

Presentation on K-12 Social Studies Curriculum and English Language Development Program Update

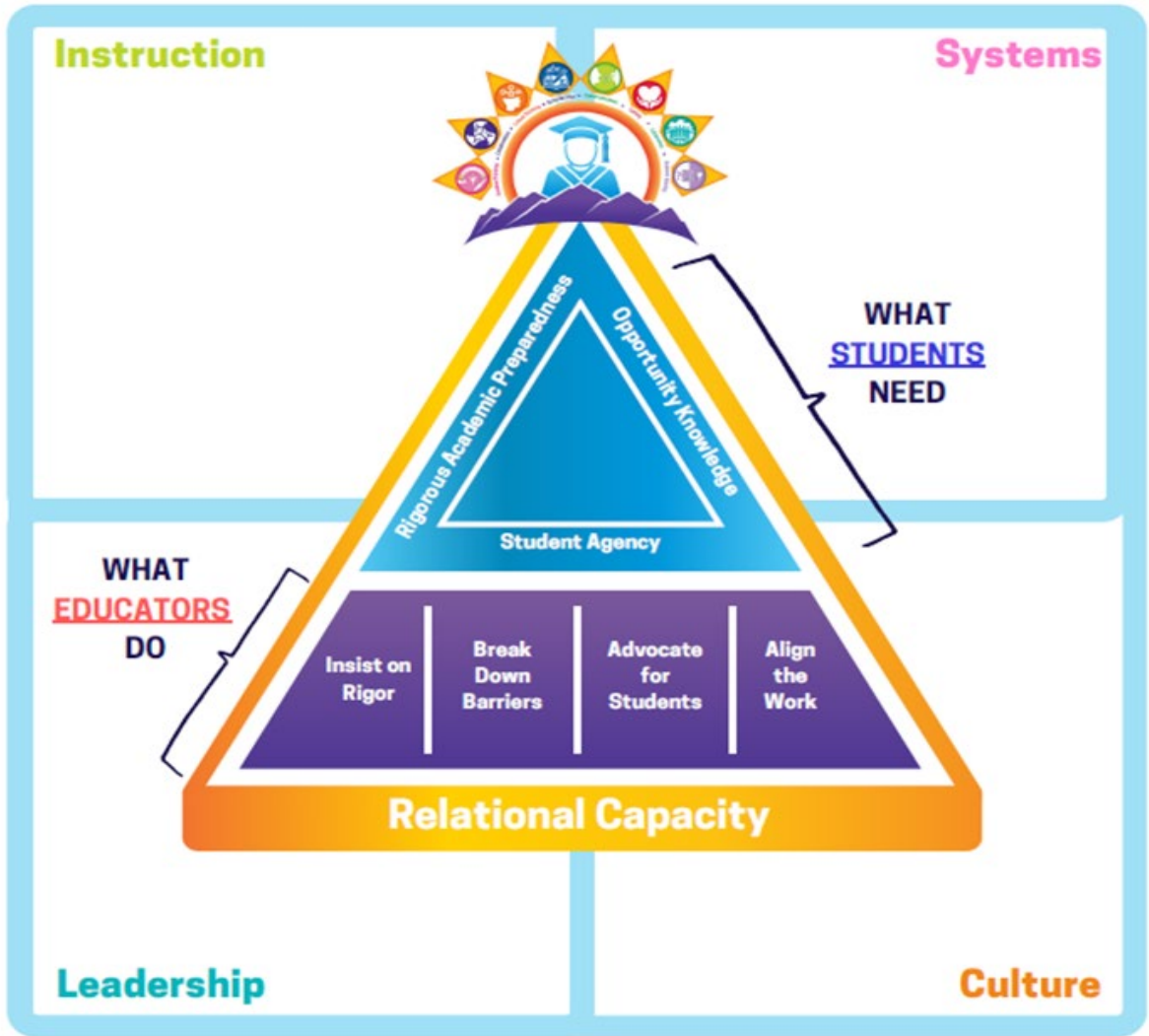
August 8, 2023

Elizabeth Jacome
Director of Curriculum and Assessment
Shannon Langley
EL District Coordinator





Amphi CCR Framework

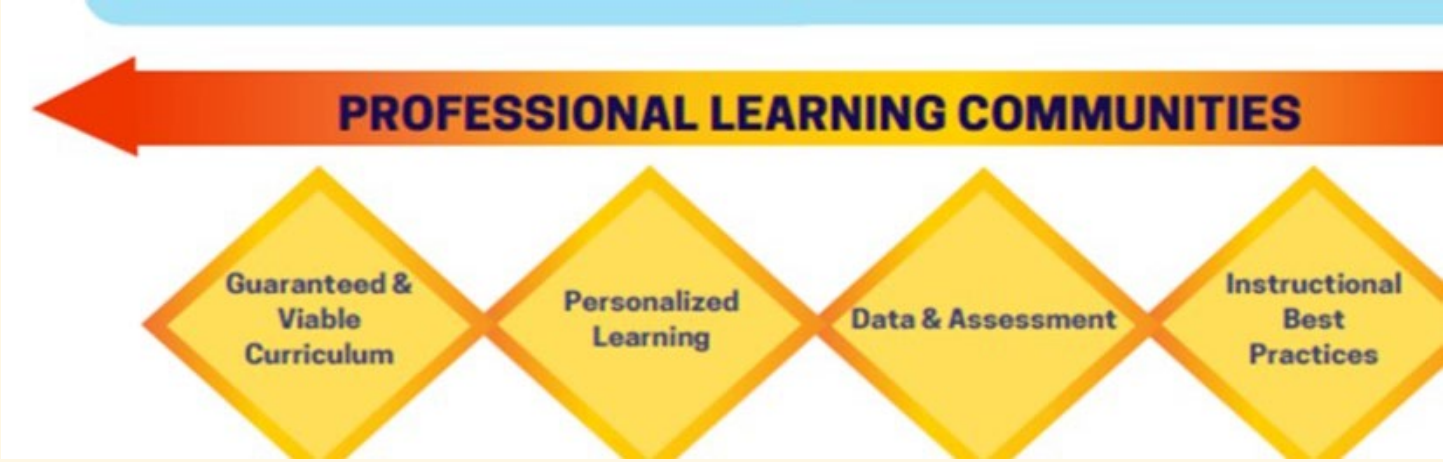


PROFESSIONAL LEARNING COMMUNITIES



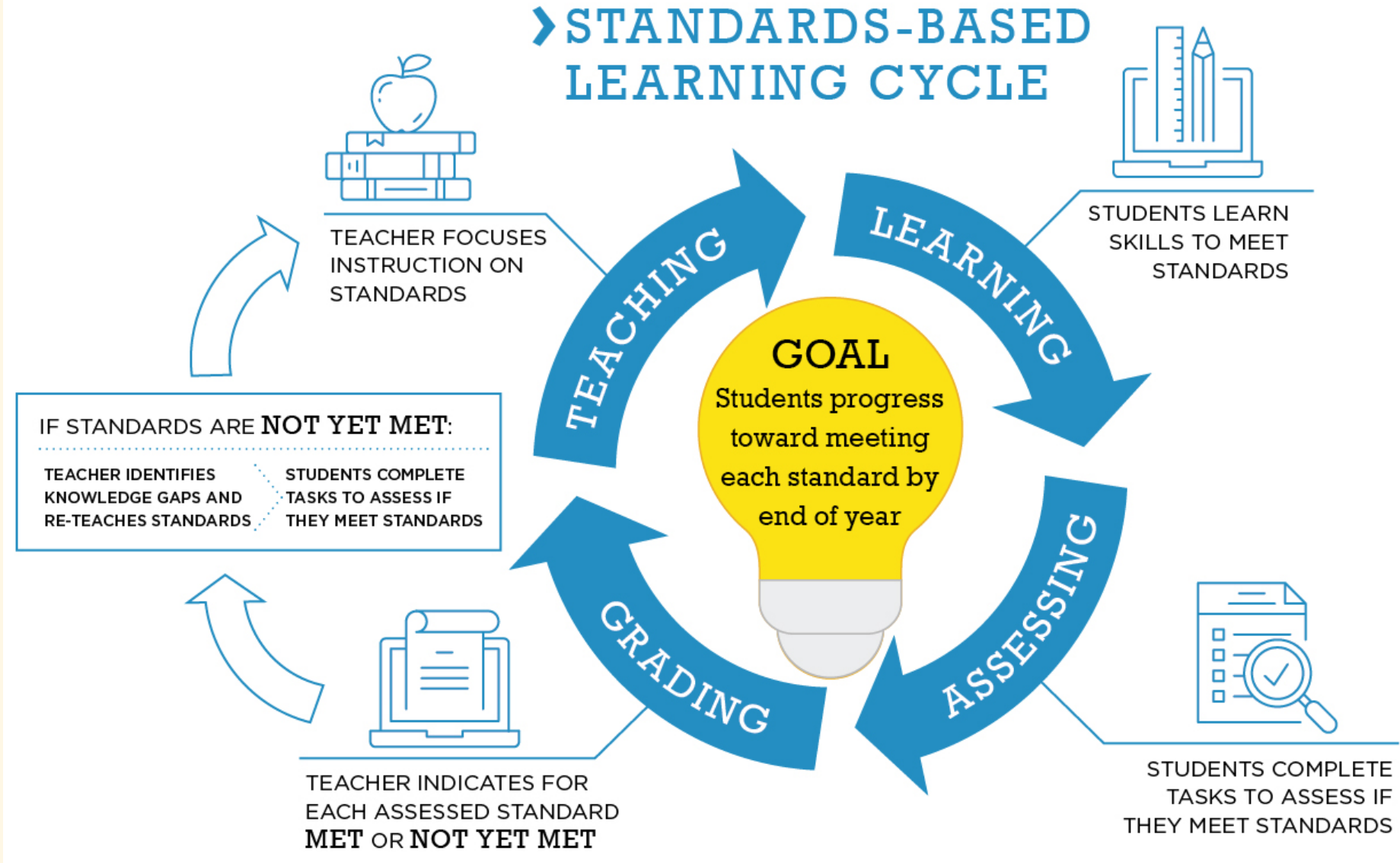


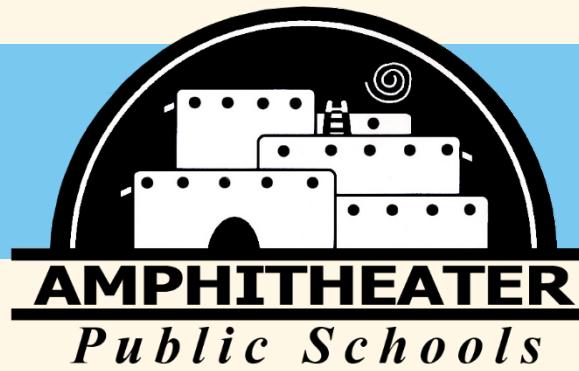
Amphi CCR Framework





STANDARDS-BASED LEARNING CYCLE





Elementary and Secondary Social Studies Curriculum and Instruction

Elizabeth Jácome
Director of Curriculum and Assessment





History

March 2017

- Social Studies curriculum adoption K-12
 - My World, SAVVAS, 2013 (K, 1, 2, 3, 5)
 - AZ Story, Gibbs-Smith, 2008 (4th grade)

SY 2023-2024

- Curriculum Adoption scheduled Spring 2024
 - My World, SAVVAS, 2013 (K, 1, 2, 5)
 - AZ Story, Gibbs-Smith, 2008 (3rd & 4th grade)
 - ADE approved Open Educational Resources



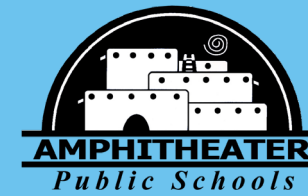


2022-2023 Elementary

- Drafted the Amphitheater Elementary English Language Arts (ELA) Framework (K-2/3-5)
 - Provides an outline of how to plan and implement a full HMH/Fundations reading and writing lesson within the 90-120 min literacy block
 - Includes opportunities for direct instruction, small group/targeted instruction, independent and collaborative practice, direct writing instruction, and independent writing/individual writing conferences

Exhibit A





2023 Elementary Social Studies Curriculum Committee

3rd Grade	<p>Jennifer Dresher (Painted Sky), Catherine Williams (Walker), Rachelle Ferris (Innovation Academy), Jennifer Krim (Holaway), Helen Elio (Wilson K-8), Peggy Marner (Holaway), Vanessa Hicks (Wilson K-8), Michaela Rodrigues (Innovation Academy)</p>
4th Grade	<p>Natasha Banales (Walker), Sarah Natale (Painted Sky), Katrina Yarbrough (Wilson K-8), Patricia Patchin (Innovation Academy), Helen Martinez (Painted Sky)</p>





2022-2023 3rd & 4th Grades

AZ Studies 3rd Grade SS Priority Standards

[Link to AZ SS Anchor Standards](#) [Link to AZ SS S](#)

Priority Standards for Disciplinary Skills & Processes (SP), Civics (C), Eco
Geography (G), History (H)

Supporting Standards that help students achieve mastery of the Priority S
Disciplinary Skills & Processes (SP), Civics (C), Economics (E), Geography (C

Disciplinary Skills & Processes (SP)

Anchor Standards

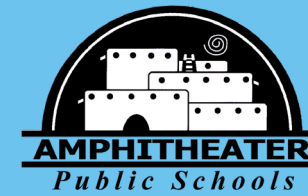
SP1: Chronological reasoning requires understanding processes of change and c
which means assessing similarities and differences between historical periods an
and present
SP2: Thinking within the discipline involves the ability to identify, compare, and ex
perspectives about a given event to draw conclusions about that event since then

Topic/Unit:	Suggested Time Frame:
Arizona Government	9 Weeks
Content Standard(s):	
<p>3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.</p> <p>3.C1.2 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments</p> <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government</p> <p>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's history</p> <p>3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.</p>	
Essential Question(s):	
<p>Why is government (Arizona Government) important? (3.C1.1)</p> <p>What is the purpose of the government? (3.C1.1)</p> <p>What kinds of things does the government do? (3.C1.2)</p> <p>What do good citizens do? (3.C1.1 & 3.H3.1)</p> <p>What are the principles of democracy? (3.C1.2)</p> <p>What are the origin, functions, and structure of the national, state, and tribal governments? (3.C3.1)</p> <p>What are the benefits and challenges of people working together in Arizona? (3.C3.2)</p> <p>What is the story of the Arizona Government? (3.C3.2)</p>	



2022-2023 Secondary Social Studies Curriculum Committee

Middle School Department Heads	High School Department Heads	Office of Learning and Instruction
<p>Chris Merciliott Amphitheater Middle School</p> <p>Erika Sparlin Coronado K-8 School</p> <p>Julie Nicholas Cross Middle School</p> <p>Neely Johnson La Cima Middle School</p> <p>Jose Obregon Wilson K-8 School</p>	<p>Shawn Smith Amphitheater High School</p> <p>Elizabeth Yeager Canyon del Oro High School</p> <p>Amanda Stoxen Ironwood Ridge High School</p>	<p>Joe Hubble Curriculum Instruction Support Specialist</p> <p>Elizabeth Jácome Director of Curriculum and Assessment</p>



2022-2023

Scope and Sequence: A Pathway to Learning for Social Studies

7th grade

Introduction

This scope and sequence is a product of collaborative efforts from secondary department heads and their respective departments and the Office of Learning and Instruction at the Amphitheater district offices. This document aims to provide a framework for each secondary social studies course that does the following:

- Prioritizes standards that have a high impact on student learning
- Identifies supporting standards for those priorities
- Creates equity of learning between sites
- Provides an easy to follow framework for personalized learning

Due to the open-ended and broad nature of Arizona's Social Studies standards, the team started by establishing a set of topics and the order they are taught in each course. Within each topic there are one or more essential questions and/or tasks, some key vocabulary and concepts, and priority and support standards. This information serves as a bare minimum for what should be covered within each topic. As the content expert, teachers then have the freedom to add to and plan inquiry based units around the framework provided by this document.

Arc of Inquiry

The Social Studies standards were designed to work within the arc of inquiry, as outlined within the state documentation. When creating this scope and sequence, the team fully engage with Social Studies content, it is vital to ensure that students have learned about. For more information

7th Grade Social Studies Priority Standards		Possible Support Standards (Work in Progress)
Code	Standard	
7.SP1.1	Analyze connections among events and developments in broader historical contexts	Skills and Processes: <ul style="list-style-type: none"> • 7.SP1.2 Classify a series of historical events and developments in terms of change and/or continuity. • 7.SP1.4 Use questions generated by the standards and the developments they shape to analyze the historical sources they create. • 7.SP2.2 Explain how and why people's lives and societies are shaped by the historical sources they create. • 7.SP2.3 Analyze how people's perspectives of the world, past and present are shaped by the historical sources they create. • 7.SP3.1 Create compelling questions about the world, past and present. • 7.SP3.3 Detect possible limitations of evidence collected from various kinds of sources. • 7.SP3.4 Use questions generated by the standards to identify further areas of inquiry. • 7.SP3.6 Construct and present a historical argument by pointing out the strengths and limitations of the evidence. • 7.SP3.7 Construct and present a historical argument by using examples and details, while acknowledging alternative explanations. • 7.SP4.2 Evaluate the influence of past and present events. • 7.SP4.3 Organize applicable evidence to support a central argument. • 7.SP4.4 Compare the central argument of a topic using multiple types of sources.
7.SP1.3	Evaluate the significance of past events and their effect on students' lives and global society	
7.SP2.1	Analyze multiple factors that influence the perspectives of people during different historical eras	
7.SP3.2	Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	
7.SP3.5	Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	
7.SP4.1	Explain the multiple causes and effects of events and developments in the past and present	

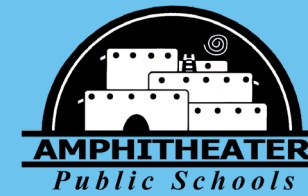
7th Grade Social Studies Proficiency Scales 7th Grade Priority Standards

Disciplinary Skills and Processes	
Proficiency Scale	
Priority Standard: 7.SP1.1: Analyze connections among events and developments in broader historical contexts. (ALL Topics)	
No Evidence of Proficiency 0	No evidence
Minimally Proficient 1	The student can identify connections among events and developments in broader historical contexts.
Partially Proficient 2	The student can summarize connections among events and developments in broader historical contexts.
Proficient 3	The student can analyze connections among events and developments in broader historical contexts.
Highly Proficient 4	The student can synthesize connections among events and developments in broader historical contexts.

Proficiency Scale	
Priority Standard: 7.SP1.3: Evaluate the significance of past events and their effect on students' lives and global society. (ALL Topics)	

Exhibits C-H

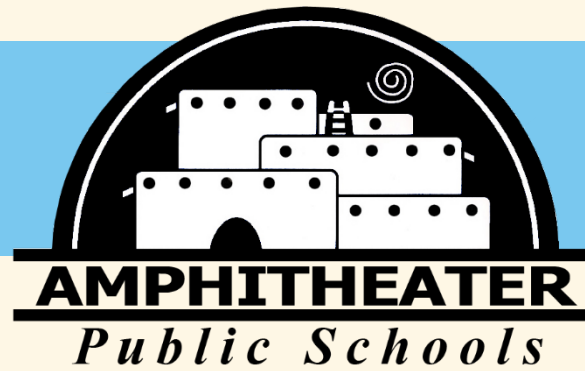




Elementary & Secondary Social Studies Curriculum Adoption

- Aligned to Amphitheater Governing Board Policies
 - IGD: Curriculum Adoption
 - IGE & IGE-R: Curriculum Guides and Course Outlines
- Adoption Committee to include stakeholders from all schools
- All recommendations vetted to verify alignment to AZ History and Social Sciences Standards

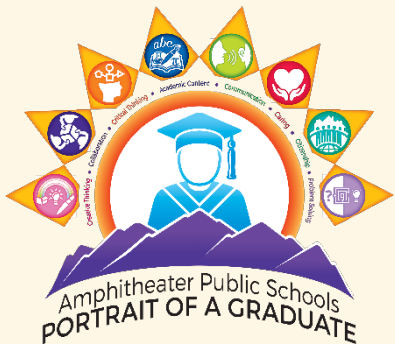




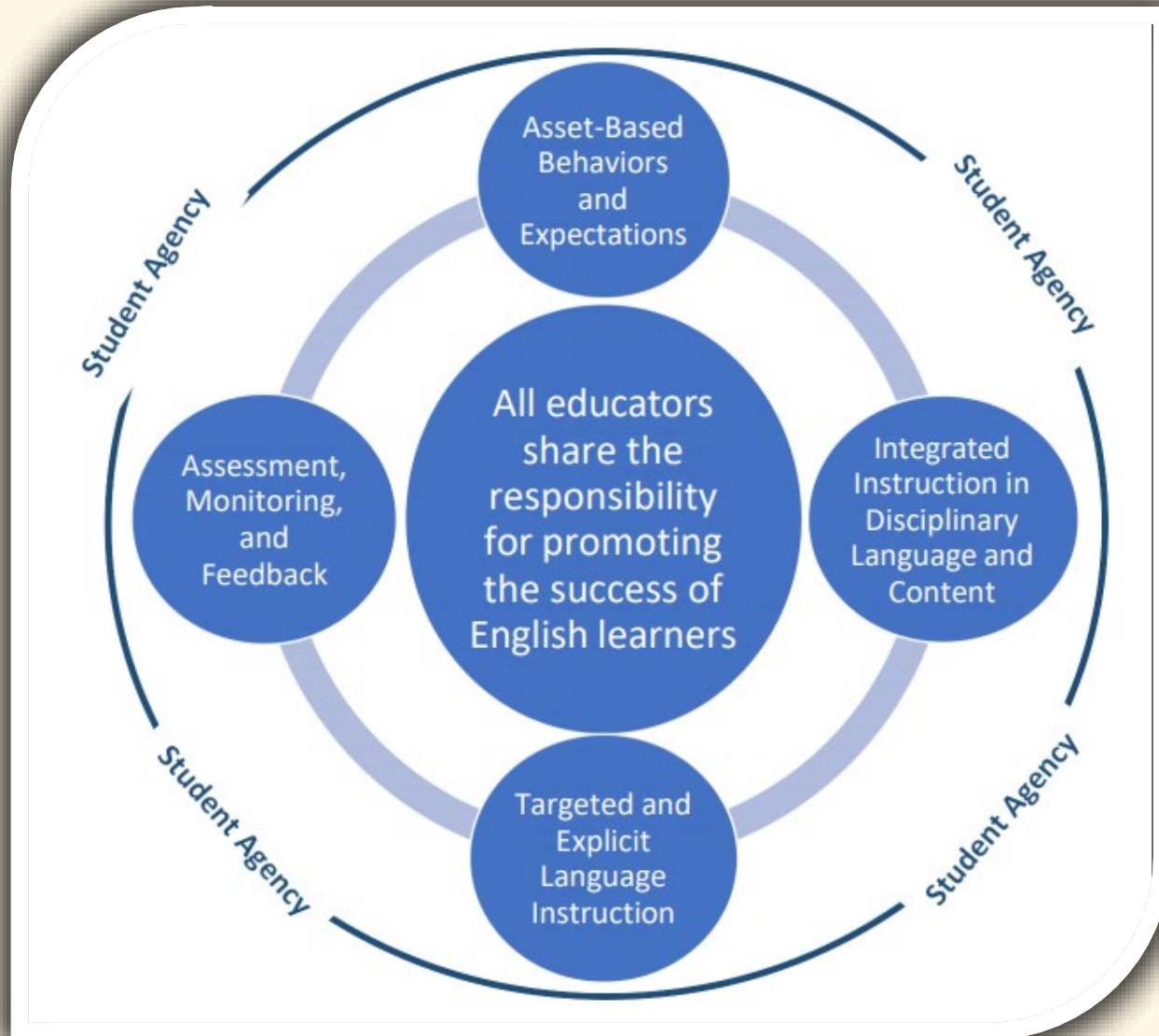
English Language Acquisition Department

Shannon Langley

EL District Coordinator



Arizona's Language Development Approach (LDA)



Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with proper guidance from teachers. Student agency gives students voice and often choice in how they learn.

State Board Approved SEI Models Used in Amphitheater

Two-Hour SEI Model

Principle One	Articulating a clear vision for student success that includes high expectations for EL achievement and social/emotional development.
Principle Two	One content area per day of language instruction within the integrated setting. Access to grade level content alongside native English-speaking peers throughout the remainder of the day.
Principle Three	120 minutes per day/600 minutes per week (elementary) or 100 minutes per day/500 minutes per week (secondary) of targeted ELD time in an SEI classroom for only ELs provided by a certified ELD Specialist.
Principle Four	Ensuring that all teachers have access to a variety of different types of data about their ELs' progress and performance.

Amphitheater High School, Amphitheater Middle School, La Cima Middle School, Holaway Elementary, Keeling Elementary, Nash Elementary, Prince Elementary, Rio Vista Elementary, and Walker Elementary



State Board Approved SEI Models Used in Amphitheater

Pull-Out SEI Model

Principle One	Articulating a clear vision for student success that includes high expectations for EL achievement and social/emotional development.
Principle Two	60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 minutes per week (secondary) of language instruction within the integrated setting. Access to grade level content alongside native English-speaking peers throughout the remainder of the day.
Principle Three	60 minutes per day/300 minutes per week (elementary) or 50 minutes per day/250 per week (secondary) of targeted ELD time in an SEI classroom for only ELs provided by a certified ELD Specialist.
Principle Four	Ensuring that all teachers have access to a variety of different types of data about their ELs' progress and performance.

Canyon Del Oro High School, Ironwood Ridge High School, Cross Middle School, Coronado K-8, Wilson K-8, Copper Creek Elementary, Donaldson Elementary, Harelson Elementary, Innovation Academy, Mesa Verde Elementary, and Painted Sky Elementary



New English Language Proficiency (ELP) Standards



Ten standards that span grades K-12 and are organized by mode of communication (receptive, productive, interactive) with two of these standards dedicated to language/grammar. Performance indicators reflect the language skills students need to develop proficiency in English.



New AZELLA Placement & Reassessment with New Proficiency Rules



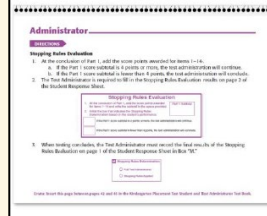
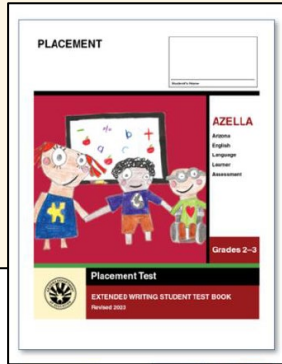
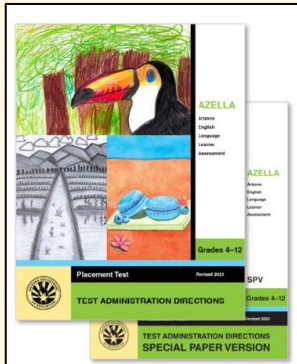
An OPL of Proficient is only attained when the student has scored:

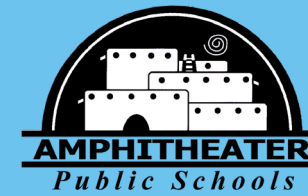
✓ A Total Proficiency Scale Score greater than or equal to 1,000

PLUS

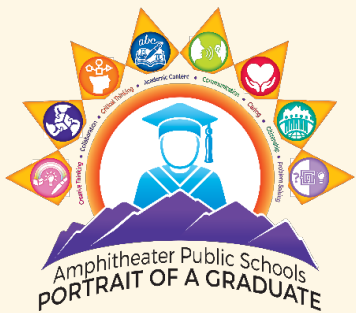
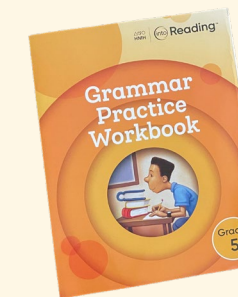
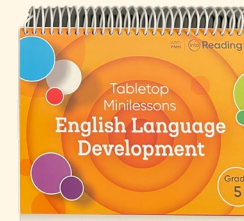
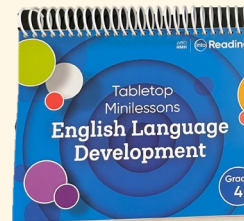
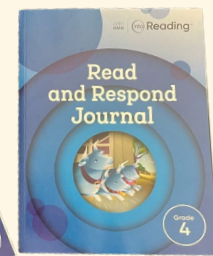
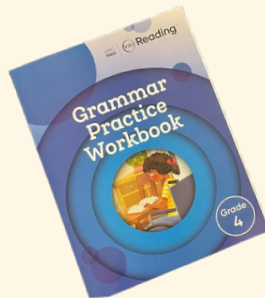
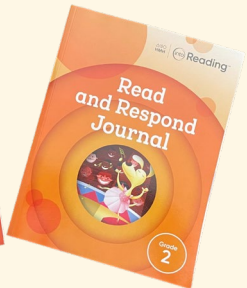
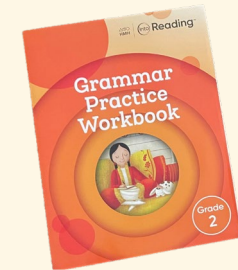
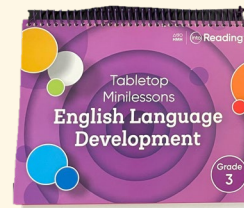
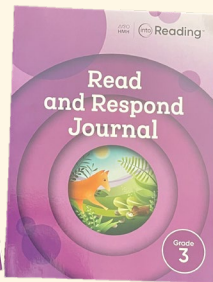
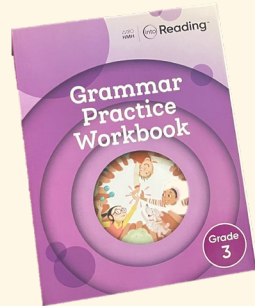
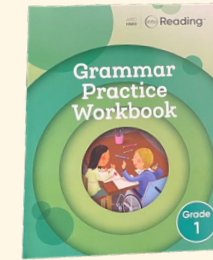
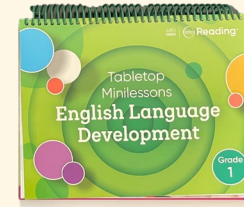
• *The Total Proficiency Scale Score is the sum of the 4 domain scaled scores.*

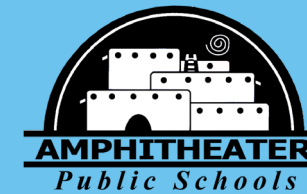
✓ *Intermediate (230-249) or Proficient (250+) domain proficiency level in all 4 domains, Reading, Writing, Listening and Speaking.*





Supports for our Targeted ELD Teachers





Supports for our Integrated ELD Teachers



District-Wide Integrated ELD Implementation Project



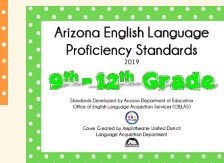
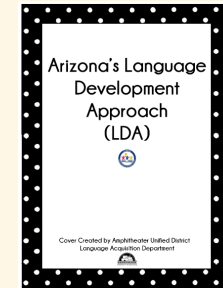
Presenters:



Shannon Langley
EL District Coordinator & AZELLA District Test Coordinator



Rose Hooton
EL/Special Education Specialist





Integrated ELD Math – Elementary

Content Standards (Domain/Cluster/Standard)

Number and Operations in Base Ten

1.NBT.C: Use place value understanding and properties of operations to add and subtract.

1.NBT.C.4: Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

1.NBT.C.6: Subtract multiples of 10 in the range of 10 to 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

Language Function

Using
Finding
Relating to a written form
Comparing
Contrasting
Comprehending text



Language Form

Transitional Terms
Shades of Meaning
Comparative Adjectives
Sentence Structure
Declarative Sentences

Learning Target

The students will be able to use place value understanding and properties of operations to add and subtract.

ELP Standard(s)

EL.1.S2. determine the meaning of words and phrases in oral presentations and literary and informational text.

PE/E-1: answer questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.

B-1: determine the meaning of general academic, and content-specific words and phrases, and some common expressions.

I-1: determine the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.

EL.1.S3. speak and write about grade-appropriate complex literary and informational texts and topics.

PE/E-1: communicate simple information or feelings about familiar topics, experiences, or events.

B-1: communicate simple messages about a variety of topics, events, or experiences.

I-1: communicate oral presentations about a variety of topics, experiences, or events.

EL.1.S4. construct grade appropriate oral and written claims and support them with reasoning.

PE/E-1: express an opinion using words and/or illustrations about a familiar topic.

B-1: express an opinion or preference using phrases about a familiar topic or story.

I-1: express an opinion about a given topic or story and use justification.

EL.1.S7. conduct research and evaluate and communicate findings to answer questions or solve problems.

PE/E-2: respond to a question or problem based on provided information from resources.

B-2: respond to a question or problem based on gathered information from provided source.

I-2: respond to a question or problem based on relevant personal experience or gathered information

EL.1.S10. make accurate use of standard English to communicate in grade appropriate speech and writing.

PE/E-9: recognizing and use some frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

B-9: using an increasing number of frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

I-9: using a variety of frequently occurring adjectives (i.e., *descriptive, possessive, demonstrative*).

Scaffolds and Supports

Pre-Emergent/Emergent: Visual aids and role play to explain problem solving contexts. Sentence frames for repetition and oral language practice. Visual aids, role play, restatements, and familiar contexts to reduce the language demands of number stories. Illustrations to make the names of strategies comprehensible. Demonstrations and role plays to teach terms to help children access math content, and follow oral and written directions. Total Physical Response (TPR) prompts and guiding questions to model assignment directions.

Basic/Intermediate: Sentence frames for paraphrasing practice, to support students as they justify solutions, and to promote the use of academic language. Listening opportunities to help children construct an understanding of synonyms and to extend their knowledge of vocabulary. Sentence frames to scaffold comparing and contrasting and to practice using transitional terms, and to encourage and structure academic discourse. Think-aloud statements to help children actively construct the relationship between members of the same word family.





SEI Endorsement Course

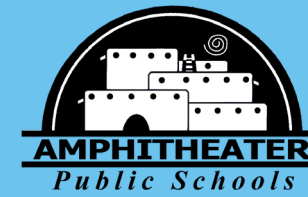


All public-school teachers delivering the required minutes of the SEI models are required to have an SEI Endorsement. In the fall of 2022, a total of 154 teachers throughout the district were lacking this endorsement. We are currently working to address this need.



Since March of 2022, thirty-five of these teachers have completed Amphi's SEI Endorsement course to meet the requirements of having the endorsement added to their teaching certificates.





Questions?

