# WCPSS Curriculum & Learning Update

## Wake County Board of Education Student Achievement Committee

May 24, 2021

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Michele Woodson, Senior Director, K-12 Curriculum Development

# Intended Outcomes

***By the end of this presentation the Board will:***

Have an understanding of the resources and support that will be provided for teaching and learning for the 2021-2022 school year (and beyond).

# Compelling Why

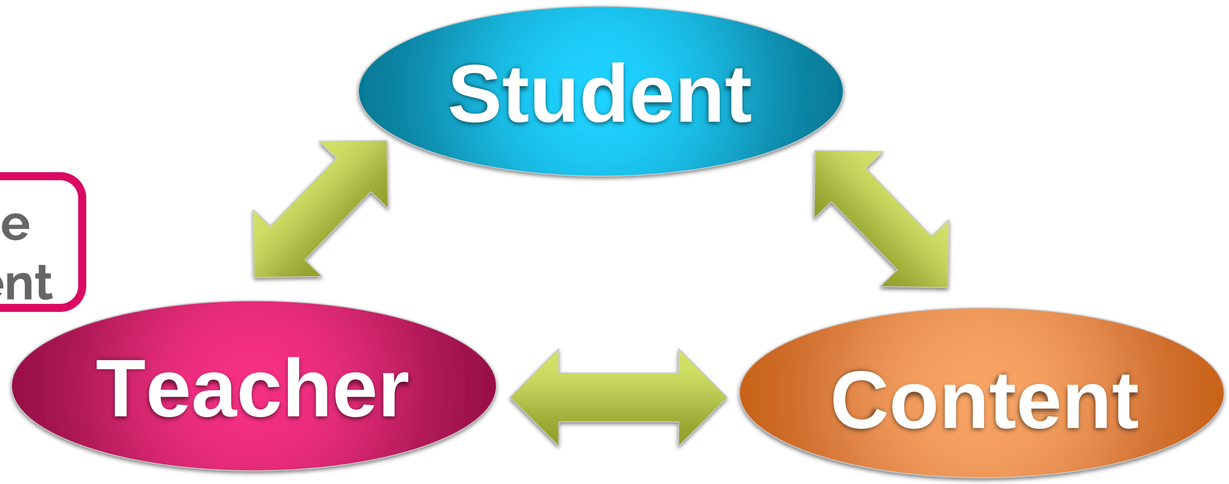
*"We should use the data wisely, not "to judge and rank students, teachers, and schools," ... but to guide our response to individual student needs—and spend our time and resources on creating an asset-based culture where everyone belongs.*

*...Educators need to assess students' abilities in a way that motivates them to grow."*

-Ron Berger, EL Education

# The Instructional Core

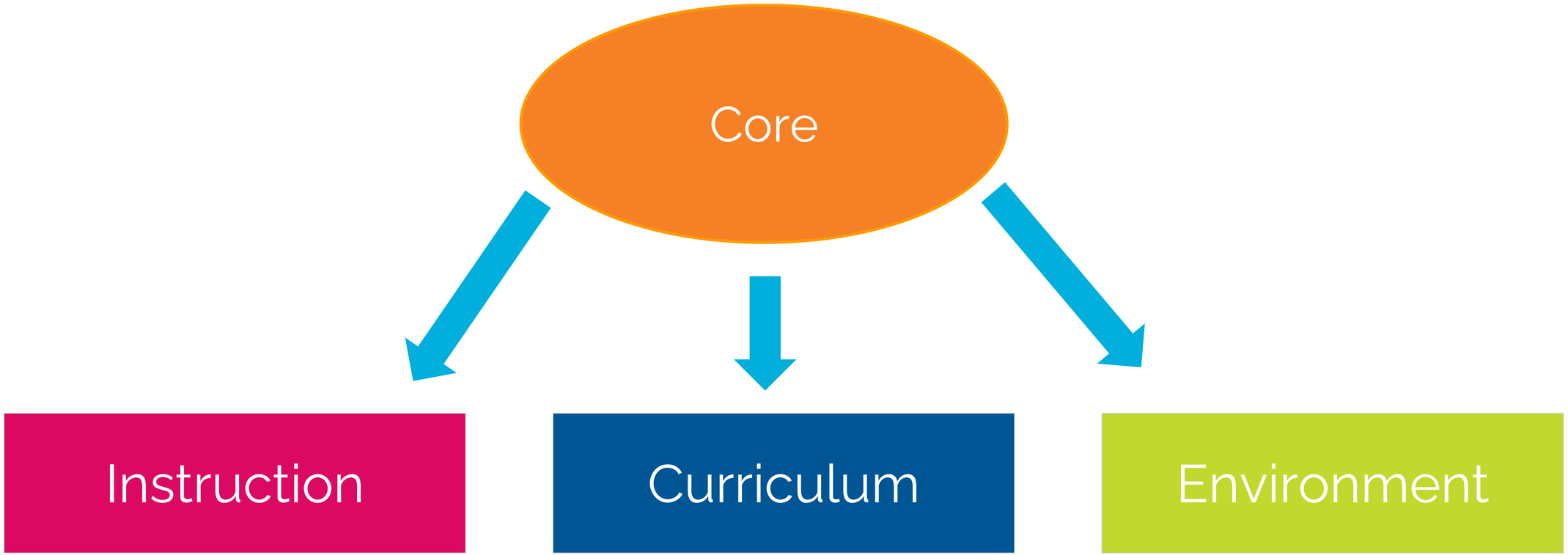
Readiness
Engagement
SEL
Instructional Tasks



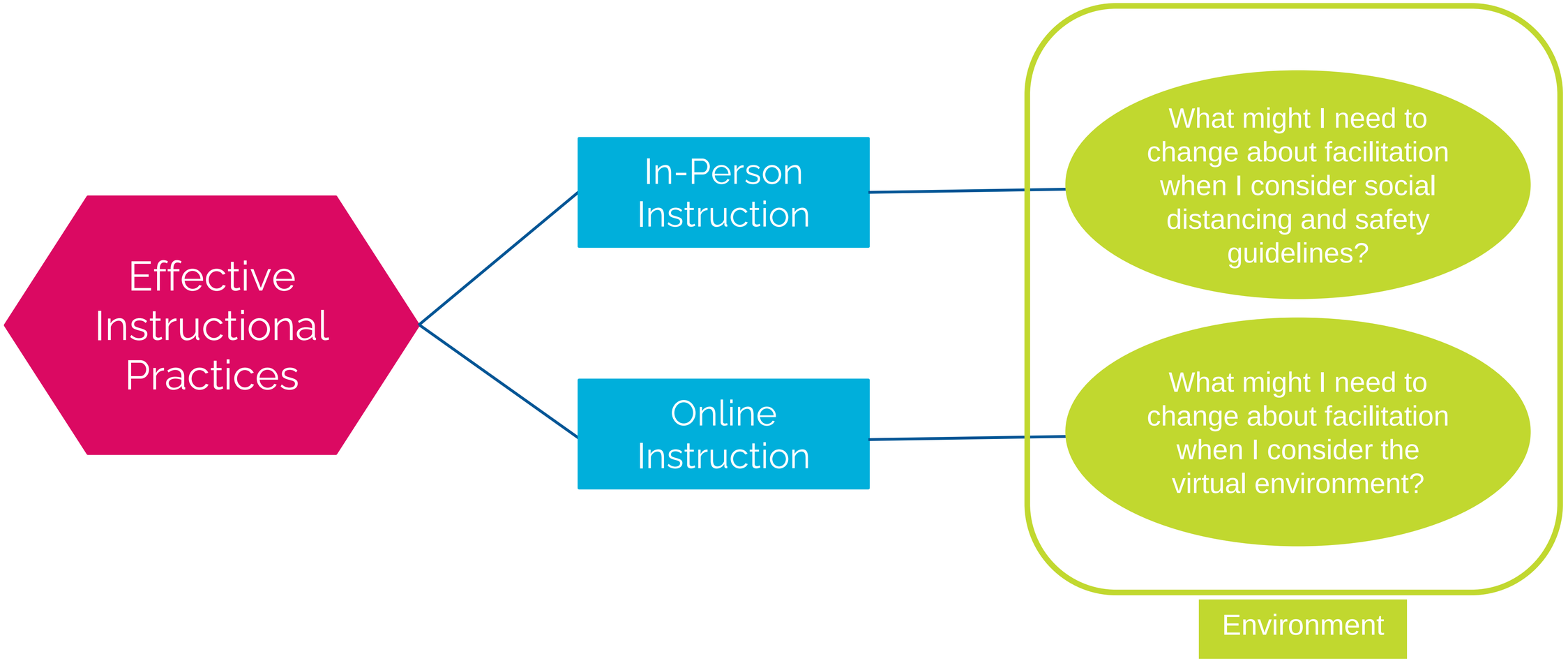

Pedagogical Knowledge
Professional Development
Coaching
Time & Energy
Culture & Beliefs

Curriculum Resources
Frameworks
Topics & Knowledge Bases

# Core Practices



# Effective Instructional Practices



# Effective Instructional Practices

## Effective Mathematics Teaching Practices

**Establish mathematics goals to focus learning**. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

**Implement tasks that promote reasoning and problem solving**. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

**Use and connect mathematical representations**. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

**Facilitate meaningful mathematical discourse**. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

**Pose purposeful questions**. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

**Build procedural fluency from conceptual understanding**. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

**Support productive struggle in learning mathematics**. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

**Elicit and use evidence of student thinking**. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.


National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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NCTM NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

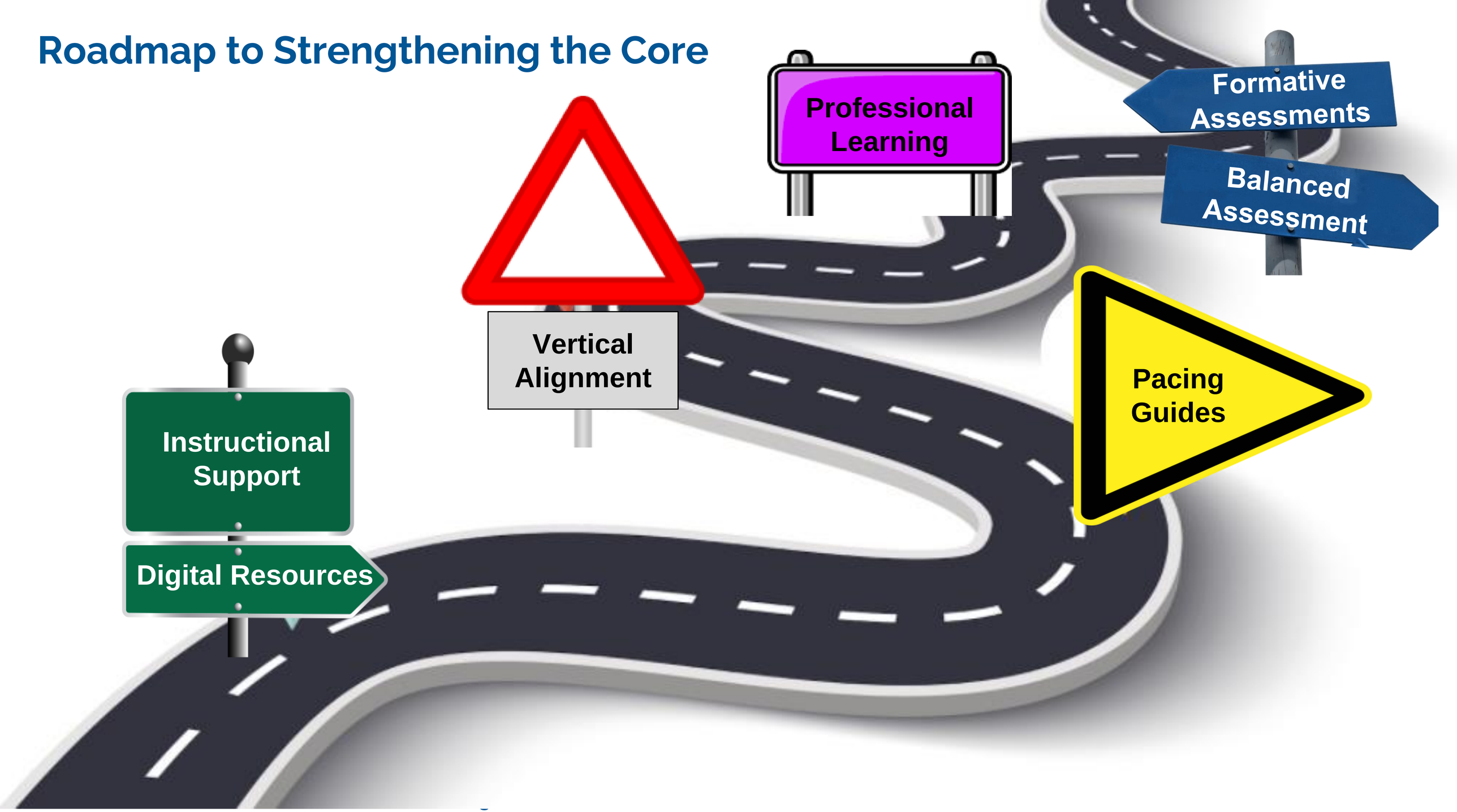
NC DEPARTMENT OF PUBLIC INSTRUCTION

## INSTRUCTIONAL PRACTICES IN THE ELA CLASSROOM

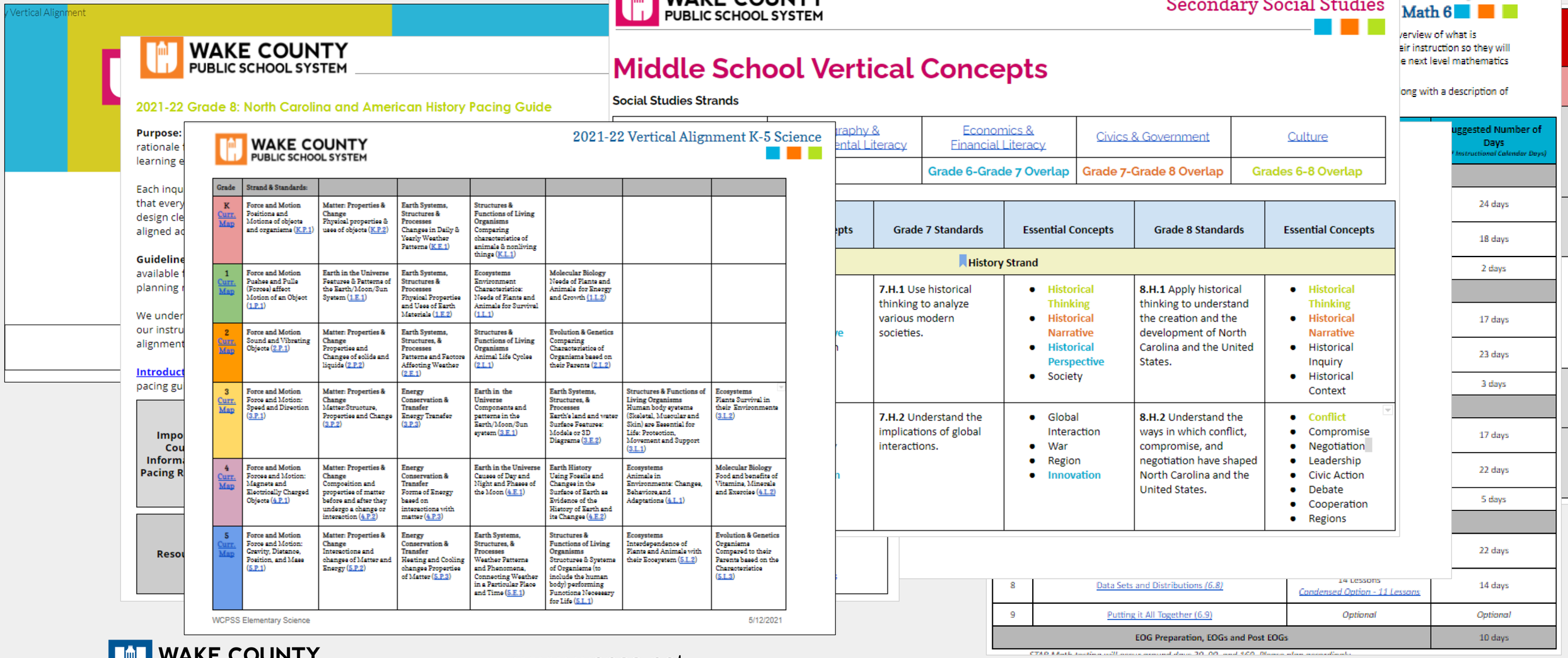
The following practices emerged from the adopted 2017 standards. These practices are inherent to aligned ELA instruction and support standard-focused, text-centered teaching and learning.

1. Teachers use high-quality, appropriately complex text as the center of instruction. There is a balance of informational and literary texts.
2. Teachers integrate the reading, writing, speaking and listening, and language standards effectively.
3. Activities and instruction support building academic vocabulary systematically.
4. Texts are organized around conceptually-related topics (at a range of complexities) to build students' knowledge and vocabulary.
5. Teachers integrate technology and research throughout instruction.
6. There are opportunities for students to engage in effective communication as a part of daily practice.
7. Students think critically while reading, writing, speaking, and listening to texts.
8. Teachers apply formative assessment practices to gauge student mastery and inform instruction.
9. Scaffolds are provided as needed so that all students have access to complex texts.
10. Examples, lessons, and tasks are authentic and relevant.
11. Students return to the text for evidence to support their ideas, inferences, and conclusions.
12. Language skills are developed through student writing and supported through mentor texts.

# Roadmap to Strengthening the Core



# Examples of What's Ready Now



Vertical Alignment

WAKE COUNTY PUBLIC SCHOOL SYSTEM

2021-22 Grade 8: North Carolina and American History Pacing Guide

Purpose:

WAKE COUNTY PUBLIC SCHOOL SYSTEM

2021-22 Vertical Alignment K-5 Science

| Grade | Strand & Standards: | | | | | | |
|---|---|---|---|---|---|---|---|
| K Curr. Map | Force and Motion Positions and Motions of objects and organisms (K.P.1) | Matter: Properties & Change Physical properties & uses of objects (K.P.2) | Earth Systems, Structures & Processes Changes in Daily & Yearly Weather Patterns (K.E.1) | Structures & Functions of Living Organisms Comparing characteristics of animals & nonliving things (K.L.1) | | | |
| 1 Curr. Map | Force and Motion Pushes and Pulls (Forces) affect Motion of an Object (1.P.1) | Earth in the Universe Features & Patterns of the Earth/Moon/Sun System (1.E.1) | Earth Systems, Structures & Processes Physical Properties and Uses of Earth Materials (1.E.2) | Ecosystems Environment Characteristics: Needs of Plants and Animals for Survival (1.L.1) | Molecular Biology Needs of Plants and Animals for Energy and Growth (1.L.2) | | |
| 2 Curr. Map | Force and Motion Sound and Vibrating Objects (2.P.1) | Matter: Properties & Change Properties and Changes of solids and liquids (2.P.2) | Earth Systems, Structures, & Processes Patterns and Factors Affecting Weather (2.E.1) | Structures & Functions of Living Organisms Animal Life Cycles (2.L.1) | Evolution & Genetics Comparing Characteristics of Organisms based on their Parents (2.L.2) | | |
| 3 Curr. Map | Force and Motion Force and Motion: Speed and Direction (3.P.1) | Matter: Properties & Change Matter:Structure, Properties and Change (3.P.2) | Energy Conservation & Transfer Energy Transfer (3.P.3) | Earth in the Universe Components and patterns in the Earth/Moon/Sun system (3.E.1) | Earth Systems, Structures, & Processes Earth's land and water Surface Features: Models or 3D Diagrams (3.E.2) | Structures & Functions of Living Organisms Human body systems (Skeletal, Muscular and Skin) are Essential for Life: Protection, Movement and Support (3.L.1) | Ecosystems Plants Survival in their Environments (3.L.2) |
| 4 Curr. Map | Force and Motion Forces and Motion: Magnets and Electrically Charged Objects (4.P.1) | Matter: Properties & Change Composition and properties of matter before and after they undergo a change or interaction (4.P.2) | Energy Conservation & Transfer Forms of Energy based on interactions with matter (4.P.3) | Earth in the Universe Causes of Day and Night and Phases of the Moon (4.E.1) | Earth History Using Fossils and Changes in the Surface of Earth as Evidence of the History of Earth and its Changes (4.E.2) | Ecosystems Animals in Environments: Changes, Behaviors,and Adaptations (4.L.1) | Molecular Biology Food and benefits of Vitamins, Minerals and Exercise (4.L.2) |
| 5 Curr. Map | Force and Motion Force and Motion: Gravity, Distance, Position, and Mass (5.P.1) | Matter: Properties & Change Interactions and changes of Matter and Energy (5.P.2) | Energy Conservation & Transfer Heating and Cooling changes Properties of Matter (5.P.3) | Earth Systems, Structures, & Processes Weather Patterns and Phenomena, Connecting Weather in a Particular Place and Time (5.E.1) | Structures & Functions of Living Organisms Structures & Systems of Organisms (to include the human body) performing Functions Necessary for Life (5.L.1) | Ecosystems Interdependence of Plants and Animals with their Ecosystem (5.L.2) | Evolution & Genetics Organisms Compared to their Parents based on the Characteristics (5.L.3) |

WCPSS Elementary Science 5/12/2021

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Secondary Social Studies

Middle School Vertical Concepts

Social Studies Strands

| | Economics & Financial Literacy | Civics & Government | Culture |
|---|---|---|---|
| | Grade 6-Grade 7 Overlap | Grade 7-Grade 8 Overlap | Grades 6-8 Overlap |

| | Grade 7 Standards | Essential Concepts | Grade 8 Standards | Essential Concepts |
|---|---|---|---|---|
| | | History Strand | | |
| | **7.H.1** Use historical thinking to analyze various modern societies. | • Historical Thinking<br>• Historical Narrative<br>• Historical Perspective<br>• Society | **8.H.1** Apply historical thinking to understand the creation and the development of North Carolina and the United States. | • Historical Thinking<br>• Historical Narrative<br>• Historical Inquiry<br>• Historical Context |
| | **7.H.2** Understand the implications of global interactions. | • Global Interaction<br>• War<br>• Region<br>• Innovation | **8.H.2** Understand the ways in which conflict, compromise, and negotiation have shaped North Carolina and the United States. | • Conflict<br>• Compromise<br>• Negotiation<br>• Leadership<br>• Civic Action<br>• Debate<br>• Cooperation<br>• Regions |

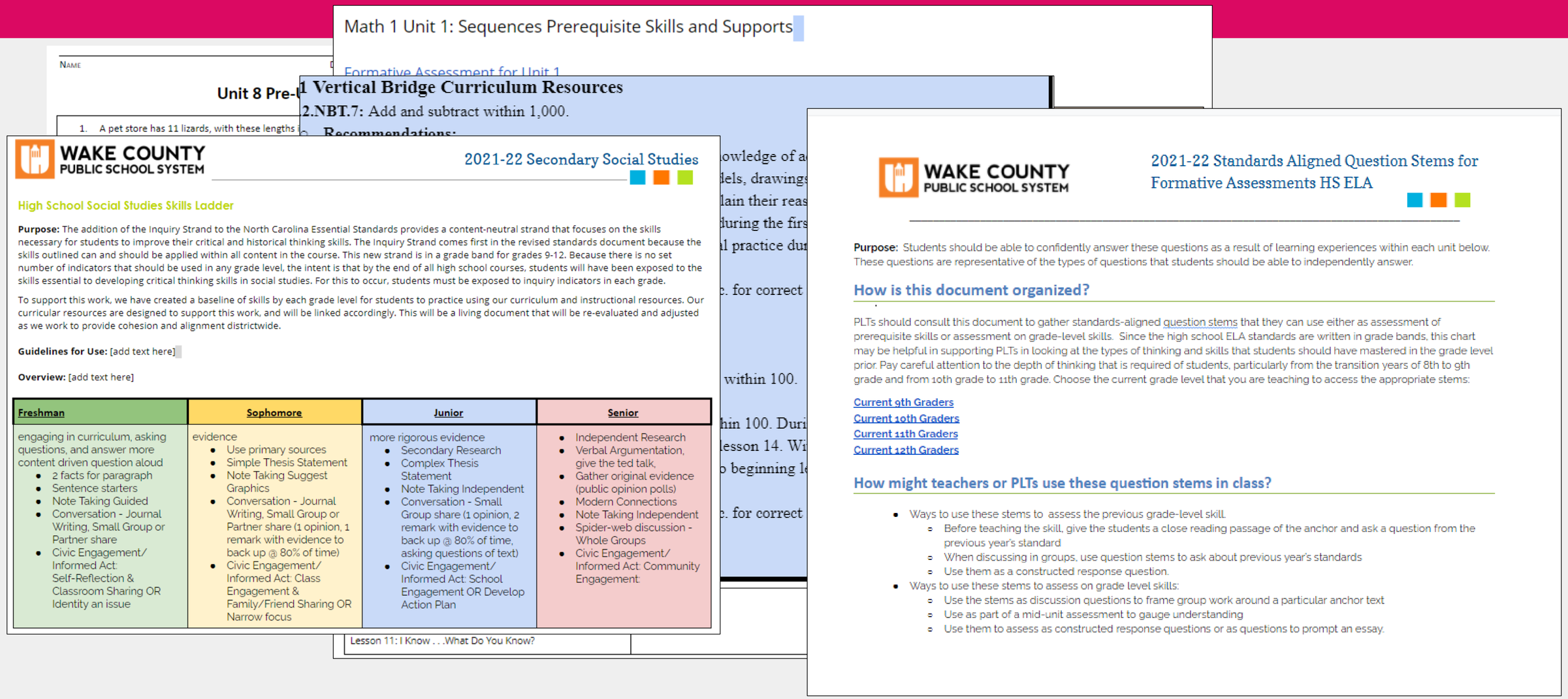
ath Pacing Guide Math 6

verview of what is eir instruction so they will e next level mathematics

ong with a description of

| | | | uggested Number of Days (Instructional Calendar Days) |
|---|---|---|---|
| | | | |
| | | | 24 days |
| | | | 18 days |
| | | | 2 days |
| | | | |
| | | | 17 days |
| | | | 23 days |
| | | | 3 days |
| | | | |
| | | | 17 days |
| | | | 22 days |
| | | | 5 days |
| | | | |
| | | | 22 days |
| 8 | Data Sets and Distributions (6.8) | 14 Lessons<br>Condensed Option - 11 Lessons | 14 days |
| 9 | Putting it All Together (6.9) | Optional | Optional |
| | EOG Preparation, EOGs and Post EOGs | | 10 days |

# Examples of What's Coming



Math 1 Unit 1: Sequences Prerequisite Skills and Supports

Formative Assessment for Unit 1

Name

Unit 8 Pre-

1. A pet store has 11 lizards, with these lengths

1 Vertical Bridge Curriculum Resources

2.NBT.7: Add and subtract within 1,000.

Recommendations:

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Lesson 11: I Know . . .What Do You Know?

WAKE COUNTY PUBLIC SCHOOL SYSTEM

2021-22 Secondary Social Studies

High School Social Studies Skills Ladder

**Purpose:** The addition of the Inquiry Strand to the North Carolina Essential Standards provides a content-neutral strand that focuses on the skills necessary for students to improve their critical and historical thinking skills. The Inquiry Strand comes first in the revised standards document because the skills outlined can and should be applied within all content in the course. This new strand is in a grade band for grades 9-12. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses, students will have been exposed to the skills essential to developing critical thinking skills in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

To support this work, we have created a baseline of skills by each grade level for students to practice using our curriculum and instructional resources. Our curricular resources are designed to support this work, and will be linked accordingly. This will be a living document that will be re-evaluated and adjusted as we work to provide cohesion and alignment districtwide.

**Guidelines for Use:** [add text here]

**Overview:** [add text here]

| Freshman | Sophomore | Junior | Senior |
|---|---|---|---|
| engaging in curriculum, asking questions, and answer more content driven question aloud<br>• 2 facts for paragraph<br>• Sentence starters<br>• Note Taking Guided<br>• Conversation - Journal Writing, Small Group or Partner share<br>• Civic Engagement/ Informed Act: Self-Reflection & Classroom Sharing OR Identity an issue | evidence<br>• Use primary sources<br>• Simple Thesis Statement<br>• Note Taking Suggest Graphics<br>• Conversation - Journal Writing, Small Group or Partner share (1 opinion, 1 remark with evidence to back up @ 80% of time)<br>• Civic Engagement/ Informed Act: Class Engagement & Family/Friend Sharing OR Narrow focus | more rigorous evidence<br>• Secondary Research<br>• Complex Thesis Statement<br>• Note Taking Independent<br>• Conversation - Small Group share (1 opinion, 2 remark with evidence to back up @ 80% of time, asking questions of text)<br>• Civic Engagement/ Informed Act: School Engagement OR Develop Action Plan | • Independent Research<br>• Verbal Argumentation, give the ted talk,<br>• Gather original evidence (public opinion polls)<br>• Modern Connections<br>• Note Taking Independent<br>• Spider-web discussion - Whole Groups<br>• Civic Engagement/ Informed Act: Community Engagement: |

WAKE COUNTY PUBLIC SCHOOL SYSTEM

2021-22 Standards Aligned Question Stems for Formative Assessments HS ELA

**Purpose:** Students should be able to confidently answer these questions as a result of learning experiences within each unit below. These questions are representative of the types of questions that students should be able to independently answer.

## How is this document organized?

PLTs should consult this document to gather standards-aligned question stems that they can use either as assessment of prerequisite skills or assessment on grade-level skills. Since the high school ELA standards are written in grade bands, this chart may be helpful in supporting PLTs in looking at the types of thinking and skills that students should have mastered in the grade level prior. Pay careful attention to the depth of thinking that is required of students, particularly from the transition years of 8th to 9th grade and from 10th grade to 11th grade. Choose the current grade level that you are teaching to access the appropriate stems:

Current 9th Graders
Current 10th Graders
Current 11th Graders
Current 12th Graders

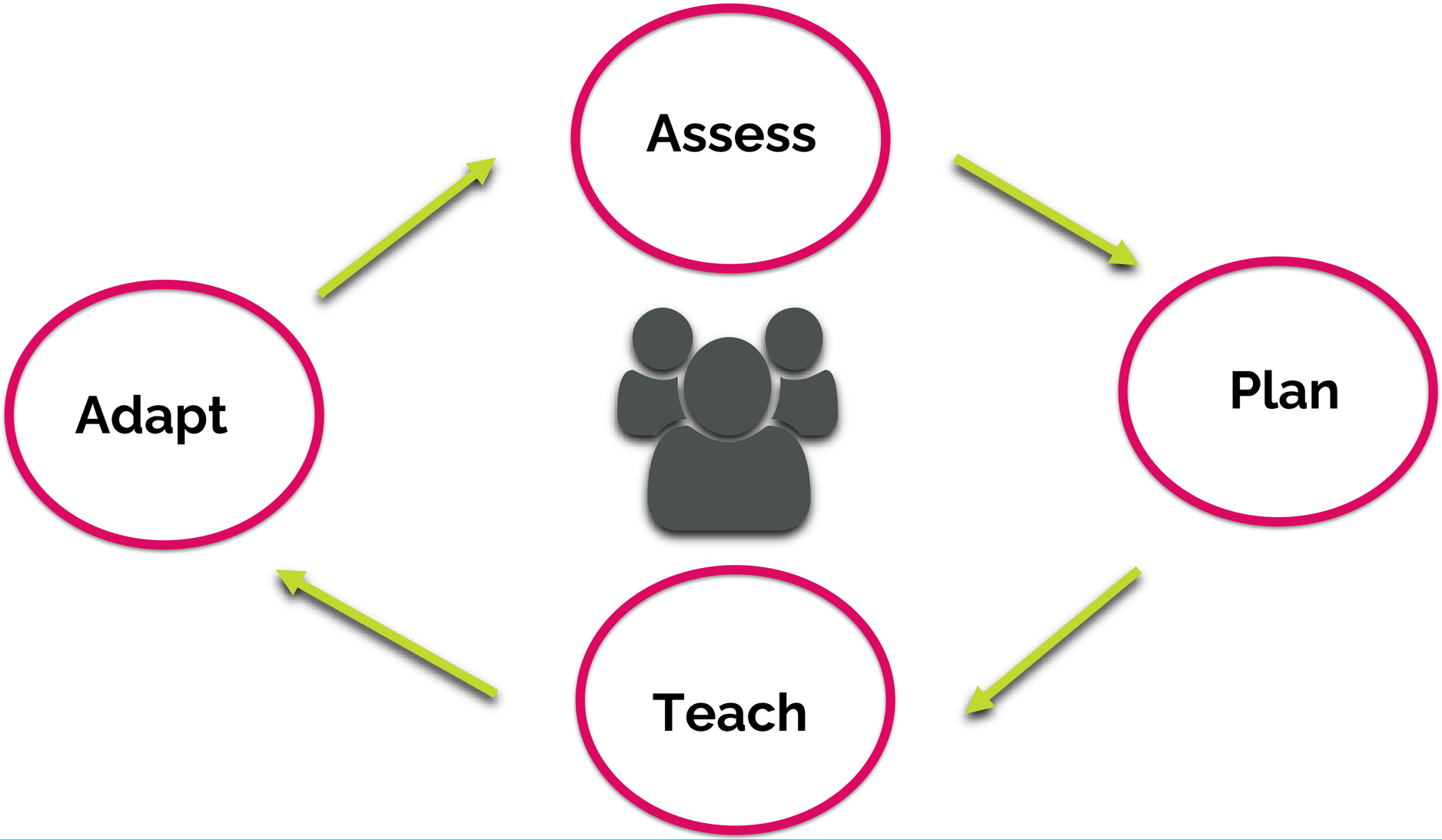
## How might teachers or PLTs use these question stems in class?

- Ways to use these stems to assess the previous grade-level skill.
  - Before teaching the skill, give the students a close reading passage of the anchor and ask a question from the previous year's standard
  - When discussing in groups, use question stems to ask about previous year's standards
  - Use them as a constructed response question.
- Ways to use these stems to assess on grade level skills:
  - Use the stems as discussion questions to frame group work around a particular anchor text
  - Use as part of a mid-unit assessment to gauge understanding
  - Use them to assess as constructed response questions or as questions to prompt an essay.

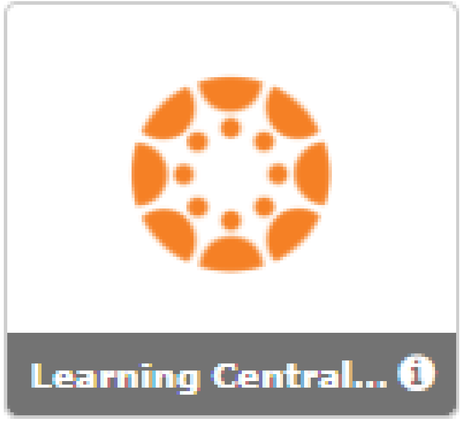
# Balanced Assessment System

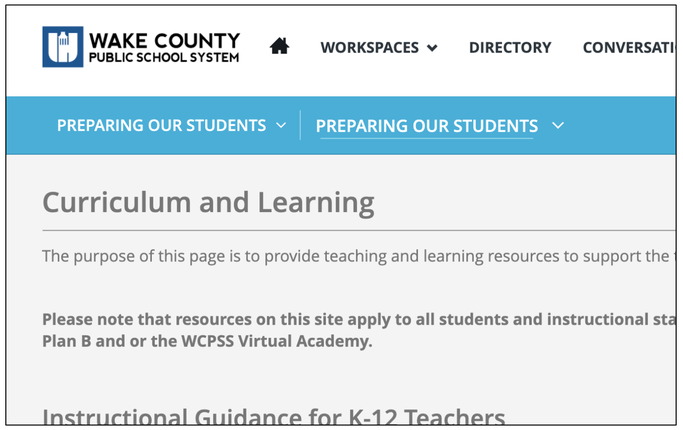
- Inform instruction
- Identify students who need support or enrichment
- Determine why students need support or need enrichment
- Monitor student growth/progress
- Determine if outcomes were met

# Responsive Instruction in Practice



# Communication of Resources and Supports




# LETRS Overview


**L**anguage

**E**ssentials for

**T**eachers of

**R**eading and

**S**pelling

# LETRS Timeline

**2019-20**

- Trained Cohort 1 of literacy coaches and teachers: Units 1-4
- Identified 25 participants from cohort 1 who are eligible and expressed interest in Facilitator Training
- Provided Optional LETRS Training for Administrators

**2020-21**

- Provided online licenses/instruction for Cohort 1 - Units 5-8
- Provided Optional LETRS Training for Administrators
- Provide Vol 1 Facilitators training to establish WCPSS Trainers (summer)

**2021-22 Projected**

- Provide training for Cohort 1 (Units 5-8)
- Provide training for Cohort 2 (Units 1-4) using WCPSS Facilitators
- Provide Optional LETRS Training for Administrators
- Participate in Professional Learning provided by NCDPI

# Family Engagement

PARENT NOTIFICATIONS *From* GOOGLE CLASSROOM

CANVAS PARENT

# Dialogue and Questions


WAKE COUNTY
PUBLIC SCHOOL SYSTEM