

# FALL 2022

Completed Curricular Projects



# Math Revisions

Grades K-6

- Revised Math Guiding Document
- Include updated Profile of Graduate (POG) Capacities
- Revised PBAs
- Emphasis on priority standards
- Embedded more engaging problem solving tasks throughout the year
- Familiarizing SBAC format throughout units in grades 3 - 6

## Transfer Goals

1. initiate a plan using a variety of methods/strategies appropriately, execute it, and evaluate the reasonableness and accuracy of the solution. (MP 1)
1. represent situations using mathematical reasoning and symbols (MP 2)
1. construct viable arguments using clear and appropriate mathematical language and critique the reasoning of others. (MP 3)
1. apply models to solve problems. (MP4)
1. choose appropriate tools to make reaching solutions more efficient, accessible and accurate. (MP 5)
1. demonstrate fluency with mathematical computations and definitions. (MP 6)
1. identify and generalize patterns and structure in numbers, expressions, data and objects. (MP 7)
1. apply an understanding of known patterns to new problems and make connections between concepts. (MP 8)

	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<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>I looked at information/data/evidence considering limited perspectives/ strategies on a superficial level.</p> <p>I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies that may have lacked relevance.</p> <p>I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p>	<p>I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p>I identified patterns, relationships, and underlying assumptions.</p> <p>This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Carefully and independently synthesizing disparate sources/strategies</li> <li>• Making insightful inferences</li> <li>• Drawing complex, nuanced, well-informed conclusions</li> <li>• Creating novel solutions</li> <li>• Forming interpretations supported by multiple instances/data points/strategies.</li> </ul>

	1 Limited	2 Emerging	3 Present (MPS standard)	4 Complex
<p><b>Capacity # 1</b></p> <p><b>Analyzing:</b></p> <p>Students will be able to analyze information/data to make inferences and identify possible underlying assumptions, patterns, and relationships.</p>	<ul style="list-style-type: none"> <li>I needed help from the teacher to understand and solve the problem.</li> <li>With teacher support along the way, I tried to use strategies that I learned.</li> <li>I was unable to solve the problem or I created a solution to the problem with many errors.</li> </ul>	<ul style="list-style-type: none"> <li>I needed a little hint/tip from the teacher to understand, and start solving the problem.</li> <li>With a little teacher support, I used strategies and mathematical ideas that I learned.</li> <li>I created a solution for the problem and showed my thinking using sketches/ models, numbers and/or words with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>I worked independently to understand and start solving the problem although I may have needed to ask the teacher some questions before I started.</li> <li>I used strategies and mathematical ideas that I learned.</li> <li>I solved the problem and showed my thinking using sketches/ models, numbers and/or words.</li> </ul>	<p>I fully meet the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>I worked completely independently and did not have to ask the teacher any questions.</li> <li>I used efficient strategies to solve the problem.</li> </ul>

# Webb's Depth of Knowledge

## DOK Level 1

(Recall)

**Verbs:** arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

**Focus:** on specific facts, definitions, details, or procedures

**Note:** there's one correct answer, and a combination of Level 1s does not make it a Level 2

## DOK Level 2

(Skill / Concept)

**Verbs:** categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

**Focus:** on applying skills and concepts • explaining how or why

**Note:** there's one correct answer

## DOK Level 3

(Strategic Thinking)

**Verbs:** assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

**Focus:** on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

**Note:** multiple answers or approaches

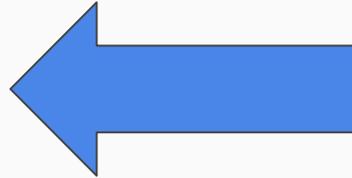
## DOK Level 4

(Extended Thinking)

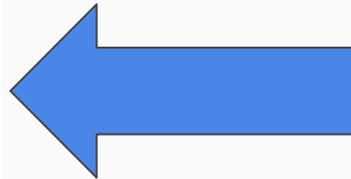
**Verbs:** apply concepts, analyze, connect, create, critique, design, prove, ...

**Focus:** on complex reasoning, planning, and thinking • make real-world applications in new situations

**Note:** has multiple answers or approaches • often requires extended periods of time with multiple steps



**Smarter Balanced  
Computer Assisted  
Technology**



**Smarter Balanced  
Performance Task**  
Only administered in  
Mathematics

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(Extended Thinking)

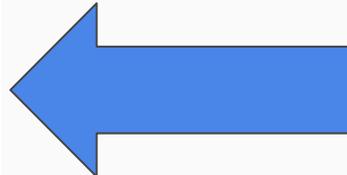
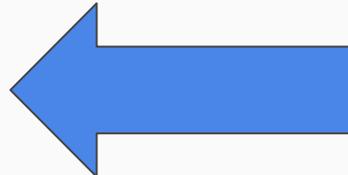
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Webb's DOK Graphic by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.



1. Mr. Brown has 14 girls in his class. Each girl brought in 10 pencils. How many pencils did all the girls bring in?

Mr. Brown has 10 boys in his class. Each boy brought in 13 pens?  
How many pens did all the boys bring in?

How many pens and pencils in all did the class bring in?

Fill in the boxes beside the equation that best represents this problem (p stands for pens and pencils).

- $14 + 10 + 10 + 13 = p$
- $(14 \times 10) + (10 \times 13) = p$
- $(14 \times 10) - (10 \times 13) = p$
- $(14 - 10) + (13 - 10) = p$

## Celebration Time Student Directions

Today you get to plan your next birthday party. You will need to convince your parents that your idea is a good one. You will select a place to have your party and calculate the total cost of the party.

**Step 1:** Choose the place to have your party from the list of choices.

**Step 2:** Decide how many friends you will invite. Your parents will let you invite between 11 and 19 friends.

**Step 3:**

- Every person must have dessert and a drink.
- Each friend will get a goody bag chosen from the list.
- You must pay an admission price for each of your friends including yourself.

**Step 4:** Calculate the cost of admissions, food, and the goody bags.

**Step 5:** Create a poster, booklet, table, chart, written explanation, letter or Slide Show. Include all calculations using at least one visual model and/or strategy to show your parents the total cost of the party.



# Grade K-2



Revisions include the following highlights:

- Focused on priority standards & what our curriculum was missing
  - Problem Solving
  - Subtraction
- Addition of Illustrative Math Lessons
- Updating PBA's to increase levels of rigor when appropriate
- Additional tasks embedded throughout the year that encourage self awareness (risk taking)



# Grade 3

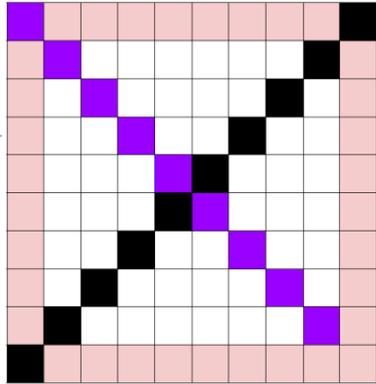


Revisions include the following highlights:

- Revised the order of the units
- Rewrote the multiplication and division units to emphasize the connection between the two
- Revised PBAs to increase the level of rigor
- Addition of Illustrative Math lessons and 3 Act Tasks



# Grade 4 & 5



Grade 4  
Design A Mosaic PBA



Grade 5  
Krispy Kreme Me PBA

Revisions include the following highlights:

- Revised PBAs to increase levels of rigor
- Reordered units in both grades
- Greater emphasis on fact fluency
- Revisions to grade 5 geometry unit
- Utilizing 3 Act Tasks
- Addition of some Illustrative lessons

# WPM MS Grade 6



Revisions include the following highlights:

- Implemented Illustrative Mathematics
- New Units
  - Unit A Area and Surface Area
  - Unit B Introducing Ratios, Unit Rate and Percentages
  - Unit C Computing with Fractions and Decimals
  - Unit D Expressions, Equations and Rational Numbers
  - Unit E Data Sets and Distributions
- Problem Based Approach/Structure of lessons
- Wrote PBAs for the units



What is happening now:

- Grade 6-8 Math Coach and Hand Algebra Coach
- Math 7 and Grade 8 Pre-Algebra June 2023 curriculum update
- Grade 7 Pre-Algebra and Grade 8 Algebra June 2024 curriculum update



# Curricular Projects - English Language Arts

Junior and Senior Year



## Curricular Project Overview:

- Write, revise, and finalize new World Literature units / curriculum
  - World Literature Level 1 and Level 2
    - Courage, Hope, and Adversity
    - Real and Unreal
- Revise, update, and finalize Humanities curriculum
  - Level 1 Senior Elective
  - Co-taught by an English teacher and a History teacher
  - Provides 0.5 credit in English and 0.5 credit in Social Studies

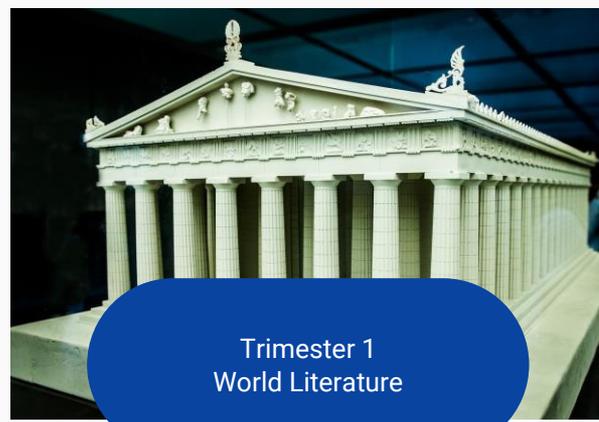
# World Literature

Sophomore Year:

- During the course selection process, students elect to take one of two thematic World Literature courses:
  - Courage, Hope, Adversity
  - Real and Unreal

These Units...

- Align with our updated guiding document as well as our new transfers goals, both of which were adopted in 2021
- Aligned to Common Core State Standards



Trimester 1  
World Literature



Trimester 2:  
Courage, Hope,  
Adversity



Trimester 2:  
Real and Unreal

# World Literature - Skill Focus

## Trimester 1:

- Reading foundational literature
- Understanding dense texts from a variety of places, cultures, and time periods
- Building contextual understanding of culture(s) to promote in-depth analysis

## Writing skills:

- Narrative writing, including elements that will support students' approach to the college essay writing process
- Analytical writing, ultimately leading to literary analysis that uses informational text to support the understanding of literature.

## BOTH Trimester 2 Courses:

- Building research skills to analyze informational texts, effectively use databases, support fictional reading with informational texts
- Understanding dense texts from a variety of places, cultures, and time periods
- Analysis of time, place, and culture to understand both universal and specific thematic ideas

# World Literature - Diversification of Texts

Trimester 1 includes a variety of options beyond the more traditional texts, such as *The Odyssey* and *The Epic of Gilgamesh*. While students begin with those texts, they soon branch out to other foundational stories from a wide variety of places (listed in the overview of Unit 1).

Trimester 2 courses is diversified through a wide range of short stories used as models, mentor texts, and group texts. These short stories include non-white authors, including those from Asia and Latin America. Additionally, whole class texts and book club offerings have been thoughtfully chosen to include non-white authors as well as female authors (Chimamanda Ngozi Adichie and Mary Shelley).

# Humanities

- Co-taught course (English and Social Studies)
- Two trimester course where students can earn 0.5 credit in English and 0.5 credit in Social Studies
- Revised to reflect both academic capacities and to promote the blended approach to analyzing history through literature and literature / art through history

## Course Goals:

- Comprehend and analyze primary and secondary sources
- Comprehend and analyze literature, art, and music
- Utilize effective research strategies to understand literature historical context. Additionally, the close analysis of literature to understand history beyond primary / secondary sources
- Ultimately, students will leave the course with a deeper understanding of the past and how history influences modern day society

## Unit 1

Focus: Real versus Ideal and Thinkers versus Producers

- Studying philosophers and their philosophies
- Close reading a primary source vs. close reading a piece of literature
- Introduction to synthesizing literature and history

## Unit 2

Focus: Religions and their Tenets

- Studying the various religions to evaluate common ideas and differences
- Promoting a deeper understanding of the human experience through religion and historical events

## Unit 3

Focus: Power (Individual and Collective)

- Close reading a primary, secondary sources and piece of literature
- Navigating a variety of text to understand how fiction and reality intersect