



# Curriculum Committee

March 21, 2024



# Academic Standards

- What are they?
  - Benchmark measures that define what students should know and be able to do at specified grade levels and before they graduate
  - Foundation for a curriculum-Not THE curriculum
  - Broad learning goals



# Sample from the State

1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
Key Ideas and Details Main Idea	<p><b>CC.1.2.6.A</b> Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>E06.B-K.1.1.2</p>	<p><b>CC.1.2.7.A</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>E07.B-K.1.1.2</p>	<p><b>CC.1.2.8.A</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>E08.B-K.1.1.2</p>	<p><b>CC.1.2.9-10.A</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.N.1.3.1 L.N.1.3.2 L.N.2.3.3</p>	<p><b>CC.1.2.11-12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p>
Key Ideas and Details Text Analysis	<p><b>CC.1.2.6.B</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>E06.B-K.1.1.1</p>	<p><b>CC.1.2.7.B</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E07.B-K.1.1.1</p>	<p><b>CC.1.2.8.B</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>E08.B-K.1.1.1</p>	<p><b>CC.1.2.9-10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p>	<p><b>CC.1.2.11-12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p>
Key Ideas and Details Text Analysis	<p><b>CC.1.2.6.C</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>E06.B-K.1.1.3</p>	<p><b>CC.1.2.7.C</b> Analyze the interactions between individuals, events, and ideas in a text.</p> <p>E07.B-K.1.1.3</p>	<p><b>CC.1.2.8.C</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>E08.B-K.1.1.3</p>	<p><b>CC.1.2.9-10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1</p>	<p><b>CC.1.2.11-12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>



# How do we use Academic Standards in Curriculum?

- Standards are broken down into smaller sets of knowledge and skills
- Standards are year-long targets
- Organized into meaningful and planned instructional units
- Standards are organized in a sequential manner

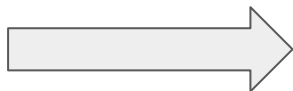


# What do standards look like in Curriculum?

## Module 4 Fractions



<b>Draft Date</b> 10-06-2023 @ 02:49	<b>Course</b> Sixth Grade	<b>Duration</b> 4.0 Week(s)	<b>Grades</b> 6	<b>Subjects</b> Mathematics	<b>Team</b> Brooke Fry , Michael Beachy , Dana Nelson
Unit Focus					
In this unit, students will revisit the concept of division, learn how to divide fractions, solve word problems involving the division of fractions in addition to solving problems using all four operations (+, -, ×, and ÷) with whole numbers, and decimals (through thousandths).					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
<b>Pennsylvania Core Standards</b> Mathematics: 6 <ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (CC.2.1.6.E.1)</li> <li>Identify and choose appropriate processes to compute fluently with multi-digit numbers. (CC.2.1.6.E.2)</li> </ul>			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... <ul style="list-style-type: none"> <li>Use structure and patterns with perseverance to solve complex, new scenarios. (LT.MATH.01)</li> <li>Apply mathematical knowledge to analyze and model scenarios using multiple representations and appropriate tools. (LT.MATH.02)</li> <li>Use effective reasoning to construct viable arguments and evaluate if the outcome is reasonable. (LT.MATH.03)</li> </ul>		
Other Goals			Meaning		
Portrait of a Graduate			Understandings	Essential Questions	
<ul style="list-style-type: none"> <li>Collect, assess, and analyze relevant information (POG.CTPS.1)</li> <li>Identify, define, and solve authentic problems and essential questions (POG.CTPS.3)</li> </ul>			What specifically do you want students to understand? What inferences should they make? Students will understand that... <ul style="list-style-type: none"> <li>Mathematical relationships can be represented, modeled, compared, and</li> </ul>	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... <ul style="list-style-type: none"> <li>How can data be organized and represented to provide insight into the</li> </ul>	





# Types of Assessment

	Informal	Formative	Summative	Diagnostic
What is it?	<ul style="list-style-type: none"> <li>Observational</li> </ul>	<ul style="list-style-type: none"> <li>Formalized</li> <li>Assessment for Instruction</li> <li>Rarely Graded</li> </ul>	<ul style="list-style-type: none"> <li>Formalized</li> <li>Assessment of Instruction</li> <li>Graded</li> </ul>	<ul style="list-style-type: none"> <li>Formalized</li> <li>Not Graded</li> </ul>
Purpose	Provides a big picture idea of how a student learns best, what their interests are, or how the whole class functions together. This occurs daily.	Provides data on all students based on a learning target. Can be useful in making instructional decisions. These are ongoing assessments.	Provides an end of unit picture of a student's mastery of content and learning goals. Can be used to look at individual or whole group performance. Given at a specific point in time.	A form of pre-assessment to help a teacher identify strengths/weaknesses of specific learning targets. Given intermittently throughout the school year.
District Examples	<ul style="list-style-type: none"> <li>Parent Conferences</li> <li>Interest Inventories</li> <li>Whole Class Response (thumbs up/down)</li> <li>Daily Interactions</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Homework</li> <li>Exit Tickets</li> <li>Journal Writing</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Tests</li> <li>PSSA's</li> <li>Keystones</li> <li>MidTerms/Finals</li> </ul>	<ul style="list-style-type: none"> <li>CDT's (3-8, HS)</li> <li>iReady</li> <li>Early Literacy Assessments</li> </ul>



Questions?

