Curriculum Connections

Purposeful Struggle

November/December 2016

Orange Unified School District
Department of Curriculum and Instruction

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Math

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Math

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Math

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Induction

November & December Trainings

November 1st-District-Wide Professional Development

November 2nd-Math Task Force Meeting

November 3rd-Digital Portfolios (Secondary)

November 3rd-Elementary ELA/ELD Pilot Teacher Meeting

November 3rd-Elementary AVID TIP Meeting

November 4th-Redbird Math

November 7th- Elementary ELA/ELD Pilot Teacher Meeting

November 7-8th-AVID Cultural Relevancy

November 8th-Write From the Beginning (Grades 2 and 3)

November 9th-Library Media Technician Training

November 10th- Digital Portfolios (Elementary)

November 14th-Elementary ELA/ELD Pilot Teacher Meeting

November 15th-Elementary ELA/ELD Pilot Teacher Meeting

November 15th-Elementary Science Kit Training

November 16th-Math Solutions Algebra I Training

November 17th-Elementary ELA/ELD Pilot Teacher Meeting

November 17th-Elementary Science Kit Training

November 18th-Instructional Support Staff Training

November 28th-Elementary ELA/ELD Pilot Teacher Meeting

November 30th-History-Social Science Catapult Disciplinary Literacy

December 1st-Middle School ELA Instructional Materials Committee Meeting

December 2nd-Instructional Support Staff Training

December 6th-High School ELA Instructional Materials Committee Meeting

December 7th-History-Social Science Catapult Disciplinary Literacy

December 14th-Library Media Technician Training

December 16th-Instructional Support Staff Training

🔦 Elementary ELA/ELD Pilot Programs 🔦

McGraw Hill Wonders
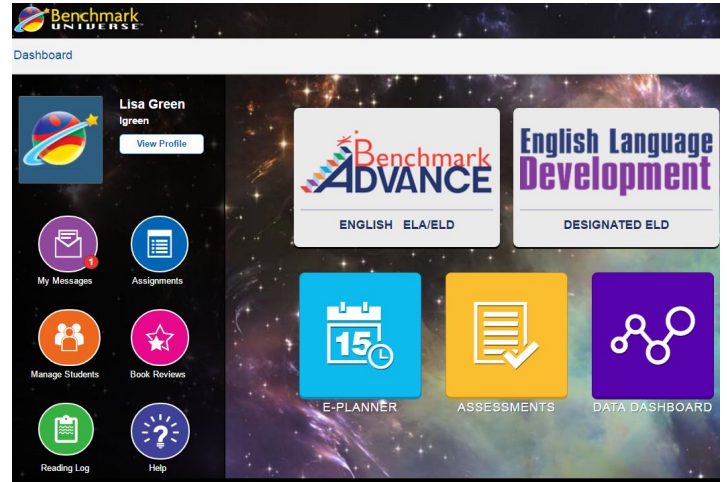(Scroll down until you reach your grade level's Wonder's text.)
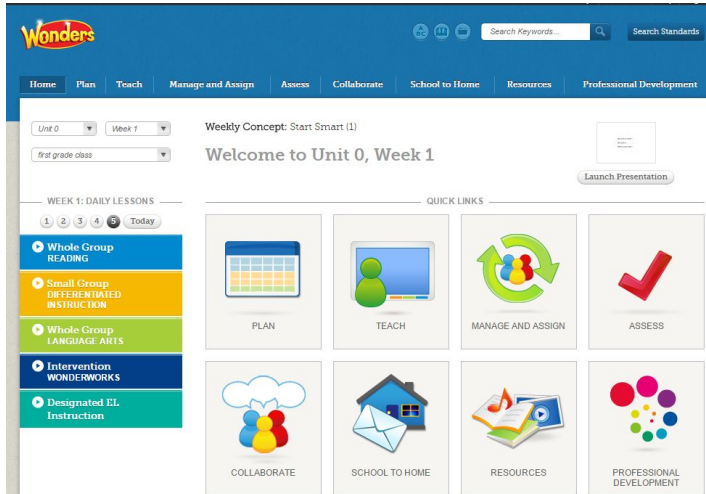
https://connected.mcgraw-hill.com/
Username: caliteracy
Password: caliteracy2015

Benchmark Advance
(Click on Benchmark Advance and then select your grade level.)

https://orangeusd.benchmarkuniverse.com/
Username: orange.teacher
Password: password

Elementary Teachers: You can use the above links and login information to access the demo accounts for our two ELA/ELD pilot programs. Voting will occur in January. Print materials can be viewed at the District Office, Curriculum Department. Please contact Lisa Green, if you have any questions: lgreen@orangeusd.org

# Secondary ELA/ELD Instructional Materials Adoption

English and ELD teachers at our secondary schools are currently reviewing instructional materials for adoption. Below are links to online material demo accounts for the four programs being considered:
- Houghton Mifflin Harcourt *Collections* (learn.hmhco.com/CASuccess -- select "sample now" and enter sample word: CAELA17. Then you can create an evaluation account.*)
- College Board *Springboard* (caela.springboardonline.org -- username: orange -- password: Password123$)
- Pearson *My Perspectives* (http://www.pearson.com -- username: ousd.myPELA.demo -- password: Pearson1**)**
- McGraw Hill *StudySync* (connected.mcgraw-hill.com -- username: castudysc -- password: California15)

Middle School teachers have attended publisher presentations after school and high school teachers attended publisher presentations on the November 1st district-wide professional development day. The next step will be for representatives from all of the schools to meet as a committee and go deeper with a review of the materials.

➕➖✖️➗ High School Mathematics Pathways ➕➖✖️➗
By: Marie LaCassa
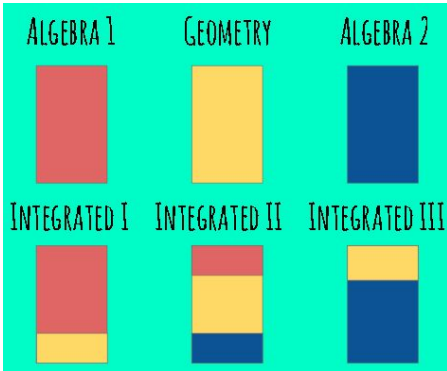
Orange Unified is currently in the process of selecting high school math instructional materials for adoption. Before that decision can be made, however, we first had to decide if our students would be on a Traditional Pathway or an Integrated Pathway. Appendix A of the California Standards outlines the high school math content standards into two options - Traditional or Integrated. The Traditional pathway separates the standards into three courses: Algebra 1, Geometry, and Algebra 2. The Integrated pathway organizes the same standards into three courses: Integrated 1, 2, and 3. This pathway connects the standards so pieces of all six conceptual categories are seen all three years and presents higher mathematics as a connected subject. By the end of three years of higher mathematics, students will have seen the same standards no matter which pathway we choose. Both pathways are UC/Cal State approved.

The Office of Curriculum and Instruction held various parent and community meetings, shared this information with all of our secondary Math Department Chairs, as well as held an information session for administrators and teachers. An application to be a part of the Math Course Model Task Force was distributed to all stakeholders. The task force included teachers, administrators, parents, community members and district leadership. They met to review any relevant data, answer any questions, and gather as much as they could about moving forward with the decision to stay Traditional or move to an Integrated Pathway. All high school math teachers and middle school Algebra 1 teachers met on November 1st to learn and discuss the choices for pathways. Each school site made a recommendation as a team. All the school recommendations were presented to the Math Course Model Task Force in the final meeting. After careful consideration and debate, all groups recommend moving forward with a roll out of the Integrated Pathway. By the end of November, we will present this recommendation to Curriculum Council for their approval. Finally, by the end of January we will recommend instructional materials to Curriculum Council. The Office of Curriculum and Instruction has been hard at work to make sure the decision we make is best for students and their future.

🔢 🔢 Mathematical Discourse 🔢 🔢
By: Paul Flores

The benefits of incorporating mathematical discourse in your classroom are...
- Reveals understanding or misunderstanding of concepts
- Boosts memory when using a common language
- Deepens our reasoning
- Develops our social skills

Mathematical Discourse encompasses the way ideas are exchanged and what the ideas entail. It is the way students think, talk, agree, and disagree when working through a math problem, task, or scenario. In order for students to be successful with mathematical discourse the teacher must provide the opportunity for students to "talk math." For example, make sure key vocabulary and mathematical response frames are easily accessible to ensure a common language and safe environment.

Activities like the one below create an environment where math is fun and discourse is encouraged!

For the class:
- You will need: 3 brown bags, 3 blue tiles and three red tiles.
- Next, set up the 3 bags by placing the tiles in the bag as follows: one bag blue/blue, one bag red/red, and one bag blue/red.
- Finally, make sure to mislabel the bags

Directions to students: There are 3 bags. Each bag is labeled by its contents (2 colored tiles). However, all the bags are labeled incorrectly. _Can you figure out how to label the bags correctly if you were only able to pull one tile out of one of the bags?_ **Justify your answer by explaining the process.**
- Guide the discussion
- Don't give the answer
- Allow for students to question other students' reasoning
- Provide access to vocabulary and response frames when necessary
- Never lead a student to believe that their answer is incorrect rather just another step towards a correct solution

Blue Blue   **Red Red**   **Blue Red**
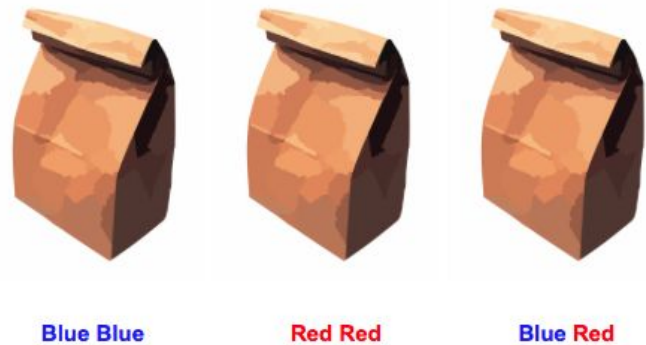
🤖 OUSD STEM Labs 🤖
By: Laura Kresl

Orange Unified is proud to announce the grand opening of two STEM labs in the month of October. By utilizing the Paxton Patterson STEM Lab Modules and Project Lead the Way, students at Richland and McPherson are able to access and engage with the content in an inquiry-based approach that provides students with the necessary skills to be successful 21st Century citizens. Richland is the first Alternative Education site in California of this type to provide our learners with a world-class program that meets the needs of diverse thinkers and learners!

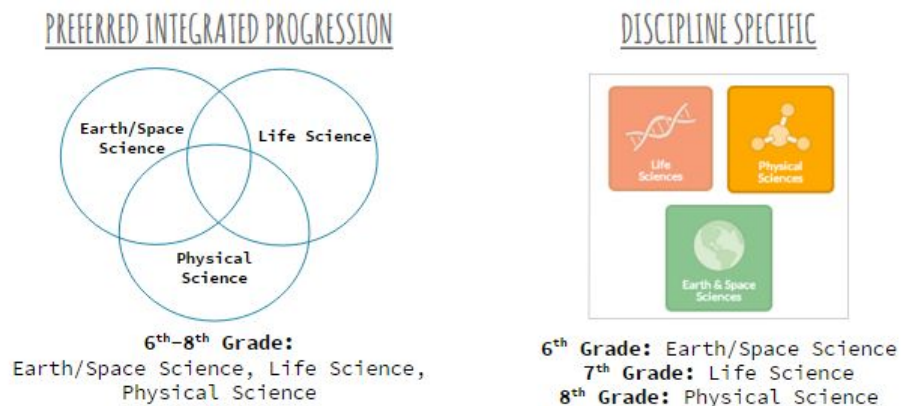# ⚛ Next Generation Science Standards Secondary Course Models ⚛
By: Laura Kresl

Understanding NGSS

The goal of the Next Generation Science Standards (NGSS) is to prepare California students to be future citizens and future scientists. In order for that goal to be reached, the NGSS requires that students build towards science mastery through repeated opportunities for meaningful, engaging, and successful learning experiences. To provide those experiences, the NGSS lays out a progression for K–12 science based on accumulated research about science learning. Because science is more than a disconnected sequence of facts, it requires understanding of the process of science, the fundamental ideas within each discipline of science, and certain underlying themes that are common to all the sciences.
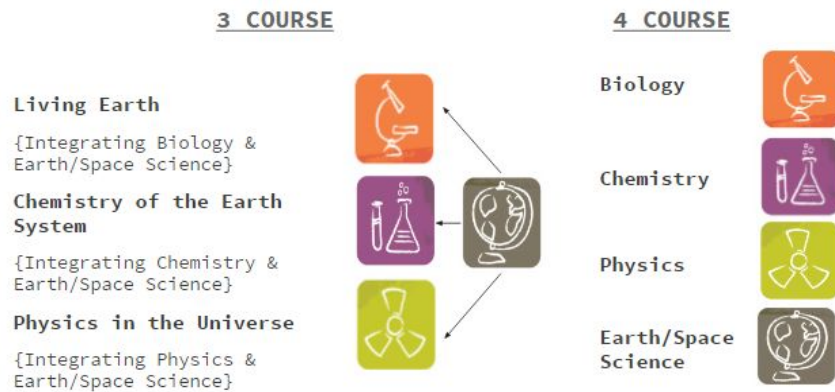
Middle School

The Next General Science Standards defines two possible progressions for middle school: the preferred Integrated Model which interweaves science disciplines in a developmentally appropriate progression, and the Discipline Specific Model where each grade level focuses in depth on a different science discipline.

PREFERRED INTEGRATED PROGRESSION

Earth/Space Science | Life Science | Physical Science

6th–8th Grade: Earth/Space Science, Life Science, Physical Science

DISCIPLINE SPECIFIC

6th Grade: Earth/Space Science
7th Grade: Life Science
8th Grade: Physical Science

High School

Additionally, the high school grade-banded performance expectations (PEs) must be organized into courses. The High School 3 Course Model contains the Living Earth, Chemistry in the Earth System, and Physics in the Universe courses. The three-course model combines all high school performance expectations (PEs) into three courses. To highlight the nature and relevancy of Earth and space sciences (ESS), especially in California, the three courses present an integration of ESS and one of the other high school disciplines. The High School 4 Course Model is based on the Science Domains Model in which one course is assigned to each domain of the Framework: Life Science (LS), Physical Science (PS), and Earth and Space Science (ESS). The PS performance expectations have been further sub-divided to define a chemistry course and a physics course.

3 COURSE

Living Earth
{Integrating Biology & Earth/Space Science}

Chemistry of the Earth System
{Integrating Chemistry & Earth/Space Science}

Physics in the Universe
{Integrating Physics & Earth/Space Science}

4 COURSE

Biology

Chemistry

Physics

Earth/Space Science

AVID TIP Cohorts
By Dee Petersen

Our OUSD TIP program and AVID Elementary have combined to create TIP/AVID collaborative cohorts. Year 2 AVID trained elementary teachers were invited to join cohorts with the purpose of advancing their expertise in AVID strategies and best practices. The ultimate goal is to strengthen the application of AVID strategies in daily instruction, leading to greater student achievement.

There are four beginning cohorts, each with a focus drawn from one of the WICOR areas: writing to learn, inquiry, collaboration, and reading to learn. These cohorts will meet twice during the school year to plan, refine, and deepen instruction in their area of choice. Additionally, they will have the opportunity to visit each other's classrooms to observe how AVID strategies are being used. Currently, there are 12 teachers and four instructional support teachers divided equally between the four focus areas. As these teachers strengthen their expertise with AVID, we look forward to having them support our current year 1 AVID teachers, to build capacity across our district.

Advancement
Via
Individual
Determination Decades of College Dreams

AVID

🖥 OUSD Digital Portfolios Pilot Update 🖥
By: Nicole Van Wilgen Moore

The second OUSD Digital Portfolios Pilot began in September with an elementary and secondary cohort. Fifty-six of our fabulous OUSD teachers are participating in the pilot this year. Our teachers are piloting several platforms: Seesaw, Haiku, and Google Sites. Our digital portfolios pilot teachers are also building their own portfolios and participating in our online learning community through our learning extensions. Some of the topics of discussion include digital citizenship, reflection, goal-setting, artifacts, and teacher feedback. Our goal as a group is to have our students build a digital portfolio that allows them to demonstrate their college and career readiness. We look forward to seeing the great work this teachers and students accomplish with their digital portfolios throughout the school year.

✏️ Assessment Information ✏️

RI Tri 2 Window: December 1, 2016-January 31, 2017
DIBELS Tri 2 Window: December 1, 2016-January 31, 2017
MI Tri 2 Window: February 1, 2017 - February 28, 2017
Please contact Jennifer Bourgeois with any questions (jbourgeois@orangeusd.org).

[Click here for the Assessment Schedule.](#)

Please use the below links to provide us with feedback on the November 1st District-Wide Professional Development Day...

Secondary

https://docs.google.com/forms/d/e/1FAIpQLSfTCFNi9qZFktMuoRolW0M1l0q14I2tAYswwznF_Z1oVSobDg/viewform

Elementary

http://tinyurl.com/OUSD11012016PD

Support Contacts

- Math Support for Integrating the 8 Mathematical Practices K-6 - Paul Flores - PFlores@orangeusd.org Ext. 4202

- Support with Implementing Number Talks in Math - Kathy Lloyd - klloyd@orangeusd.org Ext. 5725

- Scholastic Achievement Manager and Dibels VPort- Jennifer Bourgeois -jbourgeois@orangeusd.org

- Pearson EasyBridge - Paul Flores - PFlores@orangeusd.org Ext. 4202

- Credit Recovery Programs (Plato, APEX) and Online Courses - Nicole Van Wilgen Moore - NVanWilgenMoore@orangeusd.org Ext. 5717