

# English Language Arts & Mathematics

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K – 8

## Proposed Curriculums

September 16, 2014

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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# K – 8 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

Move from anthology to primary texts



# 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

# K-8 Continuum of Big Ideas (Themes)

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Grade	Theme
Kindergarten	All About Me
Grade 1	Seasons and Change
Grade 2	Communities
Grade 3	Connecticut: Past, Present , Future
Grade 4	Regions of the United States
Grade 5	Early History of United States
Grade 6	Exploring the World Through Literature & Life
Grade 7	Growing Up and Surviving
Grade 8	Prejudice and the Understanding of Others

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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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K- 5 “unspiraled”

Concepts & skills prioritized by grade level/course

Shift from exposure to mastery

Greater focus on fewer topics

7<sup>th</sup> grade – Pre-Algebra for all students

8<sup>th</sup> grade - Algebra I for all students

# 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	

# Areas of Focus

Grade	Key concepts instructed
K – 2	Addition and subtraction, measurement using whole number quantities
3 – 5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

# Flexible Grouping – Grade 6

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Students may be moved within & between classes based on performance

Groups have a range of abilities

Students provided with choices to allow them to go as deep as they are willing & capable of doing independently

# Movement of Content Standards

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Shifting of content standards from grade 8 to grade 7 & 6

Shifting of content standards from grade 7 to grade 6

# Honors – Grades 7 & 8

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Large percentage of grade level content & skills is similar between both levels

Honors level:

- Problems use more difficult numbers & applications
- A few additional topics are introduced

# Additional Honors Topics

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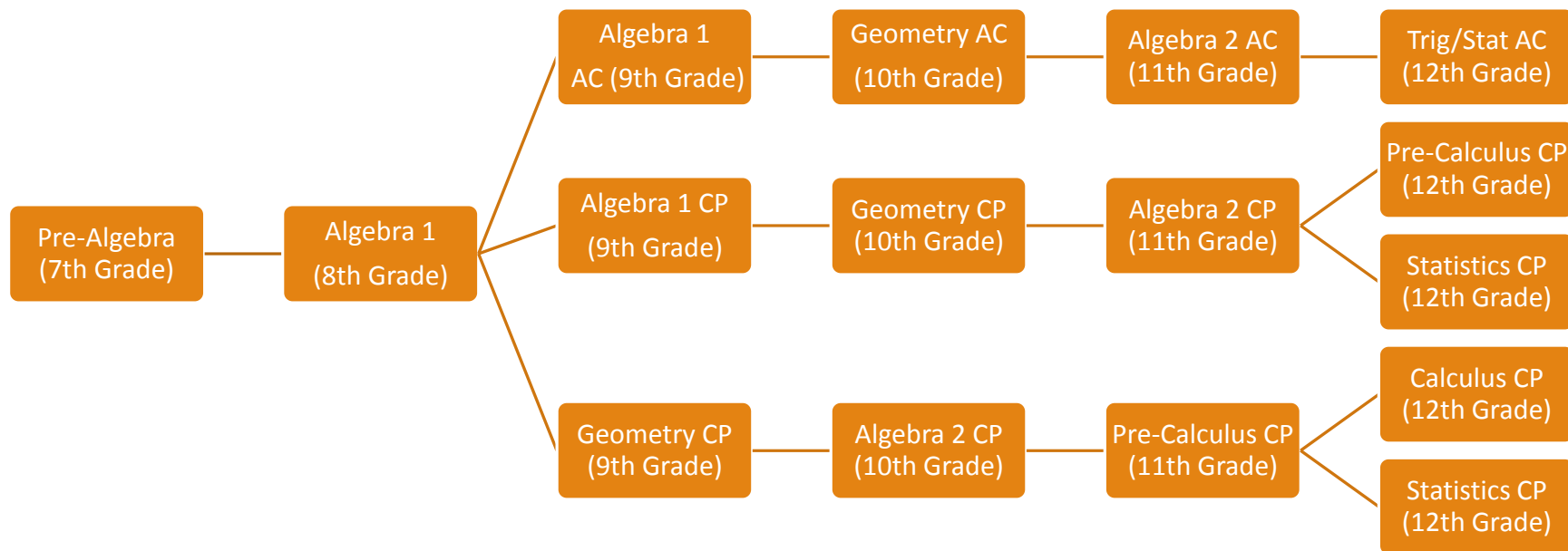
## Gr 7:

- Pythagorean theorem and its converse
- transformations
- square numbers

## Gr 8:

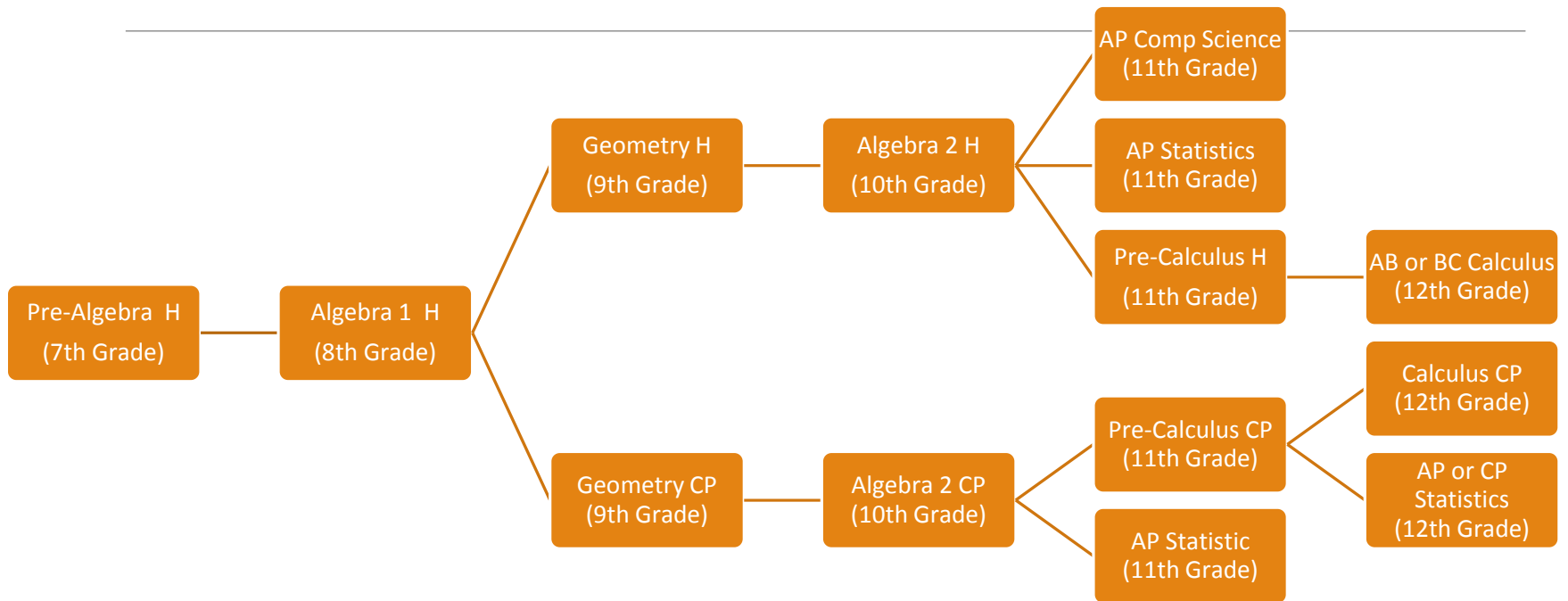
- absolute value equations
- compound inequalities
- absolute value inequalities
- rationalizing the denominator using the conjugate

# Typical Math Progression 1 - Standard



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

# Typical Math Progression 2 - Honors



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



# 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