

# Elementary Integrated Curriculum Resource Proposal



## Presenters:

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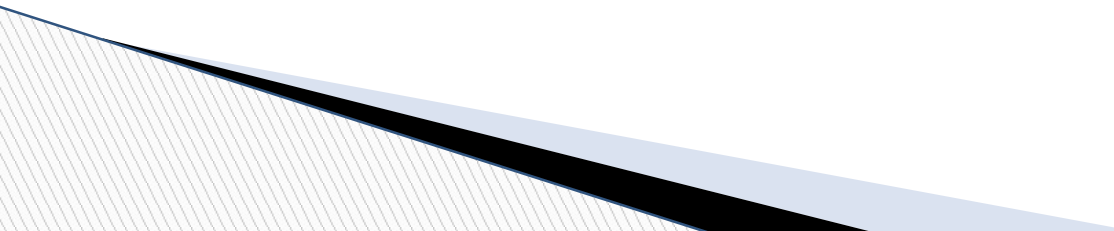
Karen Vargas– 5<sup>th</sup> grade dual language teacher

# Purpose

- Adoption of Elementary Integrated Curriculum (Stages 2 and 3) for K–6
- Adopt resources to support integrated literacy instruction



# Rationale

- Update Elementary Integrated Curriculum with Stages 2 and 3
  - Update and replace literacy resources aligned to current standards and curriculum
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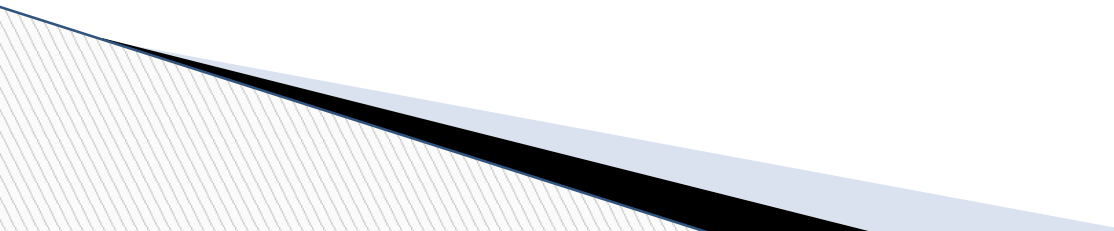


# Aligned to the

## U46 STRATEGIC PLAN



# Curriculum Implementation

- 2019–2020 Implement Stage 1 Integrated Curriculum
  - Summer/Fall/Winter 2019– Complete Stage 2 and 3 Curriculum Documents
  - 2020–2021 Implement Full Integrated Curriculum
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# 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

<b>Course:</b> Language Arts/Social Sciences	<b>Grade Level:</b> 2nd Grade
<b>Unit Title:</b> Discovering Characteristics of Communities and being an active participant in their classroom and school communities.	<b>Length of Unit:</b> 3-5 weeks

**Unit Summary:** In this unit students explore many important civics concepts using the context of local government. Students explore the reasons people form governments including the need for laws, safety, and order. Using the example of school rules as a springboard, students will examine the reasons communities need laws. Student will learn how local governments make, enforce, and interpret laws. Finally, students learn about the roles and responsibilities of citizens in local government. As students read from a wide range of texts, they will explore how people and characters respond to events and challenges as well as the way in which an author structures a text. Students will engage in learning experiences where they will learn and apply the components of the narrative genre.

### SEL

Throughout this unit, students will be asked to monitor their progress and self-assess their ability to recognize the strengths in my communities (e.g., home, school, friends, community) and identify an academic and behavioral goal for school success.

### Stage 1- Desired Results

STANDARDS	Transfer
<b>Priority:</b> <b>Social Sciences:</b> SS.CV. 1.2 Explain what governments are and some of their	<i>Students will independently use their learning to . . .</i>  <b>TG1: Apply an understanding of civics and government to explain how people within a community are able to live together.</b>



## Stage 2- Evidence

### Evaluation Criteria

[Task Rubric](#)

### Assessment Evidence

PERFORMANCE TASK(S):

[Teacher Notes](#)

#### Task: Trunk Show

You are part of an educational team who works for *History in a Trunk*, Inc. Your team collects reproduced artifacts and compiles them into trunks to send to classrooms across the state of Illinois.

#### OTHER EVIDENCE

- Brochure - Students are given 4 maps that show possible places to settle. They will choose one as the best place to settle and explain why that place was the most advantageous. This project will result in a brochure that advertises this location as the best place to settle. (ie: water access, barriers for protection, transportation/ trade routes, soil fertility.)

## Stage 3- Learning Plan

### The Learning Plan

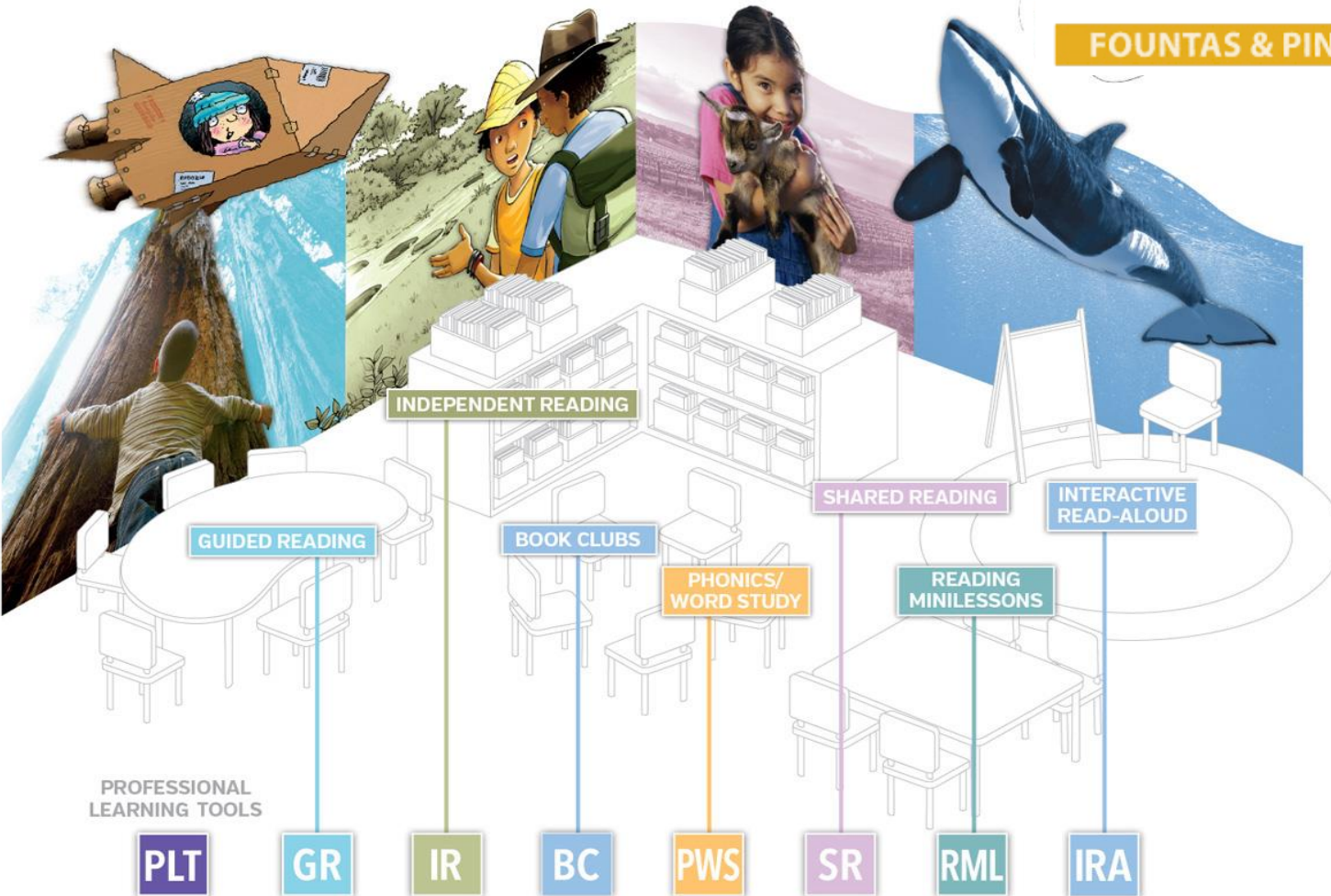
- ☐ How will I support learners as they come to understand the important ideas and processes?
- ☐ How will I prepare them to independently transfer their learning?
- ☐ How are my students going to learn what they need to know and be able to do?
- ☐ How do I teach for understanding and transfer?

### Lessons

- ☐ What are the goals/standards toward which we are working in this lesson? How will I communicate this? *An introduction to the unit goals/standards and the purpose/value of learning them. A preview of the evidence needed to demonstrate learning, including the performance task.*
- ☐ Is there proper alignment with Stages 1 and 2?
- ☐ What will the students be learning? *A preview of the rubric(s) to be used, along with models/exemplars of effective performance. A review of the unit sequence.*
- ☐ From where are the students coming? What prior knowledge, learning styles, talents do they bring?
- ☐ What misconceptions may exist?
- ☐ How will I know? *Pre-assessment to check for students readiness---knowledge, skill levels, potential misconceptions and interests related to the topic.*

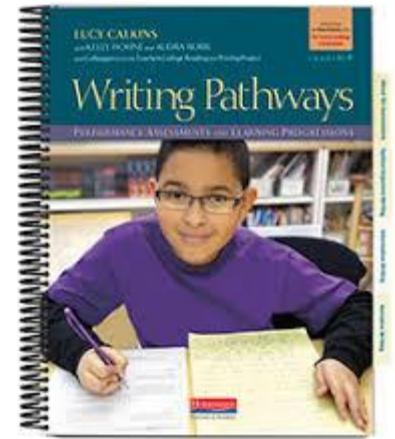
# Proposed Literacy Resources

Kindergarten– 6<sup>th</sup> grade



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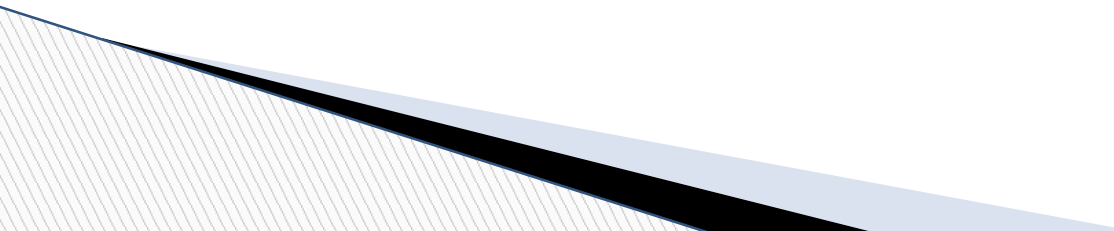
# Cost Analysis- Literacy

Fountas and Pinnell Classroom	
Interactive Read Aloud (one set for every teacher K-6, 120 titles per grade level)	\$1,584,657.60
Interactive Read Aloud (one set for every DL teacher K-6 currently available direct translations and selected replacements)	\$609,950.00
Shared Reading (one set for every Gen Ed teacher K-3, 170 total titles)	\$1,040,072.00
Guided Reading (one grade level K-6 per elementary building, 50 titles/level A-Z)	\$1,792,248.00
Okapi Despegando Hacia la Lectura (one set per elementary building with DL, 304 titles, Levels A-V and one set of Enfoque for each DL Kindergarten teacher, 18 titles)	\$472,147.32
Reading Mini Lessons (one text for every teacher K-6)	\$123,409.44
Phonics, Spelling & Word Study (one kit for every teacher K-6)	\$539,989.44

# Cost Analysis- Literacy cont.

Additional Literacy Resources	
Units of Study for Teaching Writing (one kit with trade pack for every teacher K-6)	\$286,598.56
Spanish mentor text trade pack for every DL K-5 teacher	\$9,687.12
Benchmark Assessment Kit (one kit for every Gen Ed teacher K-6 and one kit for every DL teacher 1 <sup>st</sup> - 6 <sup>th</sup> )	\$502,307.50
Sistema de Evaluacion de la Lectura (one kit for every DL teacher K-3)	\$83,793.00
Reading and Writing Strategies (2 texts in English for every Gen Ed teacher K-6 and 2 texts in Spanish for every DL teacher K-6)	\$81,654.04
Despegando Hacia la Lectura Assessment Levels O-V (one kit for every DL teacher 3-6)	\$31,402.50
Total Estimated Cost	\$7,157,916.52
Cost per pupil (18,566 on 11/25/19) over 6 years	Per student/per year \$64.26

# Professional Development

- Summer 2020 – Voluntary professional development on Integrated Curriculum and the literacy resources to support
  - August 2020– Required professional development on Integrated Curriculum and the resources to support, if not taken previously
  - Ongoing professional development
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# Evaluation of Change

- ▶ Review feedback from professional development forms
  - ▶ Review administrator and teacher surveys
  - ▶ Analyze common assessment data and state assessment data
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