated reasoning



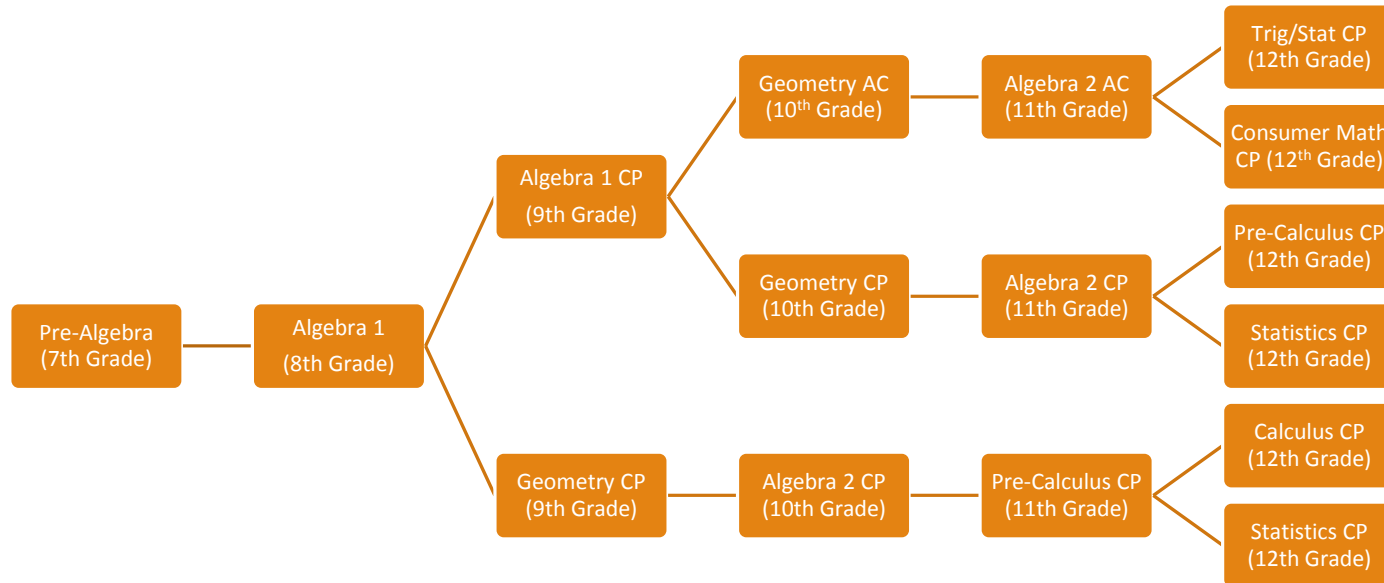
# Mathematical Domains

Learning Progressions across Mathematical Domains

K	1	2	3	4	5	6	7	8	HS	
Counting and Cardinality									Number and Quantity	
Number and Operations in Base Ten						The Number System				Number and Quantity
			Number and Operations: Fractions			Ratios and Proportional Relationships (6 and 7)				
Operations and Algebraic Thinking						Expressions and Equations			Algebra	
								Functions	Functions	
Geometry						Geometry			Geometry	
Measurement and Data						Statistics and Probability			Statistics and Probability	

# Typical Math Progression - Standard

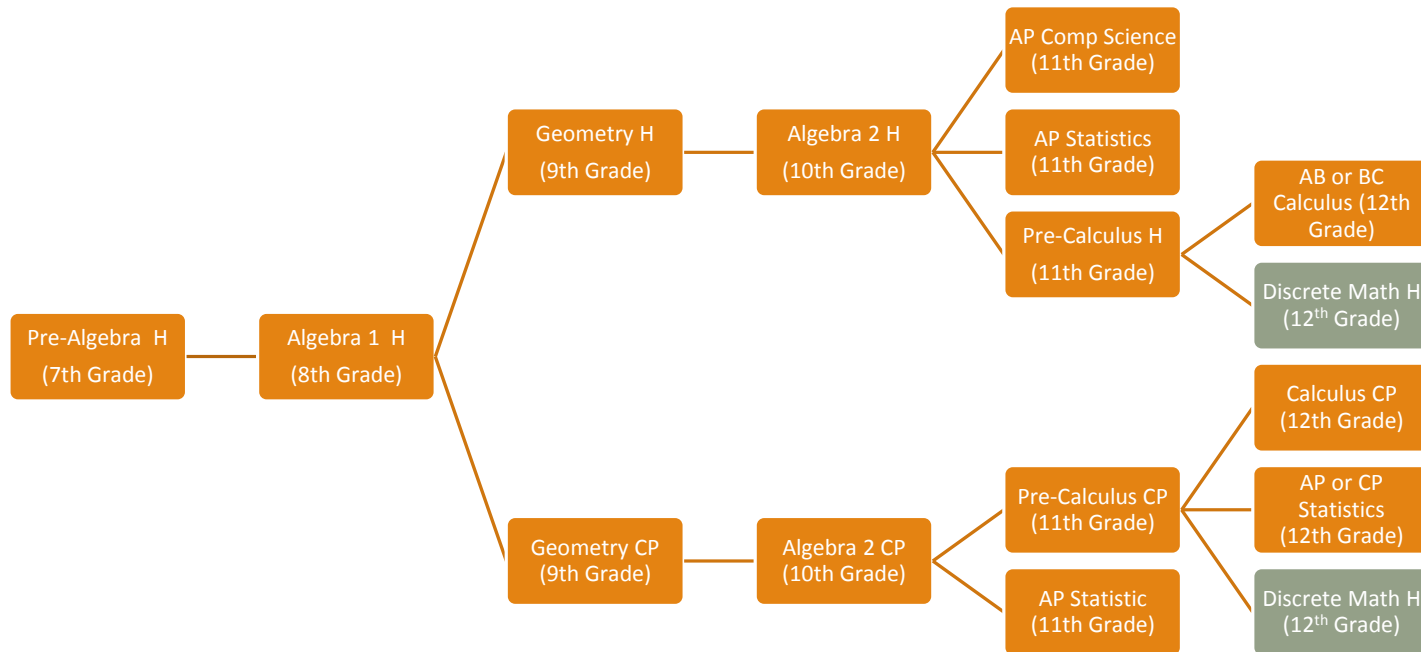
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**\*\*Statistics may be taken in conjunction with a Pre-Calculus or Calculus Course.**

# Typical Math Progression - Honors

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**\*\*Statistics and AP Computer Science may be taken in conjunction with a Pre-Calculus or Calculus Course.**

# Student Placement

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## 6<sup>th</sup> Grade – Readiness Screen

- **15/16** or above qualify for 7<sup>th</sup> grade exam
- Rubric to place in Pre-Algebra H or Standard
  - Grade 5 CMT
  - Universal Screen
  - Math Unit Tests
  - Readiness Screen
  - DRP
  - Attribute Rating

## 7<sup>th</sup> Grade Exam

- 90% or above recommended for Algebra 1 H

Flexibility in levels in grades 7-12

# 2014 – 2015

## Section Numbers for Honors

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Algebra 1 Honors – 8 sections

Geometry Honors – 5 sections

Algebra 2 Honors – 4 sections

Pre-Calculus Honors – 3 sections

AP Calculus AB – 2 sections

AP Calculus BC – 1 section

# New Courses Being Explored

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Linear Algebra

Discrete Math – UConn Early College Experience

# Next Steps

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Continue fine tuning lesson plans & assessments

Need to flex a few units over next couple of years to address overlaps & gaps resulting from previous curriculum

Place both content areas on next BOE agenda for approval