

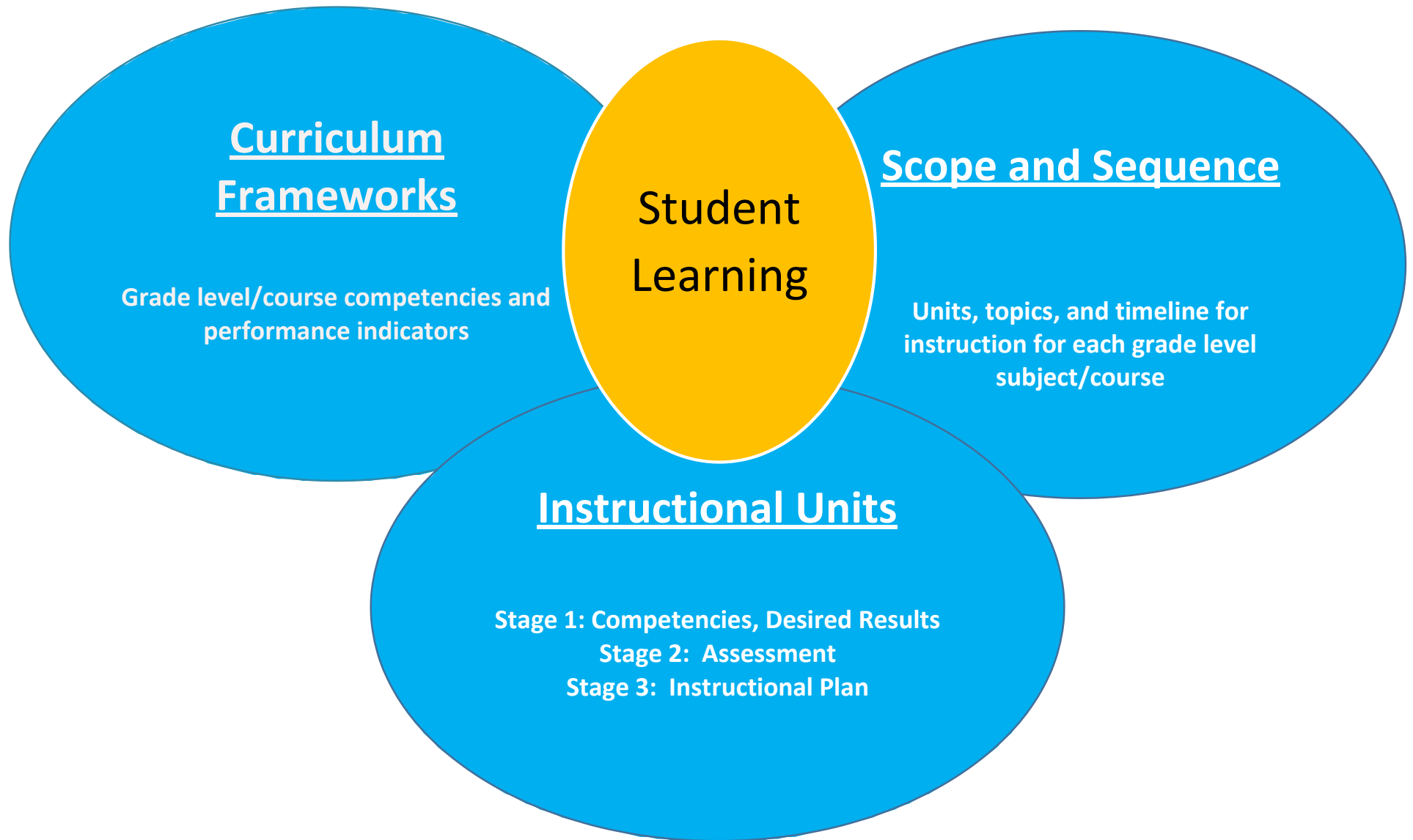
Wilton-Lyndeborough Cooperative School District-SAU #63
District Curriculum Coordinator

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Curriculum Report: September 12, 2017

- Curriculum development professional learning, WLC
 - Curriculum development workshop, August 22, 2017
 - Principal Bagley desired a common curriculum format
 - Roll out of a three-part system: Curriculum Framework (competencies and performance indicators); Scope and Sequence; Units Designs (see attachment)
 - 14 WLC faculty members participated
 - Participants worked on various components in small groups and/or departments
 - Teachers participated in a feedback protocol in which they shared some of their work, receiving encouragement and suggestions
 - Very productive group
- W.I.N. program (what I need) - Response to Intervention (RTI), FRES
 - Title I tutors (2), Reading Specialist (20% Title I), Interventionist
 - Coordinating efforts to provide primarily reading and some math supplementary support for students in grades 1-5
 - Compiling data into shared Google documents
 - Scheduling interventions into the school intervention blocks created by Principal O'Connell; exploring other options
- Grants
 - Title I support for reading and math
 - Title IIA for professional learning
 - 9 district administrators and teachers will attend a conference focused on refining competency-based curriculum, instruction and assessment, creating a cohesive district plan
 - Readers Workshop professional learning and coaching, throughout the year
 - Mentoring for new teachers
 - STAR 360 assessment training
 - Responsive classroom professional learning

Respectfully submitted,
Julie Heon, Curriculum Coordinator



Social Studies Curriculum Framework

(competencies and performance indicators)

Communication (Written/Verbal/Visual) - I can communicate my ideas effectively.

1. 6th-Ancient Civilizations

- a. Students can establish and maintain a formal style. (topic sentence/main idea, a minimum of two supporting details from either class discussions or reading.)
- b. Students can use precise language and domain-specific vocabulary to inform about or explain the topic.
- c. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)
- d. Students can present material that would be helpful to someone learning about the topic.
- e. Students can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

1. 7th-Geography

- a. Students can establish and maintain a formal style and objective tone (students will write using a topic sentence, develop with two-three supporting details from either class discussions, readings, or research).
- b. Students can provide a concluding statement or section that follows from and supports the topic presented.
- c. Students can introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- d. Students will begin to write arguments to support an idea in an analysis of topics, using valid reasoning and relevant evidence.
- e. Students can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- f. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)

2. 8th-US History

- a. Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Students can cite specific textual evidence to support analysis of primary and secondary sources.
- c. Students can begin to determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- d. Students can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- e. Students can introduce and support claim(s) with logical reasoning and relevant, accurate data and precise language domain-specific vocabulary that demonstrate an understanding of the topic.
 - f. Students can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - g. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)
3. World History
- a. Students will write in an academic style, free of first person language and with a clear idea developed and defended.
 - b. Students will write arguments to support idea in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - c. Students can develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both
4. US History
- a. Students will write in an academic style, free of first person language and with a clear thesis developed and defended.
 - b. Students will write arguments to support thesis in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - c. Students can develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
5. Gov't and Econ
- a. Students will write in an academic style, free of first person language and with a clear thesis developed and defended.
 - b. Students will write arguments to support thesis in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - c. Students can develop a thesis fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both the thesis and any counterargument in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Research - I can research to build and present knowledge.

1. 6th-Ancient Civilizations
- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on multiple sources.
 - b. Students can use technology, including the Internet, to produce and publish writing/projects to present information and ideas clearly and efficiently.
 - c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; avoiding plagiarism and following a standard format for citation.
 - d. Students can draw evidence from informational texts to support analysis, reflection, and research.

2. 7th-World Geography

- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on several sources.
- b. Students can use technology, including the Internet, to produce and publish writing/projects to present the relationships between information and ideas clearly and efficiently.
- c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; begin to assess the credibility and accuracy of each source; paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- d. Students can draw evidence from informational texts to support analysis, reflection, and research.

3. 8th-US History

- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- b. Students can use technology, including the Internet, to produce and publish writing/projects to present the relationships between information and ideas clearly and efficiently.
- c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- d. Students can draw evidence from informational texts to support analysis, reflection, and research.
- e. Students can identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Research - I can research, interpret and apply relevant information.

4. World History

- a. Students can develop an original and broad focus questions to guide their research.
- b. Students can find and utilize academic sources.
- c. Students can cite in proper MLA format.

5. US History

- a. Students can develop an original focus question that is specific, and relevant to the assignment.
- b. Students can utilize source material that is varied, accurate, and proves to be credible. Sources are properly cited in MLA format. Sources are a mix of peer-reviewed and academic sources.
- c. Students can gather information which is relevant and well summarized. Information is meaningful to the focus question, and organized.

6. Gov't and Econ

- a. Students can develop an original, attention grabbing focus question that is specific, and relevant to the assignment.
- b. Students can utilize high quality and unique source material that is varied, accurate, and proves to be credible. Sources are highly credible and cited in MLA format. Sources are a mix of peer-reviewed and academic sources.
- c. Students can gather highly relevant information. The information collected is concisely summarized and is specific to the focus question, and well organized.

Citizenship - I can apply social studies skills in real world situations.

The ability to apply social studies skills in a representative democracy is a requirement for success. *** in order to be a functioning member of a global society

1. 6th-Ancient Civilizations

- a. Students explain and evaluate various ancient civilizations and their influence in the world today.
 - i. *Students can identify and explain how the 5 pillars of civilization (government, economy, religion, social structure, and innovation) are present in the ancient civilizations including Mesopotamia; Egypt; Nubia/Kush; India & China; Greece & Rome.*
 - ii. *I can explain how the major religions of Western Civilization are connected to the beliefs and history of the Ancient Hebrews.*
 - iii. *I can identify and explain the similarities and differences among the ancient civilizations: Mesopotamia; Egypt; Nubia/Kush; Ancient Hebrews; India & China; Greece & Rome.*
 - iv. *I can explain the evolutionary characteristics of modern humans (homo sapiens) that lead to and support the development of civilizations*

2. 7th-World Geography

- a. Students explain and evaluate the ways people around the world contribute to and participate in cultures, governments, economies, innovations, and the impact of these contributions worldwide.
 - i. *I can explain the components of culture in various cultural regions: Latin America, Asia, Africa, Europe, Oceania, and Middle East.*
 - ii. *I can explain and evaluate how different cultural traditions and norms spread through trade routes and migration and how they can create unifying and divisive worldviews across cultures.*
 - iii. *I can explain how culture can spread from one area of the world to another.*
 - iv. *I can explain and evaluate how technology can spread and impacts various cultures.*

3. US History

- a. Students explain and evaluate the influences (through the Civil War) that shaped and still shape current U.S. way of life.
 - i. *I can explain how the key ideas in US foundational documents (Constitution, Declaration of Independence, Bill of Rights) affect me and the world today.*
 - ii. *I can explain the function of the 3 branches of the US government.*
 - iii. *I can evaluate the operation of US branches of government through current events.*
 - iv. *I can explain the influence of various peoples' beliefs and ways of life (Native Americans, colonists, immigrants, slaves) on current US culture.*

4. World History
 - a. Students will evaluate how the role of government has changed throughout world history.
 - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.
5. US History
 - a. Students will evaluate how the role of government has changed since Reconstruction.
 - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.
6. Gov't and Econ
 - a. Students will understand the role Government has in protecting the rights of its citizens since the founding.
 - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.

Conceptual Understanding - I can analyze and evaluate the causes and effects that have shaped our world.

1. 6th-Ancient Civilizations
 - a. Students interpret and use timelines which include modern & ancient time periods, and can explain the information that artifacts and fossils provide to us today about ancient civilizations and peoples.
 - i. *I can explain how social scientists and historians know about ancient peoples.*
 - ii. *I can explain what fossils tell us about the past.*
 - iii. *I can explain how important artifacts such as the Rosetta Stone, the Hebrew Bible, and King Tut's Tomb assisted in our understanding of ancient cultures.*
 - iv. *I can classify historical events by the time periods: pre-historic vs historic; BCE, AD, CE, BC.*
 - v. *I can determine how long ago in years a known event in any time period occurred.*
 - vi. *I can use timelines to present and analyze information.*
 - b. Students explain how the natural environments of ancient civilizations affected their development culturally, economically, and technologically.
 - i. *I can find on a map of the world and any time period the location of ancient civilizations.*
 - ii. *I can explain how climate and landscape impacted where ancient civilizations developed.*
 - iii. *I can explain how the natural resources available to an ancient civilization impacted its development culturally and economically.*
 - iv. *I can explain how humans altered an environment to allow civilizations to develop and survive.*
 - c. Students explain how ancient civilizations developed, important historic figures from each civilization, and the impact of ancient civilizations on modern society.
 - i. *I can describe how civilizations progress from a pre-agrarian society to an agrarian society.*
 - ii. *I can explain the characteristics of agrarian society that allow civilizations to develop.*
 - iii. *I can explain the importance of key people from: Mesopotamia; Egypt; Nubia/Kush; Ancient Hebrews; India & China; Greece & Rome histories.*
 - iv. *I can explain things we use today that are from ancient civilizations.*

2. 7th-World Geography

- a. Students use a variety of sources to evaluate and to make meaning of daily life around the world.
 - i. *I can use art to explain and extract meaning on the daily life of a culture.*
 - ii. *I can extract information from different sources including textbooks, media, primary sources, and first-hand accounts to draw conclusions about a culture and its worldview.*
 - iii. *I can explain the different information that different sources provide on a culture.*
 - iv. *I can use maps to interpret information about a culture, especially how physical placement on the Earth influences culture and creates commonalities across cultures.*
 - v. *I can explain about cultures using map technical terms such longitude, latitude, tropics, and scale.*
- b. Students explain and evaluate how the interaction of people with their physical environments has influenced the expression of modern cultures across world.
 - i. *I can explain how physical environments impact the 8 components of culture (Religion, Language, Daily life, Economy, Government, Social groups, Arts, History) in cultures across the world.*
 - ii. *I can explain how the 5 themes of geography (movement, human environment interaction, location, place, region) influence the development of modern cultures across the world.*
 - iii. *I can explain how the location on the globe of a culture, country, and/or continent affects the lives and experiences of people living there.*
- c. Students identify, explain and evaluate how events and important people influenced the development of modern cultures around the world.
 - i. *I can identify the connection between major events/people and the culture/region they are from.*
 - ii. *I can explain how historic events and people have influenced the development of modern cultures around the world.*
 - iii. *I can compare and contrast how historic events and people impacted cultures around the world.*

3. 8th-US History

- a. Students explain and evaluate the interactions of people in US historic periods with their environment and its impact on the development of the United States through the Civil War.
 - i. *I can explain how geography caused and influenced the development of settlements through the Civil War.*
 - ii. *I can explain the effect of geography on U.S. economy through the Civil War.*
 - iii. *I can explain how geography influenced the development of society, especially the U.S. class structure, through the Civil War.*
 - iv. *I can describe the progression of settlements and growth of U.S. in North America.*
 - v. *I can explain how **Manifest Destiny** influenced the geographic settlement of the U.S.*
 - vi. *I can evaluate the effect of resources on U.S. political and military history through the Civil War.*
- b. Students identify, explain, and evaluate the people, events, and artifacts which influenced the political and philosophical development of the U.S. through the Civil War.
 - i. *I can identify the causes of the settlement of United States.*
 - ii. *I can identify the causes and forces which created the physical definition of United States.*
 - iii. *I can identify the philosophies and beliefs which influenced the development of United States as a country politically.*

- iv. *I can identify the major events and people that influenced United States history through the Civil War.*
- v. *I can identify the time period and context of major events and people in United States history through the Civil War.*

4. World History

- a. Student will connect various historical concepts between thematic eras. (CC)
- b. Students can assess the basic economic concepts. (EC)
- c. Students will differentiate geographic factors that had an impact on historical progression.
- d. Students can compare and contrast cultural differences throughout history.

5. US History

- a. Student will apply the thoughts of the founders to the modern era.
- b. Students can assess the role of government in the economic system throughout history. (EC)
- c. Students will differentiate geographic factors that impact U.S. expansion.
- d. Students can compare and contrast cultural differences and their impact on history throughout US history.

6. Gov't and Econ

- a. Student will apply the thoughts of the framer through political eras.
- b. Students can assess the role of government in the economic system throughout history. (EC)
- c. Students can apply financial concepts to their own lives.
- d. Students will differentiate geographic factors that had an impact on world economies.
- e. Students can compare and contrast cultural differences and their impact on US foreign policy.

Stage 1 - Desired Results	Name of Unit: Freak the Mighty Grade 8	
(no set quantity)	Content Competencies	
	<ul style="list-style-type: none"> ● Reading: <i>Students analyze and explain 8th grade texts based on major literary elements, figurative language, quotes, main ideas, and supporting details.</i> ● Writing: <i>Students write clearly and with developed details for a variety of purposes, including opinion, narrative, and explanatory.</i> ● Speaking & Listening: <i>Students present information and their ideas clearly and analyze presentations in the media and by others for purpose and bias.</i> 	
Curriculum (anchor) standards and cross-cutting competencies: <ul style="list-style-type: none"> ● 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. ● 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● 8.L.1 Demonstrate command of conventions of the standard English grammar and usage when writing or speaking. ● 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, 	Transfer	
	<i>Students will be able to independently use their learning to</i> <ul style="list-style-type: none"> ● Create a critical essay using a symbol from the text ● Apply their knowledge about figurative language to identify and analyze the central ideas of the text ● Derive insight on the themes by using textual evidence ● Attach a works cited, in MLA format, for any references used. 	
	Meaning	
	UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> <ul style="list-style-type: none"> ● stereotyping can be found in many places and is hurtful and what tolerance is. ● there are many forms of heroism ● figurative language is a tool used to develop the theme 	ESSENTIAL QUESTIONS: What is stereotyping and what role does it play in the novel What does heroism mean to you and where can you find it in the novel? What is friendship? What does tolerance mean to you? How does it apply to the novel?

<p>plot; provide an objective summary of the text.</p> <ul style="list-style-type: none"> ● 8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ● 8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a task, purpose and audience. 	<ul style="list-style-type: none"> ● friendship is strong and powerful and can be found in many different forms 	
	Acquisition of Knowledge	Acquisition of Skills
	<p>[What facts and basic concepts should student know and be able to recall?]</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● write an essay with text evidence and use proper in-text citations ● how dialogue and actions reveal character traits ● how figurative language plays a part in the novel ● proper conventions in their writing ● identify a central theme or idea ● how to use transitions and their importance <ul style="list-style-type: none"> ● MLA format for text references 	<p>[What discrete skills and processes should students be able to use?]</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Stating their thesis with evidence from the text and appropriately cited. ● identifying character traits by not only the characters dialogue, but also actions ● identifying the figurative language in the novel and why it is there ● proper use of conventions in their writing ● identifying the theme or central idea ● selecting the proper transition

Stage 2 – Evidence		Assessments: Summative and Formative	
<p>Code (T, M, A)</p> <p>Evaluative Criteria</p> <p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <ul style="list-style-type: none">• rubrics• student feedback <p>Regardless of the format of the assessment, what qualities are most important?</p> <ul style="list-style-type: none">• listening skills• participation• respect	<p>PERFORMANCE TASK(S): [How will students demonstrate their understanding (meaning-making and transfer) through complex performance?] <i>Students will show that they really understand by evidence of...</i></p> <ul style="list-style-type: none">• test• quizzes• formal critical essay• Figurative language competition• Works Cited in MLA format		
	<p>OTHER EVIDENCE: [What other evidence will you collect to determine whether Stage 1 goals were achieved?] <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">• gallery walk• bell - ringers• exit slips• homework• discussions• note-taking• vocabulary• classwork		

Stage 3 – Learning Plan

<p>Considerations</p>	<p>PRE-ASSESSMENT: [What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?]</p> <p>Gallery walk for the 3 essential questions followed by a discussion</p>	
<ul style="list-style-type: none"> • What’s the type of each learning event? Codes - (T, M, A) • Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? • Student success at transfer, meaning, and acquisition depends upon... 	<p>LEARNING EVENTS/List of lessons (label the lesson and brief description):</p> <ol style="list-style-type: none"> 1. Graphic Organizer for literary components (exposition, rising action, climax, falling action, and resolution) 2. Literature Circles by chapter with guided questions 3. On-going discussions on the three essential questions 4. Determining character development with evidence from the text in the form of a journal 5. Highlighting and post it note activities for comprehension 6. Critical Writing using symbols in the novel in the form of a 5 paragraph theme essay 7. Figurative Language Competition 8. Lecturing 9. Questioning 10. Conferencing 	<p>PROGRESS MONITORING:</p> <p>How will you monitor students’ progress toward acquisition, meaning, and transfer during lesson events?</p> <ul style="list-style-type: none"> • bell ringers • test and quiz grades • group discussions • exit slips <p>What are potential rough spots and student misunderstandings?</p> <ul style="list-style-type: none"> • essay writing continues to be challenging • review of how to cite sources • clarification and discussion of the essential questions should help with the misunderstandings of the themes <p>How will students get the feedback they need?</p> <ul style="list-style-type: none"> • Teacher guided conferences • Answers to the exit slips