ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: December 17, 2012

AGENDA ITEM: Report Item Update on Curriculum Documents

PRESENTER: Kathy Allen

ALIGNS TO BOARD PRIORITY:

- Learning – The District will provide an aligned, rigorous curriculum with instructional and technology programs preparing students to meet or exceed all educational standards.

Background Information:

- In the 2011-2012 school year, students in grades 3-9 participated in the first administration of the new accountability testing program called STAAR (State of Texas Assessment of Academic Readiness). Along with the implementation of a new accountability system, the Texas Education Agency continuously reviews and adopts new learning standards for the TEKS (Texas Essential Knowledge and Skills).
- In order to maintain the appropriate alignment of curriculum documents, the district utilizes teacher input and expertise to:
    - incorporate new learning standards into our district's instructional calendar;
    - provide teachers with an instructional calendar that indicates *what standards* should be taught and *when*, while still allowing the teachers the latitude on *how* to teach the standards in a way that helps students achieve mastery; and
    - to analyze and reflect on local and state testing results for the purpose of better aligning our district's instructional calendar to benefit student learning.
- Meetings for curriculum revision have been conducted on the following dates:
    - **English Language Arts** – May 21-22, 2012 and July 24, 2012
    - **Social Studies Secondary** - August 14, 2012 and September 25, 2012
    - **Science grades** – October 31, 2012
    - **Math** – November 12-13, 2012

Administrative Considerations: Report Item Only

FISCAL NOTE: Utilize currently budgeted funds

Administrative Recommendation: Report Item Only – Sample Curriculum Documents Attached Below

	Grade/Course: 5th- Science **First Six Weeks** **Duration:** 5 Days	Ⓢ = STAAR Supporting Standard Ⓟ= STAAR Process Standard Ⓡ = STAAR Readiness Standard ★ Directly assessed in STAAR test Ⓐ = STAAR Aligned Standard

Unit: Tools

Texas Essential Knowledge and Skills

Ⓟ(5.4A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums; and
Ⓟ(5.4B) use safety equipment, including safety goggles and gloves.

Concepts/Theme: Lab Tools

Six Weeks Summary of Instructional Information	Science Skills (Process Skills)
Guiding Question(s): What are some of the different tools used by scientists during investigations? Which tools help scientists measure the properties of matter? How are they used? Which tools help scientist observe matter? How are they used? **Summary of Content:** **Key Concept 1:** Scientists use tools to conduct their investigations. These tools must be used correctly to give accurate information. We can record our results and observations using notebooks and pencils. **Key Concept 2:** Many tools help measure physical properties of matter such as mass, volume, length, or even forces. These include metric rulers, Celsius thermometers, pan balances, spring scales, graduated cylinders, beakers, and meter sticks. **Key Concept 3:** Certain tools such as microscopes, cameras, computers, hand lenses, prisms, mirrors, hot plates, magnets, collecting nets, timing devices, or terrariums and aquariums are used to observe the physical properties of both living and nonliving matter.	**Tools to Use Lab Safety:** 5.1A Demonstrate safe practices and the use of safety equipment as described in the Texas safety standards during classroom and outdoor investigations; and 5.1B Make informed choices in the conservation, disposal, and recycling of materials. **Tools to Design and Conduct Investigations:** 5.2A Describe, plan, and implement simple experimental investigations testing one variable; 5.2B Ask well defined questions, formulate testable hypothesis and select and use appropriate equipment and technology; 5.2E Demonstrate that repeated investigations may increase the reliability of results. **Tools to Use Scientific Tools and Instruments:** 5.4A Collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums. 5.4B Use safety equipment, including safety goggles and gloves. **Tools to Collect, Record, and Analyze Information** ◉◉ 5.2C Collect information by detailed observations and accurate measuring. ◉ 5.2D Analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence. ◉ 5.2F Communicate valid conclusions in both written and verbal forms. 5.2G Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information. 5.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions. 5.3A in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student. 5.3B Evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels. **Tools to Create Models**

October, 2012
◉ = target for instruction
◉◉ =critical target for instruction

	Grade/Course: 5th- Science **First Six Weeks** **Duration:** 5 Days	**Ⓢ = STAAR Supporting Standard** ★ **Directly assessed in STAAR test** **Ⓟ= STAAR Process Standard** **Ⓐ = STAAR Aligned Standard** **Ⓡ = STAAR Readiness Standard**

	5.3C Draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works. **Tools to Use History of Science:** 5.3 D Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists. **Other Process Skills:**

Tools and Instruments to Use

Lab Apron	Goggles	Gloves
Beaker	Graduated Cylinder	Thermometer
Ruler	Triple Beam Balance	Pipette
Spring Scale	Microscope	Hand Lens
Stop Watch	Test Tube	

Critical Vocabulary

Lab Apron	Goggles	Gloves
Beaker	Graduated Cylinder	Thermometer
Ruler	Triple Beam Balance	Pipette
Spring Scale	Microscope	Hand Lens
Stop Watch	Test Tube	

Suggested Assessment/Criteria for Mastery	**Suggested Instructional Strategies/Resources**
STAAR End of Unit Test	Stemscopes.com

	Grade/Course: 8 Math **Fourth Six Weeks** **Duration: 7 Days**	**Ⓢ = STAAR Supporting Standard** **Ⓟ= STAAR Process Standard** **Ⓡ = STAAR Readiness Standard** **Ⓐ = STAAR Aligned Standard**

Unit: Real Numbers and Right Triangles

Texas Essential Knowledge and Skills:

Ⓡ(8.1A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals

ⓈⓈ(8.1C) approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (such as Π, Π2);

ⓈⓈ(8.7B) use geometric concepts and properties to solve problems in fields such as art and architecture;

◉ⓈⓈ(8.7C) use pictures or models to demonstrate the Pythagorean Theorem;

ⓇⓇ(8.9A) use the Pythagorean Theorem to solve real-life problems; and

◉ⓇⓇ(8.9B) use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.

Concepts/Theme:

Six Weeks Summary of Instructional Information	Mathematics Skills (Process Skills)
Guiding Question(s): • Determine area/perimeter of squares adjacent to a right triangle? • 2)What is a perfect square? • What is true about the decimal form of any irrational number? **Summary of Content:** Student will calculate all aspects of Pythagorean Theorem.	**Tools to Use Mathematics in Everyday Situation:** ◉ⓅⓅ(8.14A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics; **Tools to Select Strategies to Solve Problems:** ◉ⓅⓅ(8.14B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; ◉ⓅⓅ(8.14C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and **Tools to Use Mathematics Tools:** ◉ⓅⓅ(8.14D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems. **Tools to Communicate Mathematical Ideas:** ◉ⓅⓅ(8.15A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and **Tools to Relate Informal Language:** **Tools to Make Generalizations, Conjectures and Justify Thinking:** ⓅⓅ(8.16A) make conjectures from patterns or sets of examples and nonexamples; and ⓅⓅ(8.16B) validate his/her conclusions using mathematical properties and relationships

Critical Vocabulary	Suggested Instructional Strategies/Resources

November, 2012

◉ = target for instruction

◉◉ =critical target for instruction

	Grade/Course: 8 Math **Fourth Six Weeks** **Duration: 7 Days**	**Ⓢ = STAAR Supporting Standard** **Ⓡ = STAAR Readiness Standard** **Ⓟ= STAAR Process Standard** **Ⓐ = STAAR Aligned Standard**

Square Rood	Radical expression	Perfect square
Irrational number	Real number	Leg
Hypotenuse	Pythagorean Theorem	Rational Number
Pythagorean triple		

Suggested Assessment/Criteria for Mastery

Test over Pythagorean theorum

McDougal/Littrell Chapter 9
A.I.R.R
Pizzazz
Locally prepared worksheets.

November, 2012
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Grade English III
First and Second Six Weeks At a Glance

Reading:

Genres: (4A-Supporting) Drama (The Crucible, Native American Literature)

Vocabulary/Word Study	Comprehension	Comprehension Skills--Ongoing
(1)Greek & Latin Roots (1A-Supporting) Meaning (1B-Readiness) ◉◉ Textual Content (Denotation & Connotation) (1C-Supporting) Infer Meaning (1D-Supporting) Foreign Words/Phrases (1E-Readiness) Use References **Grade 11 AISD Literary Terms** – Review all the first six weeks and continue to highlight and utilize throughout the year.	**(11) Comprehension – Informational/Procedural Texts** (11A-S) Evaluate Sequence (11B-S) ◉◉Translate Graphics **(4) American Drama** (4A) Themes and Characteristics **Figure 19:** **A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and **B** ◉◉making complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	**Ongoing Skills:** **(2) Comprehension/Genre** (2A-Readiness) Analyze Themes (2B-Supporting) Relate Characters/Structures (2C-Supporting) ◉◉Relate Main Ideas **(3) Comprehension/Poetry** (3A-Supporting) Analyze the effects **(5) ◉◉Comprehension/Fiction** (5A-Readiness) Evaluate Literary Elements (5B-Readiness) ◉Analyze Characters (5C-Supporting) ◉◉ Analyze Narration (5D) American Authors **(7A-Supporting) ◉◉Comprehension/Sensory Language** **(8A-Readiness) ◉Comprehension/Culture & History** **(9) Comprehension/Expository Text** (9A-Readiness) Summarize Author's Viewpoint (9B-Supporting) ◉Analyze Inductive/Deductive (9C-Readiness) Inferences/Conclusions (9D-Supporting) Synthesize/Connect

Writing:

Genres: Expository Essay (1st) Analytical Essay (2nd)

Process	Conventions/Spelling	Research
First Six Weeks (13) Writing Process (13A) ◉ First Draft (13B-Readiness) Structure Ideas (13C-Readiness) Revise Drafts (13D-Readiness) ◉◉Edit Drafts (13E)- Revise/Publish (15A, i-vi) ◉Analytical Essay (15B) Write Procedural Document (15B, i-v) Purpose; formatting; relevant questioning, accurate with facts and details (15D) Multimedia Presentation **Second Six Weeks** (14C) Write a Script (15C) Interpretation of literary text (15C, i-v) Thesis; analyze quotations; effects; complexities; anticipates readers' questions	**Ongoing Skills** **(17)Conventions** (17A-Supporting) Clause and phrase (17B-Readiness) ◉ Structure Variety (18A-Readiness) ◉◉ Conventions – Capitalization/Punctuation (19A-Readiness) Conventions –Spelling (Fig 19 B-Readiness/Supporting) ◉ Use Textual Evidence to Support	**Ongoing Skills** **(20) Research/Plan** (20A) Brainstorm (20B) Formulate Plan **(21) Research/Sources** (21A) Gather Evidence (21B) Organize (21C) Accurately Cite **(23) Research/Organize & Present** (23A) Provide Analyze (23B) Use Variety of Formats (23C) Develop Argument (23D) Follow MLA Format (23E)Length & Complexity

June, 2012

◉Skills Emphasis for STAAR Test

Listening and Speaking	Media Literacy
Ongoing Skills: (E3 24A) Listen attentively, taking notes that summarize/synthesize, asking questions for clarification (E3 24 B) Follow and give complex oral directions (E3 24 C) evaluate the style and structure of a speech (E3 25) speak clearly, to the point, using conventions, advance coherent argument (E3 26) work productively in teams, build on the ideas of others, contribute information, develop a plan for consensus building, and set ground rules for decision making.	**Ongoing Skills:** **(12) Media Literacy** (12A) Evaluate Messages (12B) Evaluate Techniques (12C) ◉◉Evaluate Objectivity (12D)-◉ ◉ Evaluate Change in formality and tone

June, 2012

◉Skills Emphasis for STAAR Test

	Grade/Course: US History **First Six Weeks** **Duration:**	Ⓢ = STAAR Supporting Standard Ⓟ= STAAR Process Standard Ⓡ = STAAR Readiness Standard Ⓐ = STAAR Aligned Standard

Unit: Review of Early American History/Industrialization/Westward Expansion

Texas Essential Knowledge and Skills

(1) History. The student understands the principles included in the Celebrate Freedom Week program.

Ⓢ (A) **analyze** and **evaluate** the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence;

Ⓢ (B) **analyze** and **evaluate** the application of these founding principles to historical events in U.S. history; and

Ⓢ (C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.

(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present.

Ⓢ (A) identify the major characteristics that define an historical era;

Ⓡ (B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

Ⓢ (D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898.

Ⓡ (A) **analyze** political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

Ⓡ (B) **analyze** economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

Ⓡ (C) **analyze** social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists

(13) Geography. The student understands the causes and effects of migration and immigration on American society.

Ⓡ (A) **analyze** the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt;

(14) Geography. The student understands the relationship between population growth and modernization on the physical environment.

Ⓢ (C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.

(20) Government. The student understands the changing relationships among the three branches of the federal government.

Ⓡ (B) **evaluate** the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(21) Government. The student understands the impact of constitutional issues on American society.

Ⓢ (B) discuss historical reasons why the constitution has been amended; and

Ⓢ (C) **evaluate** constitutional change in terms of strict construction versus judicial interpretation.

(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:

Ⓢ (A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire;

Ⓢ (B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and

Ⓢ (C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.

(26) Culture. The student understands how people from various groups contribute to our national identity

Ⓢ (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust";

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Concepts/Theme: Review of Early American History/Industrialization/Westward Expansion	
Six Weeks Summary of Instructional Information	**Social Studies Skills (Process Skills)**
1: Foundations of Modern America 1607-1877 • Geography Review • Review Time Periods and important events • Founding documents and guiding principles 2. Progressives part 1 • Gilded Age • Industrialization • Immigration • Labor movement	(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: Ⓟ (A) use a variety of both primary and secondary valid sources to acquire information and to **analyze** and answer historical questions; Ⓟ (B) **analyze** information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (Ⓟ C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time; Ⓟ (D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence; Ⓟ (E) **evaluate** the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context; Ⓟ (F) identify bias in written, oral, and visual material; Ⓟ (G) identify and support with historical evidence a point of view on a social studies issue or event; and Ⓟ (H) use appropriate skills to **analyze** and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons. (30) Social studies skills. The student communicates in written, oral, and visual forms. Ⓟ (A) **create** written, oral, and visual presentations of social studies information; Ⓟ (B) use correct social studies terminology to explain historical concepts; and Ⓟ (C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate. (31) Social studies skills. The student uses geographic tools to collect, **analyze**, and interpret data. The student is expected to: Ⓟ (A) **create** thematic maps, graphs, and charts representing various aspects of the United States; and Ⓟ (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. (32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: Ⓟ (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and **evaluate** the effectiveness of the solution; and Ⓟ (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision..

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Important People, Dates, Locations	**Critical Vocabulary**			
Benjamin Rush	Administration	Battle Of Lexington	Battle Of Concord	Trust
John Witherspoon	Bill Of Rights	Boycott	Embargo	Vertical Consolidation
Jonathan Trimble	First Continental Congress	Patriotism	Republic	Horizontal Consolidation
John Hancock	Separation Of Powers	Strict Construction	Black Codes	Chinese Exclusion Act
John Peter Muhlenberg	Compromise Of 1877	Freedmen's Bureau	Pardon	Laissez Faire
John Jay	Radical Republicans	Sharecropping	Solid South	Guided Age
Charles Carroll	Tenant Farming	Bessemer Process	Division Of Labor	Manifest Destiny
	Economics Of Scale	Monopoly	Sherman Antitrust Acts	Assimilation
	Social Darwinism	Socialism	Transcontinental Railroad	Jim Crow
	NAACP	Nativism	Plessy V Ferguson	Political Machine
	Poll Tax	Prohibition	Reservation	Settlement House
	Tenement	Yellow Journalism		

Suggested Assessment/Criteria for Mastery	**Suggested Instructional Strategies/Resources**
Early American History: Quiz US Map Quiz Important People and Terms Quiz Review Unit Test **Industrialization:** People and Terms Quiz Chapter Test **Urbanization and Westward Expansion:** Section Quizzes Chapter Tests	• Timeline of Inventions Project • Read Declaration of Independence • Digital Picture of Constitution and Declaration **Compare** Articles of Confederation to Constitution