

# Summer, 2022

Completed Curricular Projects

# Agenda

- I. Profile of a Graduate Rubrics: Academic and SEL
- I. Global Thinking
- I. ELA Adoptions: Grades 4,5 and 7

<b>Critical Thinking</b>	<b>Creative Thinking</b>	<b>Collaboration/ Communication</b>	<b>Self-Direction</b>	<b>Global Thinking</b>
<p><b>Inquiry</b></p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p><b>Idea Generation</b></p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p><b>Collective Intelligence</b></p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p><b>Self-Awareness</b></p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p><b>Design</b></p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p><b>Product Creation</b></p> <p>Effectively use a medium to communicate important information.</p>	<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p><b>Alternate Perspectives</b></p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p><b>Collective Intelligence</b></p> <p>Working respectfully and responsibly with others, exchanging ideas and evaluating ideas to achieve a common objective.</p>	<p>I did not attempt to address the objective at hand, or did not contribute to the functionality of the group as a whole.</p> <p>I disregarded or disrespected the contributions of the other members.</p>	<p>I worked with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> <li>• listening to other members' ideas, but sometimes I let my own opinions/biases devalue the contributions of others.</li> <li>• attempting to share responsibilities, but they were not equitably or purposefully divided.</li> <li>• partially fulfilling my responsibilities to my group.</li> <li>• exchanging ideas with my partner/group/ team but not evaluating the ideas critically.</li> </ul>	<p>I worked responsibly with others to achieve a common objective or goal by:</p> <ul style="list-style-type: none"> <li>• respectfully communicating and exchanging individual ideas.</li> <li>• equitably and purposefully dividing roles/responsibilities to encourage collaboration from each individual.</li> <li>• listening carefully to and evaluating other members' contributions.</li> <li>• constructively building upon the thinking of others and questioning group assumptions to achieve the objective or goal.</li> </ul>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Listening carefully to and valuing other members' contributions and synthesizing them with personal knowledge and insightful ideas</li> <li>• Showing leadership by employing the expertise of members when equitably dividing the roles/ responsibilities</li> <li>• Drawing out my peers' ideas and participation through constructive questioning of group assumptions</li> <li>• Advocating for my or underrepresented perspectives or views when necessary</li> </ul>

<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>• Synthesizing seemingly contrasting perspectives</li> <li>• Developing a plan to transform a community in my life</li> </ul>
<p><b>Alternate Perspectives</b></p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>	<p>I examined an issue from only one perspective and did not recognize possible biases. My position disregarded differing perspectives.</p>	<p>I examined an issue from limited perspectives, possibly drawn from biased sources, resulting in a narrow position.</p>	<p>I explored an issue by drawing from a diversity of sources, and prior knowledge, to form my position.</p> <p>I examined the merits and limitations of others' positions.</p> <p>In developing my own position, I demonstrated empathy towards the underlying values, beliefs, and interests of various stakeholders.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Seeking out and independently gathering resources with attention toward underrepresented views</li> <li>• Challenging the premise of differing viewpoints or possibilities using dispassionate, objective reasoning and facts</li> <li>• Incorporating others' perspectives in the pursuit of just outcomes</li> </ul>

# How can we develop more student experiences for development of Global Thinking?

I can... (If our students can,,, .)	Then students will ... (unit experiences to promote growth....)
Alternate Perspectives	
<ul style="list-style-type: none"> <li>Examine an issue through multiple perspectives by citing evidence from a variety of sources and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Be critical consumers of information, able to evaluate bias and misleading information.</li> <li>Synthesize information, voices, and perspectives to inform or validate conclusions.</li> <li>Compare and contrast others' experiences to my own.</li> </ul>
<ul style="list-style-type: none"> <li>Support my position while respecting the positions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and empathize with multiple points of view on a common topic.</li> <li>Respectfully respond to different points of view</li> <li>Manage internal and external conflict.</li> <li>Examine personal experiences, influences, and opportunities in one's life.</li> </ul>
<ul style="list-style-type: none"> <li>Examine the legitimacy of competing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Define and identify bias and the legitimacy of competing perspectives.</li> <li>Be a critical consumer of information across multiple sources.</li> <li>Seek and consider resources that represent all perspectives.</li> </ul>
<ul style="list-style-type: none"> <li>Consider unrepresented views and possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify unrepresented views.</li> <li>Problematize unrepresented views.</li> <li>Create the space for speaking for unrepresented views.</li> </ul>

# English Language Arts

Grades 4, 5, and 7

- Include updated Profile of Graduate (POG) Capacities
- Update and aligned understandings, skills, transfers, and essential questions to new ELA Guiding Document
- Embedded Morphology instruction and assessment
- Prioritize CT Core standards
- Addition of SBAC Connections throughout units
- Addition of formal grammar instruction embedded into writing units following scope and sequence

# Global Thinking : Alternate Perspectives

## Grade 5

Before: Picturing Change

Now: Picturing Change with a focus on seeing ourselves in the characters we read about and point of view and perspective

## Grade 7

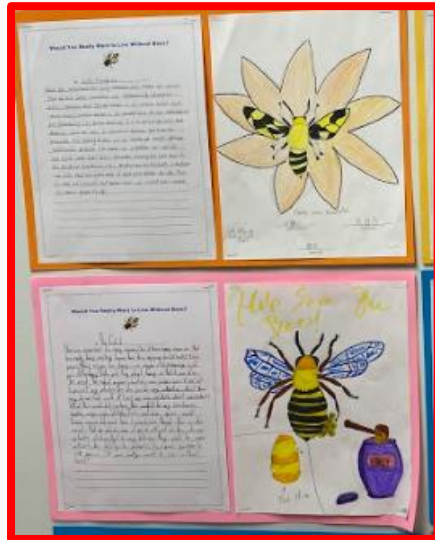
Before: Exceptionalities

Now: Harbor Me - Analyzing Perspectives





# Grade 4



Revisions include the following highlights:

## Writing:

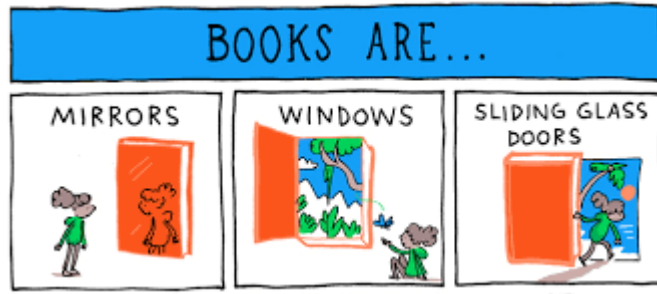
- Nonfiction: How Writers Engage Readers
- Personal Essay

## Morphology and Grammar:

- Study of word structure, focusing on advanced spelling rules and morphology embedded in reading units
- Formal grammar instruction embedded in writing units following scope & sequence



# Grade 5



Revisions include the following highlights:

## Reading & Writing:

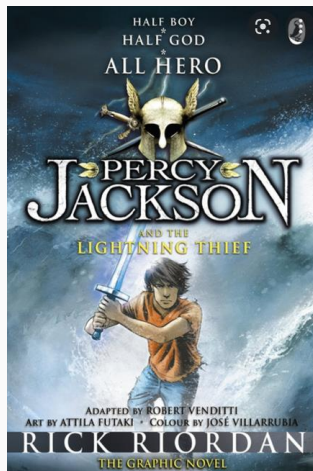
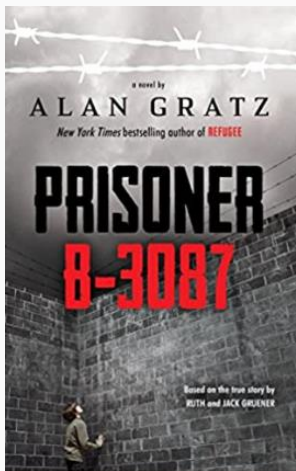
- Poetry unit updated to include speaking and listening standards
- Picturing Change unit revised with a focus on point of view and perspective

## Morphology and Grammar:

- Study of word structure and morphology embedded in reading units
- Formal grammar instruction embedded in writing units following scope & sequence

# WPM MS Grade 7

Revision goals throughout the year: high volume reading and planned differentiation



Revisions include the following highlights:

All units were revised to include:

- Embedded morphology instruction and formal grammar instruction following scope and sequence
- Planned predictable problems and small groups
- Created teacher pacing guides

Unit 1: Reading and Writing Under the Influence of Mentors

- Removed rap and alternate perspectives
- Selected mentor texts: *Percy Jackson and The Lightning Thief* by Rick Riordan (graphic novel & prose version) and *Lamb to Slaughter* by Roald Dahl

Unit 2: Analyzing Author's Craft in Historical Fiction

- Changed to book clubs and independent book
- Mentor Text: *Prisoner B-3087* by Alan Gratz
- Shifted focus from elements of historical fiction to author's craft

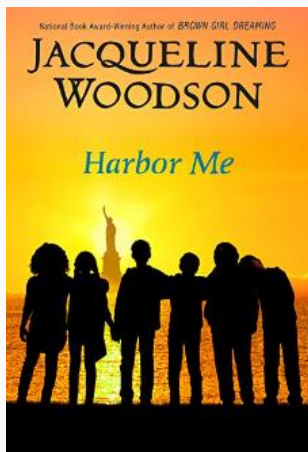
Unit 3: The Literary Essay - Writing to Analyze Craft

- Shifted focus from proving theme to analyzing author's craft and the purpose/impact of those craft moves

# WP MS

## Grade 7

**Revision goals throughout the year: high volume reading and planned differentiation**



Revisions include the following highlights:

Unit 4: Nonfiction Reading - Becoming an Effective Researcher &

Unit 5: Nonfiction Writing - Writing to Persuade

- Split nonfiction into two separate units (3 weeks reading, 2 weeks writing)
- Creation of teacher models
- Addition of nonfiction reading PBA (Connecting research skills to real life)

Unit 6: Close Reading to Interpret Theme

- New unit focused on reading short stories to build close reading and interpretation skills
- Addition short story analysis essay

Unit 7: Interpreting Poetic Elements

- New unit focused on analyzing elements of structure to interpret theme
- Builds off of the author study unit where students are introduced to craft

Unit 8: Harbor Me - Analyzing Perspectives

- Follows Kate Robert's whole class novel structure (two weeks whole class novel, two weeks book club, 1 week independent book)
- Teachers read and selected book clubs books that are high interest to encourage reading volume and engagement going into summer vacation