

Integrated Curriculum Proposal



Presenters:

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Shawn Leaver– 6th Grade Teacher

Karen Vargas– 5th Grade DL Teacher

Integrated Curriculum Writing Team

Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Karrie Gillespie	Yanini Caballero (DL)	Renee Zabel	Rachel Huerta	Jennifer Cerwin	Bonnie Jardine	Shawn Leaver
Karen Smith (TL)	Stacey Gensler	Sheila Shelton (TMP)	Anna Roberts	Marty Renteria (DL)	Karen Vargas	AnnAlissa Green (DL)
Martha Mancera (DL)	Erin Young	Navi Gonzalez (DL)	America Venegas (DL)	Ellen Smith	Zuni Bloomer (DL)	Heidi Tornberg
Zahidee Marciano (DL)	Julie Klaput	Sandi Stringham	Kamarrie Coleman (DL)	Santiago Martin (DL)	Carolina Salinas (DL)	Theresa Petrusiak
Peggy Ondera (Adm)	Michaelyn Blake	Emma Desantti (LDR)	Darla Tolva (ILP)	Elizabeth Ma (Adm)	Jeannine Beck	Kely Meidwig
Leslie Pietruszka (SW)	Allison Hale (SW)	Marisol Rocha (DL)	Marybeth DeLaMar (Adm)	George Riess (ILP)	Laura Alegria (Adm)	Kim Stancl (TL)
	Patricia Makishima (Adm)	Maria Chamorro (TL)			Cathy Green (SW)	Charlotte Coleman (Adm)



Purpose

- Adoption of Integrated Curriculum for K–6
- Integrate literacy, content area and social emotional standards
- Provide resources to support Social Sciences and social emotional instruction



Rationale



- Social Sciences curriculum and resources were aligned to the 1997 standards. Illinois adopted new Social Sciences Standards in 2016 for implementation in 2017–2018.
- As a result of the Children’s Mental Health Act of 2003, Illinois adopted the Illinois Social and Emotional Standards.
- Provide meaningful learning experiences that develop cross curricular skills and knowledge, while leading to an understanding of conceptual relationships.

Our Path

2014–2016 Literacy Curriculum Framework

2015–2016 Science Curriculum Framework

2016–2018 Social Sciences

2017–2018 Information and Digital Literacy Curriculum



U46 STRATEGIC PLAN



UbD: Stages of Backward Design

Stage 1. Identify desired results.

Guiding Questions

- What are the established goals?
- What “big ideas” do we want students to come to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.

Guiding Questions

- What is sufficient and telling evidence of understanding?
- Keeping the goals in mind, what performance tasks should anchor and focus the unit?
- What criteria will be used to assess the work?
- Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Questions

- What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?

UNIT 1

Course: Language Arts/Social Sciences	Grade Level: 3rd Grade
Unit Title: Historical Perspective	Length of Unit: Approximately 5 weeks

Unit Summary: In this unit students use historical thinking to explore their local community's past and how communities change over time. Acting as historians, students investigate various ways we learn about history and begin to gather information about the history of their local community. Students identify historical figures in the local community and explain their contributions and significance in local history. Throughout the unit, students will consider how the people, events, and developments of the past have influenced and shaped their community and region. Students will be introduced to the concept of historical perspective as they begin to understand why people may view the same historical event in different ways. Students will read a wide range of texts from diverse cultures using questioning strategies in order to clarify their understanding of the theme/central message/moral. Students will write well sequenced narratives.

SEL

Throughout this unit, students will be asked to monitor their progress and self-assess their ability to set and achieve goals, identify personal interests, and engage in socially acceptable behaviors.

Stage 1- Desired Results

STANDARDS	Transfer
Priority Social Sciences: S.S.H.2.3 Describe how significant people, events, and developments have shaped their own community and region. Language Arts:	<i>Students will be able to independently use their learning to...</i> TG1: Draw on the actions or events of the past to inform behaviors of individuals and groups in today's world. TG2: Use questioning strategies when reading and recounting a variety of literary and informational texts to demonstrate an understanding of the central message or main idea of a text.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

EU1: Knowledge of the past helps one understand the present and make decisions about the future.

EU2: When one person influences a few others, there is a ripple effect that, over time, impacts many.

EU3: Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.

EU4: Effective readers draw on the key details in an informational text to identify the main idea/topic.

EU5: Effective readers draw on the key details of a literary text to determine and explain the lesson, message, or moral and explain how it is supported.

ESSENTIAL QUESTIONS

Students will continue to consider . . .

EQ1: How does learning about past events help us to make future decisions? *How am I connected to those in the past?*

EQ2: Can an individual make a difference in history?

EQ3: How can asking and answering questions help me understand key details in a text? *What role does questioning play in helping me make meaning of a text?*

EQ4: How do the details of an informational text connect to its main idea?

EQ5: How do key details in a literary text support my understanding of the text's message?

Acquisition

Students will know...

K1: Academic Vocabulary

Social Sciences

K2: Actions that have positively and negatively impacted others, including groups or communities throughout time.

K3: Significant people, events, and developments that have shaped the community and region.

Language Arts/Digital Literacy

K4: The difference between what they have learned from their own experience and what the author explicitly said in the text.

K5: The importance of using the text to support their conclusions.

K6: A moral is the lesson of the story. It is supposed to teach us how to be better people.

K7: The difference between the central message and the topic of a text.

Students will be skilled at...

Social Sciences

S1: I can identify which traits make people significant in their community.

S2: I can name important people and events that influenced my community, region, and the world.

S3: I can create a timeline based on a series of events, or actions taken by an individual.

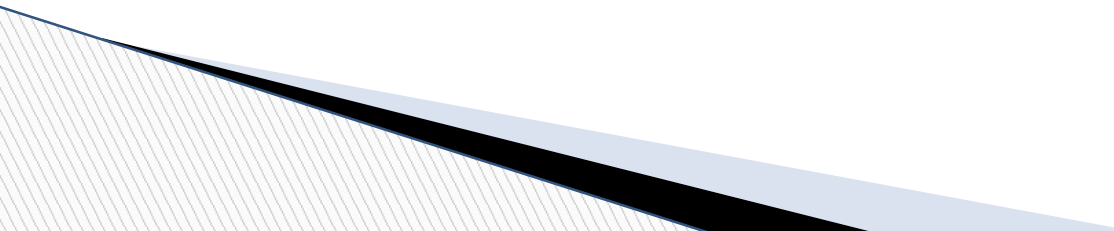
S4: I can analyze the sequence of events to understand their impact on today's world.

Language Arts/Digital Literacy

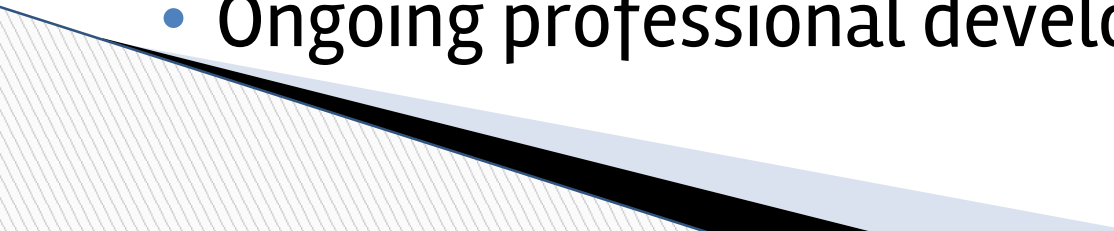
S5: I can recount or retell stories, fables, folktales, and myths.

- I can identify parts of a plot (introduction, rising action, climax, falling action, and resolution).
- I can identify and describe characters' traits by examining their actions and words.
- I can explain how characters' actions (what they do) cause events to occur

Curriculum Implementation

- Fall 2019– Implement Stage 1 Integrated Curriculum
 - Spring/Fall/Winter 2019– Complete Stage 2 and 3 Curriculum Documents, Additional Curriculum Resources Selected
 - Fall 2020– Implement Full Integrated Curriculum
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Professional Development

- Elementary ½ day May DCD: Introduction to Integrated Curriculum
 - Summer 2019 (Voluntary) or August DCD (Required, if not previously taken):
 - Full day: Integrated Curriculum Stage 1, Science Common Assessments, Social Studies Resources
 - ½ day Second Step Training
 - Ongoing professional development as needed
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Proposed Resources



Second Step Program for all K–6th grade teachers

Cost Analysis-Social Emotional

Grade level	Quantity	Cost	Extended Cost
2nd Grade	158	\$409.00	\$64,622.00
3rd Grade	156	\$409.00	\$63,804.00
4th Grade	154	\$439.00	\$67,606.00
5th Grade	150	\$439.00	\$65,850.00
6th Grade –Online 5 year license	158	\$649.00	\$102,542.00
Spanish posters	71	\$50.00	\$3,550.00
		Volume discount	-\$36,797.00
		Total	\$331,177.00

Proposed Resources

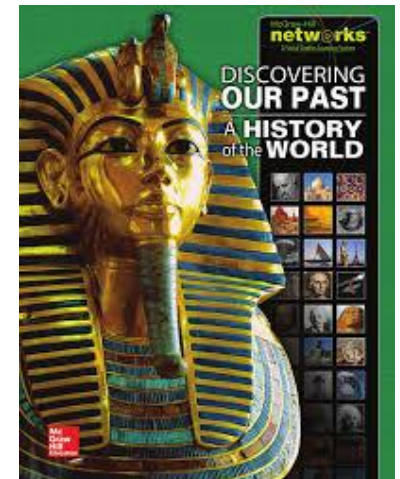
Kindergarten: Houghton Mifflin/Kids Discover



1st–5th Grade: Pearson myWorld Interactive



6th Grade: McGraw Hill Discovering Our Past



Cost Analysis-Social Sciences

Grade Level	Resource	Cost
Kindergarten	HMH Kids Discover print and digital- 8 years	\$215,826.43
1st Grade	Pearson myWorld Interactive-print and digital- 6 years	\$295,726.21
2nd Grade	Pearson myWorld Interactive-print and digital- 6 years	\$308,256.28
3rd Grade	Pearson myWorld Interactive-print and digital- 6 years	\$359,131.25
4th Grade	Pearson myWorld Interactive-print and digital- 6 years	\$489,137.10
5th Grade	Pearson myWorld Interactive-print and digital- 6 years	\$478, 405.78
6th Grade	McGraw Hill Discovering Our Past- digital- 6 years, 10 print copied per classroom	\$479,519.33

Next Steps



- Literacy resources piloted, selected
- Completion/revisions to Integrated Curriculum
- Common assessments/Integrated performance tasks

Evaluation of Change

1. Review feedback from teacher survey and professional development forms
 1. Analyze common assessment data, behavioral data, state assessment data
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