

Curriculum Adoption

June 2, 2025

Profile of a Graduate & Curriculum Development

Our curriculum isn't just about what students learn—it's about who they become.

Our units are <u>backward-designed</u> to align learning experiences and performance assessments with the capacities.



Emphasis is on <u>real-world</u> <u>application</u>, <u>interdisciplinary</u> <u>learning</u>, and <u>student</u> <u>agency</u>.



Learning is not just about content mastery, but about developing the <u>skills</u>, <u>habits</u>, and <u>mindsets</u> students need to thrive.



Music

Grade 5 Theatre Arts

Everyone's an Actor! Through this course, students will discover they have the chops to perform on the stage. Starting with warm-up techniques for the mind and voice, students will develop strategies and skills needed to bring a student-selected text to life on the stage. This class is comprised of eighteen 30-minute classes, running for half of the school year.

World Language

Grade 4 Spanish



Grade 5 Spanish

Recycled two existing units to include a focus on phonetics, grammar, and the super seven verbs where students will be creating products showcasing important information about their classroom, their pet, and their birthday.

All three units are new and focus on a rich vocabulary list for students to use as they create their ideal home, their closet based on the details of their home, and an adventure to explore their selected country. Students continue to expand their language acquisition skills with the extension of the sweet sixteen verbs.



Stage Production



Reflection

Introduction to Theater Fundamentals

Understanding Production Roles Script Analysis and Adaptation

Learn how to

Student-Led CreativeHands-On ProductionDirectionExperience

Select one script A adaptation to t produce, fostering i ownership and a engagement in the theatrical process.

Work in production teams to plan and implement all aspects of the stage adaptation, mirroring real-world theater practices. Rehearse and refine their work while reflecting on the interdisciplinary collaboration and creative problem-solving involved—drawing inspiration from the DHHS Independent Project course model.

Final Performance &

Explore the basics of stagecraft, including the physical layout of a stage, key elements of plays, and foundational theater vocabulary. Investigate the diverse roles within a stage production — director, actors, designers and how each contributes to a cohesive performance.

closely analyze a script to interpret its meaning and creatively adapt it for a modern audience, using informed decisions and collaborative discussions.

Career & Technical Education (CTE)



- Revised course from 4 units to 2 units
- Minor revisions to PBA's
- Some revisions to Stage 3

Career & Technical Education (CTE)



Investment Analysis

This new course was developed to help create a new career pathway called "Insurance, Securities and Investments"

Course Description: This course will focus on the analysis and evaluation of financial securities and investments. Students will learn useful tools and indicators to evaluate sector and individual stock performance. Students will also learn how to evaluate performances of mutual funds, ETFs, and index funds and how they can help a portfolio achieve its objective. Students will learn strategies to build investment portfolios based on an objective as they determine risk versus return of different investments.



Science Revision Highlights

Units are <u>vertically aligned</u> and <u>anchored in NGSS</u> performance expectations Each grade level builds on the previous, promoting deep, <u>transferable</u> <u>understanding</u> Early grades emphasize observable phenomena and essential science practices

Upper grades extend learning to complex systems and more abstract concepts

Prepares students for success in middle and high school science



Audit

ĸ	• Suntight Mhy do some surfaces get but and how can we ymake them less hot? • Marther: How can we be prepared for the waather? • Forces & Marton: How can we more things for where we want turn to go? • Erosystems Plants Animats and their Environment. What & Animats and their Environment.	Mustery Science Animal Needs • Plant Needs • Severe Weather • Weather Patterns • Sun light & Warmin • Pushes 2 fulls	Madison A Plant's Life Idd animals Weather Patterns and Predictions Our Environment & Not needed move Forces & monon from Gr. 1 have
1	• Waves the can be stad under covers when it dark? • Waves the can be stad under covers when it dark? • Gamministif? • Space - Shy Paltons then do pattern of the sun, many and stars after t what we see • Animal & Part Tork; there do animals and	Animal Tooks & Survival Plant Traite & Survival Day Patterns Night Patterns Light Should & Doministran	The Earth. Sun, e Moon toures & Mathins Sound & Light Add plasts & Animals
2	• Farth: Land Channel Shar. How do wind and water Change the shape of land and what on we cho shart h? • Structure and Reporting of Mether than converdence and top	· Animal Biodiversity · Plant Adaptations · From & Bathe Surface · Material Properties	- Erosion - Matter: Solida, Liquida and Gaces - Plank & Animals







THREE DIMENSIONS OF THE FRAMEWORK



*Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.

5-PS2-1 Motion and Stability: Forces and Interaction

Students who demonstrate understanding can:

5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed

down. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

The performance expectation above was developed using the following elements from the NRC document A Framework for K-12 Science Education:

Science and Engineering Practices

PS2 B: Types of Interactions

Cause and Effect

- Engaging in Argument from Evidence PS Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
- Support an argument with evidence, data, or a model.

Farth

•	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward			
		the planet's center.		

Cause and effect relationships are routinely identified and used to explain change.

Crosscutting Concepts

Ob	serv	able features of the student performance by the end of the grade:				
1	Sup	Supported claims				
	а	Students identify a given claim to be supported about a phenomenon. The claim includes the idea that the gravitational force exerted by Earth on objects is directed down toward the center of Earth.				
2	Identifying scientific evidence					
	а	Students identify and describe* the given evidence, data, and/or models that support the claim, including:				
		 Multiple lines of evidence that indicate that the Earth's shape is spherical (e.g., observation of ships sailing beyond the horizon, the shape of the Earth's shadow on the moon during an eclipse, the changing height of the North Star above the horizon as people travel north and south). 				
		ii. That objects dropped appear to fall straight down.				
		 That people live all around the spherical Earth, and they all observe that objects appear to fall straight down. 				
3	Eva	Evaluation and critique				
	а	 Students evaluate the evidence to determine whether it is sufficient and relevant to supporting t claim. 				
	b	Students describe* whether any additional evidence is needed to support the claim.				
4	Rea	asoning and synthesis				
	а	Students use reasoning to connect the relevant and appropriate evidence to support the claim with argumentation. Students describe* a chain of reasoning that includes:				
		 If Earth is spherical, and all observers see objects near them falling directly "down" to the Earth's surface, then all observers would agree that objects fall toward the Earth's center. 				
		 Since an object that is initially stationary when held moves downward when it is released, there must be a force (gravity) acting on the object that pulls the object toward the center of 				



Grade	Past	2025-2026	Grade	Past	2025-2026	
К	 A Plant's Life Weather Patterns & Predictions Our Environment 	 Plants & Animals Pushes & Pulls Caring for Our Earth Weather Patterns 	3	 Our Changing Land: Science & SS Interdisciplinary Unit Electromagnetic Forces Biomes & Adaptations 	 Weather & Climate Forces & Interactions Survival of Organisms 	
1	 The Earth, Sun, & Moon Forces & Motion Sound & Light 	 Exploring Light & Sound Animal & Plants: Traits & Survival The Sun, Moon, & Stars 	4	 Ecosystems & Adaptations Energy The Power to Bring Change 	 Earth's Systems: Processes that Shape the Earth Energy Transfer by Collision & Electricity Plants & Animals: Structure, Function & Information Processing 	
2	Erosion Matter: Solide Liquide 8	 Earth's Systems: Processes that Shape the Earth Matter: Solids, Liquids, & Gases How Plants & Animals Work Together 				
	 Matter: Solids, Elquids, & Gases Plants & Animals 		5	 Light & Waves Earth's Place in the Universe Ecosystem Sustainability 	 Properties of Light & Sound Earth & Space Matter and Energy in Organisms & Ecosystems 	

K-5 Science Revision Highlights

Comprehensive review of materials and resources to ensure all students are equipped for active learning

Emphasis on engaging, hands-on science experiences Integration of play-based learning to support exploration and discovery

K-5 Science Curriculum Materials

		Quantity Needed	for 25-26 SY		T	
Books - K-Unit 1	How many per student/class?	Initial Purchas	se by C.O.	Purchase Order #	Cost per unit	Total Cost
		Neck River: Bro	own:			
What is Science? by Rebecca Kai Dotlich	1 per teacher	5	5	20256597	\$7.41	\$74.10
Bears Make the best Science Buddies		6	5		\$9.99	
What's Alive? By Kathleen Weidner Zoehfeld	1 per teacher	6	5	20256597	\$8.59	\$72.49
On Meadowview Street by Henry Cole	1 per teacher	3	1	20256597	\$15.24	\$60.96
From Seed to Pumpkin by Wendy Pfeffer	1 per teacher	0	1	20256597	\$7.19	\$7.19
Pumpkin Jack- by Will Hubbell	1 per teacher	6	5	20256597	\$7.54	\$82.94
The Pumpkin Book by Gail Gibbons	1 per teacher	1	0	20256597	\$18.92	\$18.92
<u>Seed. Sprout, Pumpkin Pie</u> by Jill Esbaum	1 per teacher	5	4	20256597	\$5.53	\$49.77
Apples for Everyone by Jill Esbaum	1 per teacher	2	4	20256597	\$5.53	\$33.18
Apples by Gail Gibbons	1 per teacher	0	1	20256597	\$8.99	\$8.99
Fall Apple Fun by Martha E. H. Rustad (Scholastic)	1 per teacher	5	4	20256597	\$9.99	\$89.91
<u>Rabbits and Raindrops</u> by Jim Arnosky	1 per teacher	5	5	20256597	\$7.99	\$79.90
<u>A House for Hermit Crab</u> by Eric Carle	1 per teacher	4	5	(can only get 6 copies of the version you want that includes the CD)	\$18.56	\$167.04
Look Inside Animal Homes by Emily Bone	1 per teacher	6	5	20256597	\$13.07	\$143.77
Living Things and Nonliving Things: A Compare and Contrast Book (Arbordale Collection): Kevin Kurtz	1 per teacher	6	5	20256597	\$11.95	\$131.45
Materials K-Unit 1	How many per student/class?	Quantity Needed Initial Purchas	for 25-26 SY se by C.O.	Purchase Order #	Cost per unit	Total Cost
		Neck River: Bro	own:			
Plastic Animals	1 set per teacher	6	5	20256598	23.99	\$263.89
Seeds Watermelon Pumpkin Corn Sunflower	1 per team to be split up					
Beans		1	1	20256598	60.77	\$121.54
Apple		5 C C C C C C C C C C C C C C C C C C C		20258500	0.00	\$100.90
Apple Sortina Bowls	1 oork perteacher	6	5	20200080	8.88	3108.08
Apple Sorting Bowls Plastic Tweezers	1 pack per teacher 1 pack per teacher	8	5	20256598	8.88	\$55.00
Apple Sorting Bowls Plastic Tweezers Orange play-doh	1 pack per teacher 1 pack per teacher 1 per teacher	6 6 6	5	20256598 20256598	5	\$55.00 \$137.83
Sorting Bowls Plastic Tweezers Orange play-doh	1 pack per teacher 1 pack per teacher 1 per teacher to be purchased during school	6 6	5	20250598 20250598 20250598	5.58 5 12.53	\$108.88 \$55.00 \$137.83



Kindergarten - Pushes and Pulls

- Experimenting with Ramps
 - ➤ Will it go down the ramp?
 - Do changes to the height of the ramp change the results?
- Observing Collisions & Direction Changes
 - > Toy Car Crashes
 - Pool Noodle Bowling
 - Paper Airplane Bumps
- Investigating Magnets (invisible pushes and pulls)

Laundry Basket Races



How the New First Grade Units Build Early Science Practices

Observing, Questioning, and Explaining Through Literacy & Play

Students observe, question, and explain: Each unit guides young learners to notice patterns, make predictions, and explain what they see — essential habits of scientists.

Inquiry-Driven Learning: Units are built around essential, open-ended questions like:

- "How do animals survive in their environment?"
- "What makes shadows move?"
- "Why can't we see stars during the day?"

Literacy & Vocabulary Integration: Students read books like What If You Had Animal Teeth? or Sunshine Makes the Seasons to build background knowledge and scientific language.

Play-Based Learning: Activities like making constellations with flashlights and creating communication tools using sound and light make abstract concepts tangible and fun.

Lasting Impact: Students learn to approach the world like scientists—**observing closely, asking questions, and making sense of what they see**.









Oh, no! Who Spilled the Milk?

3-day hands-on experiment to test absorbency We will engage them in the lesson with a relatable scenario

- Students will make predictions
- Students will use vocabulary to explain their thinking
- Students will be in small grounds, rotating through 4 stations recording their findings in their science notebooks
- Students will use what they learned to order each item they tested from least absorbent to most absorbent
- Students will reflect on this experience and share what they learned verbally and in writing

Reinforce Concept: Play based learning: using a dropper and counting how many drops of water can be absorbed by the paper towel.



Grade 3 Science

The new science units incorporate inquiry based, hands-on learning activities that engage students in acquiring the science and engineering practices, disciplinary core ideas and crosscutting concepts in the Next Generation Science Standards for grade 3.



Weather Unit - Students are introduced to ELA nonfiction skills, the math concepts of data in tables and graphs, as well as building on previous learning as they answer the guiding question, "How can people use weather patterns to predict weather events, and how can steps be taken to reduce the impacts of natural hazards?"



Forces and Interactions Unit - Students learn concepts through exploration, experiments and engineering design activities that connect to the real world.



Survival of Organisms Unit - As students engage in argument from evidence, they build on their K–2 experiences by identifying cause-and-effect relationships and making connections between their science learning and the ELA nonfiction unit.

Upper Elementary Grades More Closely Aligned with NGSS Standards

5th Grade - NGSS Testing along with SBA in Spring

- <u>Unit 1: Properties of Light & Sound</u> reflects the addition of sound and the movement of wavelengths in addition to the past unit on "light & waves"
 - Builds on "Grade 1 Exploring Light & Sound"
- <u>Unit 2: Earth & Space</u> addition of constellations, stars, and patterns in the sky to expand the past unit on "earth's position in space"
 - Builds on "Grade 1 The Sun, Moon & Stars"
- <u>Unit 3: Matter & Energy in Organisms & Ecosystems</u> implements properties of matter to supplement the past unit on "ecosystem sustainability"
 - Builds on "Grade 2 Matter" & "Grade 3 Survival of Organisms"
- Each unit has been bolstered with additional student-centered, hands-on activities supplemented by activities through *Mystery Science*





Grade	Past	2025-2026		
6	 Properties of Matter Weather and Climate Human Body Movement 	 Thermal Energy Weather and Climate Cells & Systems 		
7	 Ecology and Human Impact Geologic Processes Forces and Motion Engineering PBL Human Body Performance 	 Ecology and Human Impact Genetics and Evolution Geologic Processes Metabolic Reactions Simple Machines* 		
8	 Astronomy Waves: Light and Sound Electricity and Magnetism Chemistry Natural Selection 	 Forces and Motion Astronomy Chemistry Energy Transfer: From Vibrations to Voltage 		

Grade 6-8 Revision Highlights

Science units in grades 6–8 were revised after a thorough review of the NGSS standards.

Through this deep dive the department identified gaps in performance expectations and adjusted the units ensure full coverage.

This process also allowed for unit redesign from unit phenomenon to daily lessons to PBA's aligning to the NGSS evidence statements. The department also focused lessons to be student centered strategies value **student critical thinking skills and problem solving** -so they can apply ideas and content knowledge to real world scenarios fostering a deep understanding of the content.

6th Grade Curriculum Rewrite

Implementing a phenomenon centered focus using the OpenSciEd curriculum as a framework for exploration, learning and extrapolation.



Crosscutting Concepts: Connecting Scientific Thinking

CCCs introduce recurring themes from STEM disciplines to help students begin viewing the world through a scientific lens



These concepts help students **view the world through a scientific lens** as they work to recognize them across the curriculum.

Reimagining Science Education:

A Student-Centered Model in 8th grade

- Shift from traditional lecture-based learning to active, phenomenon-driven investigations
- **Students engage directly** with real-world scientific challenges and examples
- **Central focus**: Developing critical thinking and scientific reasoning skills
- Key approach: Students become active investigators, not passive recipients of information
 - Use of Interactive Science Notebook (ISN)
 - Creation and revision of a scientific model. These are are tools for "sense-making" and used to improve student understanding over time and expose misconceptions.
- Throughout each unit, students **construct scientific explanations** using a clear framework of claim, evidence, and reasoning (CER).
 - The Claim answers a question, then students give appropriate evidence to support the claim and finally connect the evidence to the claim with detailed reasoning. (answering "the why")

Grade 9-12 Revision Highlights

Biology L2





- Rearranged topics between units. Updated Profile of a Graduate (POG) Capacities
- Expanded inheritance unit
- Revised PBAs in several units
- Refined alignment to <u>NGSS</u> <u>standards</u>

- Rearranged topics between units. Updated Profile of a Graduate (POG) Capacities
- Updated linked resources
- Revised PBAs in several units

- Improved sequence in Stage 3 for clarity and instructional flow
- Integrated a team drive for all units
- Refreshed internet links to ensure they are current and relevant

Grade 9-12 Revision Highlights







Chemistry for Health Science



Conceptual Chemistry

- Rearranged topics between units and consolidated other units. Updated Profile of a Graduate (POG) Capacities
- Created or revised PBAs to reflect changes to units
- Improved sequence in Stage 3 for clarity and instructional flow.

- Consolidated units 1 and 2 and revised sequence to better fit a 60 day trimester
- Developed extension units

- Rearranged topics between units and consolidated other units. Updated Profile of a Graduate (POG) Capacities
- Created or revised PBAs to reflect changes to units

Grade 9-12 Revision Highlights







Physics L2



Environmental Science

- Rearranged topics between units.
- Embedded more science literacy skills into unit 1
- Revised PBAs in both units
- Refined alignment to NGSS standards
- Updated unit focus in stage 1 in unit 5: Work and Energy
- Updated assessment to include topic on momentum
- Reimagined the course to focus on multiple perspectives of environmental issues
- Reorganized content in stage 3 into weekly topics (combined old unit 2 and 3)



In Science classes we are always:

Analyzing!!

For Environmental Science (1 trimester elective) we shifted focus to incorporate Alternate Perspectives

Perspectives For Analyzing Environmental Issues **PESTLE**











Adoption in October

- K-5 STEAM
- H.S. Geometry
- 4 & 5 Social Studies

2025-2026 (Beginning this Summer)

- Pre-K-12 Art
- K-8 Literacy Tuning
- Pre-K-5 Report Card
- K-2 & 6-8 Social Studies

THEATRE	СТЕ	WORLD LANGUAGE	SCIENCE (K-5)	SCIENCE (6-12)			
Matthew Price	Dan Grenier Bryan Amenta Luke Arsenault Beth Kelly Marcie Rocchio Bill Schultz David Tommaso	Leslie Lopez Jennifer Aguzzi Gabrielle Butcher Wendy McCreary Orlando Estrada Mora	Maria Barnikow Deana Perillo Jen Soja Alicia Dunbar Renee Pardo Drew Sellitti Tara Vitale Denise Chabot Brenda Schull Lynn Voitans Peggy Bell Christe Lerzent	Dianna Floyd Erin Bickelhaupt Janet Dielman Nancy Kahrimanis Mary Rao Deb Thomas Maud Moore Melinda Aresta Kate Patla Lauren Danner Paul Mezick			
ENGLISH							
			Holly Merullo Clare Pinski Jane Kraus Michelle Griz Ashley Lunn Jodi Luongo Greg Pfaffenbichler Alisha Signore Jessica Alldredge Rachel Leonard Nick Merullo John Pluchino	Elisa Brako Erica Browne Lisa Ciampi Mike Docker Julia Opramolla Katie O'Neil Dave Russo Sarah Tibbetts Jacob Werman			