

SCASD CURRICULUM UPDATES

Fall, 2017



AGENDA

- + Curriculum Process
- + Current Status
- + What's Next
- + Math
- + Feedback and Questions



K-12 CURRICULUM UPDATE PROCESS

- + Six year cycle
 - + Research Phase
 - + Curriculum Writing, Professional Development, and Resource Identification
 - + Professional Development and Implementation
 - + Refinement
 - + Evaluation over two years



UNDERSTANDING BY DESIGN FRAMEWORK (UBD)

Each unit includes:

- + Stage 1: What students need to Know, Do and Understand as well as Essential Questions
- + Stage 2: Assessment
- + Stage 3: Planned Learning Experiences



Transfer Goal

- What do we want students to do independently?

Understand

- Big Ideas
- Foster Inquiry Through Essential Questions
- Transfer Learning

Know

- Facts
- Vocabulary
- Definitions

Do

- Skills
- Processes
- Verb

EXAMPLE - KUDs UNIT VIEW ON SECOND GRADE TIME

Know: Analog, digital, AM, PM, skip counting, time

Do: Tell and write time from analog and digital clocks to the nearest five minutes.

Understand: Measurement helps us make sense of our world.

Essential Questions:

- + What would happen if we didn't have standard units to measure things?
- + Why is telling time important?



CURRENT STATUS: CORE AREAS

English Language Arts: Implementation of Curriculum and [Workshop Instructional Framework](#) as well as Refinement

Math: Curriculum Writing, Professional Development and Resource Identification

Science: Next summer begin Curriculum Writing Phase

Social Studies: Research Phase



CURRENT STATUS: SPECIALS

Library: Implementation and Refinement

Health and PE: Implementation

Art and Music: Curriculum Writing, Professional Development and Resource Identification



NEXT STEPS

ELA: Continue implementation with refinements to end of unit assessments

Math: Complete curriculum, provide professional development, and identify resources

Science and Social Studies: Begin Writing Phase



MATH: FIVE STRANDS OF MATHEMATICAL PROFICIENCY

1. Conceptual understanding – comprehension of mathematical concepts, operations, and relations;
2. Procedural fluency – skill in carrying out procedures flexibly, accurately, efficiently, and appropriately;
3. Strategic Competence – ability to formulate, represent, and solve mathematical problems;
4. Adaptive Reasoning – capacity for logical thought, reflection, explanation, and justification; and
5. Productive Disposition – habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own Efficiency.



FAMILY FEEDBACK

- + What observations do you have about your child's experiences with our curriculum?
- + What questions do you have?
- + What would you like us to consider as we develop our math curriculum and identify resource(s)?

