



Curriculum Adoption

Math and World Language

June 4, 2024

Mathematics - Curriculum Ready for Board Adoption

- Grade 7 Pre-Algebra
- Grade 8/9 Algebra I

Before

Logically ordered curriculum

Teacher shows clear solutions pathways for solving problems

Students practice similar problems.

Short term success with procedural skills

Now

Logically ordered curriculum

Task with novel problem. Small group discussion and problem solving. Tasks lend themselves to multiple solution pathways discovered by students to solve the same problem. Synthesis by teacher.

The practice problem set includes a few questions about the contents of that lesson (though not identical) plus additional review.

Deeper and longer lasting understanding of the material. Develop strategies to tackle non-routine problems.

Mathematics - Curriculum Ready for Board Adoption

Grade 8 Algebra

Unit 1 Pre-Algebra Topics

Unit 2 Linear Equations, Inequalities and Systems (students see systems for the first time)

Unit 3 Two Variable Statistics

Unit 4 Functions

Unit 5 Intro to Exponential Functions

Unit 6 Intro to Quadratics

Unit 7 Quadratic Equations

Hand Algebra

Unit 1 One Variable Statistics

Unit 2 Linear Equations, Inequalities, and Systems

Unit 3 Two Variable Statistics

Unit 4 Functions

Unit 5 Intro to Exponential Functions

Unit 6 Intro to Quadratics

Unit 7 Quadratic Equations

World Language - Curriculum Ready for Board Adoption

Grade 4-5 - In Process coming in the future	Grade 6-8
<ul style="list-style-type: none">• <i>Grade 4 Spanish (3 Units)</i>• <i>Grade 5 Spanish (3 Units)</i>	<ul style="list-style-type: none">• <i>Grade 7 Spanish (4 Units)</i>• <i>Grade 8 French (4 Units)</i>



Spanish: From Exposure to Immersion



Grade	Themes	Structures
4 - 5 In Process	Exploration of Classroom Materials, Connections & Relationships to Story Reading, Sequencing Events	High Frequency Words, Present Tense, Comprehensible Input, TPRS, TPR, Super 7 Verbs
7 - 8	Exploration of Likes/Dislikes, Healthy Body/Healthy Minds, Places in Town, Novel Reading, Similarities/Differences amongst People, Marketplaces & Meals, Clothing, What happened!	Present Tense, Past Tense, Imperfect, Possessive Adjectives, Subject/Adjective & Article/Noun Agreements, Interrogatives

4-8 Revisions - Highlights

Course/Language	Notes
4- 5 Intermediate In process - Coming in the future	Formerly, there were 2 units per grade level, but now there are 3 units to support the trimester outline. As a result, the existing and new curriculum content was divided up to create the three units for both grade levels.
7-8 Middle	<p>Initially, there were five units per grade level, and it became challenging to complete within the academic year. Now, each grade level has four units and an achievable timeline for all to be completed.</p> <p>Grade 7 Spanish units were rearranged and revised to include more challenging activities and assessments to support the natural progression of the structures presented in each unit.</p>
Overall	Some units have been revised to include two capacities. Also, the Self-Awareness capacity is now included at all three grade levels, and supported by our tracker.

Polson Self-Awareness Tracker

Grade 6 Spanish

<u>Beginning of class:</u>		<u>End of class:</u>	
<p>How are you feeling about your project today? Pick 1 or 2 words to describe yourself. <i>(confident, nervous, confused, ready, stressed, calm, frustrated, excited ...)</i></p>	<p>What do you plan to accomplish today?</p> <p>My Objectives...</p>	<p>Did you complete your objectives today?</p>	<p>Daily Reflection: Focus on 1 question each class</p> <p>Progress: What am I proud of? What do I need to do to get to the next step? Am I using my time wisely and will I finish this assignment on time?</p> <p>Roadblocks: What didn't work well? What can I do better next class? What do I need help with from my peers or teacher?</p> <p>Today's Win: What worked well today? I realize that something didn't work, and this is how I adjusted my plan to address this issue?</p> <p>Self Check-In: Do I still feel the same as I did at the beginning of this work session? Why do I feel better? Why do I feel worse?</p>

Grade 7/8 Spanish

<u>Beginning of class:</u>		<u>End of class:</u>	
<p>How are you feeling about your project today? Pick 1 or 2 words to describe yourself. <i>(confident, nervous, confused, ready, stressed, calm, frustrated, excited ...)</i></p>	<p>What do you plan to accomplish today?</p> <p>My Objectives...</p>	<p>Did you complete your objectives today?</p>	<p>Pick 1 or 2 questions to reflect on each day:</p> <p>Progress: What am I proud of? What do I need to do to get to the next step? Am I using my time wisely and will I finish this assignment on time?</p> <p>Roadblocks: What didn't work well? What can I do better tomorrow? What do I need help with from my peers or teacher?</p> <p>Today's Win: What worked well today? I realize that something didn't work, and this is how I adjusted my plan to address this issue?</p> <p>Self Check-In: Do I still feel the same as I did at the beginning of this work session? Why do I feel better? Why do I feel worse?</p>

MATH TEAM

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