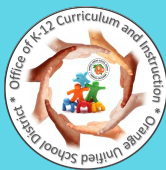


# Curriculum Connections

Imagine, Believe, Achieve!  
November 2015



***“Picture your brain forming new connections as you meet the challenge and learn.”***  
— Carol S. Dweck



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## ***Imagine, Believe, Achieve!***

The 2015-2016 school year is off to a great start as we fully embrace our growth mindset motto *“Imagine, Believe, Achieve”*. In *Growth Mindset, Revisited* (<http://tinyurl.com/nbqbomk>), Dr. Dweck reminds us that student achievement is influenced by a positive mindset. More importantly it is essential for all of us to remember that positive growth mindset isn't just about effort. Effort is key, yet our OUSD students also need a new set of strategies in their toolbox to continue on their path of becoming career and college ready. Dr. Dweck further reiterates that growth mindset was intended to help close the achievement gap by assisting students with resources and not blaming their ability and/or environment. So here at OUSD we are not focusing on why our students can't learn, instead we are embracing the power of growth mindset to “unlock” their learning. The Office of Curriculum and Instruction encourages you to continue your path to a growth mindset that fosters connections for all students. Remember *“growth mindset is a journey, not a proclamation”*. ~Cathleen Corella

## Upcoming Trainings/Professional Learning Forums

- November 2 - *AVID Elementary PLC*
- November 3 - *Districtwide Staff Development*
- November 4 - *Essentials of Math PD*
- November 4 - *Unpacking the Next Generation Science Standards PD*
- November 5 - *College Night @ Orange HS*
- November 9 - *Thinking Maps*
- November 10 - *District Curriculum Council*
- November 12 - *Genius Hour; Scaffolding for Advanced Learners*
- November 16 & 17 - *Cohort One: Culturally Relevant Teaching: Transforming Educators PD*
- November 18 - *Visual Arts Vertical Articulation PLC*
- November 19 - *Cohort Two; Differentiating Instruction for Advanced Learners*
- November 19 - *District VAPA Advisory Committee Forum*

## Support Contacts

- Math Support for Integrating the 8 Mathematical Practices K-6 - Paul Flores - [PFlores@orangeusd.org](mailto:PFlores@orangeusd.org) Ext. 4202
- Dibels VPort - Nicole Van Wilgen Moore - [NVanWilgenMoore@orangeusd.org](mailto:NVanWilgenMoore@orangeusd.org) Ext. 5717
- Scholastic Achievement Manager - Lisa Green - [LGreen@orangeusd.org](mailto:LGreen@orangeusd.org) Ext. 5436
- Pearson EasyBridge - Paul Flores - [PFlores@orangeusd.org](mailto:PFlores@orangeusd.org) Ext. 4202

## 🎵🎵🎵 Visual & Performing Arts Update 🎵🎵🎵



By: Laura Kresl & Pam Quiros

The elementary Visual and Performing Arts (VAPA) program is implemented at all 27 elementary school sites. This includes the restoration of music for all fifth and sixth grade students and the facilitation of a 21st Century Integrated Arts Wheel. Program goals and plans provide a roadmap toward achieving an exemplary Visual and Performing Arts program where all students have the opportunity to develop their appreciation, skills, and literacy in the arts.



Through mastery of the arts, students become effective communicators, enhancing and expanding their academic and life experiences.

Through participation in this program students will develop the creative and collaborative skills of the 21st century learner. The real highlight is the excitement visible on the students' faces during the Visual and Performing Arts instructional blocks. As the year continues, we look forward to seeing the students' growth in Visual and Performing Arts and their progress toward building a foundation that will positively impact their future educational and career paths. Orange Unified School District would like to thank all staff and community members for their support and contribution to our elementary Visual and Performing Arts program.


**Math Minute**
  
**Mathematical Practice #1**  
**By: Paul Flores**

**Math Practice #1 - Making Sense of Problems and Persevering in Solving Them**

*What does this look like?*

- Students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
- Students check their answers to problems using a different method.
- Students explain correspondences between equations, verbal descriptions, tables, and graphs.
- Students monitor and evaluate their progress and change course if necessary.

Integrating the Mathematical Practices into your daily lessons is an essential part of the California Common Core State Standards (CCSS). Fortunately, Pearson Realize (Envision) has icons within the text that signal when and where to integrate those Mathematical Practices.

Below is a Mathematical Practice #1 tool that is a great place to start with your students.

**Standards for Mathematical Practice #1**  
**Make sense of problems and persevere in solving them**

| <b>Student Actions</b>   | <b>Teacher Actions</b>  | <b>Open-Ended Questions</b>                                       |
|--|---|---|
| Students interpret and make meaning of the problem to find a starting point.                                     | Teachers create a classroom climate where struggle is expected and making mistakes is OK.   | How would you describe the problem in your own words?             |
| Students continually ask themselves "Does this make sense?"  | Teachers discuss appropriate behavior for respectful dialogue.  | What problems have we solved before that are similar to this one? |
| Students analyze what is given and look for relationships between quantities and similarities to other problems. | Teachers give students individual think time before discussing with a partner.  | Talk me through the steps you've used to this point.              |
| Students plan a solution pathway instead of jumping in to a solution.  | Teachers have students share out different strategies for solving a problem.  | How might talking to _____ help you?                              |
| Students see relationships between various representations.  | Teachers check with students periodically to determine student clarity and thought process.   | Describe the relationship between the quantities?                 |
| Students listen to other students and change their own strategy based upon the thinking of others.               | If students are stuck, teachers scaffold the problem to a simpler problem and ask students how the problems are similar & how they are different. | What steps in the process are you most confident about?           |
| Students check the answer to the problem by working it a different way.  | Teachers use math tasks that have multiple parts and are open-ended.  | What information is given in the problem?                         |

Desert Sands Unified School District Educational Services

Access this resource at: [tinyurl.com/ousdmps](https://tinyurl.com/ousdmps)



## 21st Century STEM Labs at OUSD Schools

By: Pam Quiros and Nicole Van Wilgen Moore

OUSD is proud to announce the opening of three additional STEM (Science, Technology, Engineering, and Mathematics) Labs at the secondary level. The new STEM labs, located at Villa Park High School, Portola Middle School, and Yorba Middle School, provide students with the opportunity to experience real-world situations that will bring them closer to college and career readiness as they think through and solve problems in a project-based scenario. The STEM labs contain stations specifically equipped with hardware



and software tools and instructional materials that will allow students to learn new technologies and explore career pathways in the field of science, technology, engineering, and mathematics.

For more information about Career Technical Education in Orange Unified, please visit <http://www.orangeusd.org/CTE/>.

## 💡 A Language for Learning: Thinking Maps 💡 Elementary Thinking Maps By: Dee Petersen



All TK-6<sup>th</sup> grade teachers participated in the first follow-up to our Thinking Maps Write From the Beginning and Beyond Narrative training. As part of the training, teachers had the opportunity to collaborate in school cohorts for 90 minutes. The cohorts focused on looking at student work and planning appropriate mini-lessons to meet student needs and move them forward in their writing.

Teachers have reported feeling more confident in writing instruction, and that their students are enjoying the writing process. We will continue to increase student engagement and achievement using the modeled writing, thinking journals, and mini-lessons for 1<sup>st</sup> -6<sup>th</sup> grades, as well as focused journal writing for TK and kindergarten. On November 3<sup>rd</sup> all elementary sites furthered their implementation of narrative writing as we moved into Part Two of the program.



# A Language for Learning: Thinking Maps



Secondary Thinking Maps By: Jennifer Salas

Week 3

## DOUBLE BUBBLE MAP

Pages: 36-41

Using a Double Bubble Map, compare and contrast students with a Fixed Mindset and a Growth Mindset.

Our district has invested in training teachers and students to be Thinking Maps users for over a decade. With the new standards, this tool has become even more effective in the hands of creative professionals. The majority of teachers are trained at both Orange High School and Richland High School. To support our district's focus on Growth Mindset, students and teachers are "rolling-out" the maps using writing prompts on Mindset. We will continue to focus on developing students' views on effort and intelligence as we train teachers and "roll-out" Thinking Maps at Cerro Villa and Villa Park this month.



# Differentiating Instruction for Advanced Learners



By: Dee Petersen



Teachers, from 10 elementary sites, with GATE identified and other high achieving students formed Cohort 2 of the Differentiating Instruction for Advanced Learners professional development series. The objective was to provide these teachers with training on appropriate differentiation strategies that will benefit all students. Some of the topics included the difference between increased difficulty and increased complexity and how to promote Growth Mindset in the classroom. Teachers were introduced to the GATE icons and had opportunities to both participate as students and to construct lessons with the icons. Cohort 2 is working toward replacing worksheets and workbooks with stronger, more rigorous lessons that reflect CCSS.



Reminder: Referral Deadline for GATE Testing is December 4, 2015



## Assessment Information




**SMI Assessment Deadline: October 30, 2015**

Please contact Lisa Green with any questions.

Elementary Local Assessment [Schedule](#)  
Secondary Local Assessment [Schedule](#)

## Purposeful Technology Integration

SAMR in 120 Seconds



The diagram illustrates the SAMR model with a vertical purple arrow on the left. The arrow is divided into two sections: 'TRANSFORMATION' at the top and 'ENHANCEMENT' at the bottom. Four colored boxes are stacked vertically, corresponding to the levels of SAMR: 1. Redefinition (green box, top): Tech allows for the creation of new tasks, previously inconceivable. 2. Modification (blue box): Tech allows for significant task redesign. 3. Augmentation (yellow box): Tech acts as a direct tool substitute, with functional improvement. 4. Substitution (orange box, bottom): Tech acts as a direct tool substitute, with no functional change. To the right of the boxes, the text 'SAMR in 120 Seconds' and the website 'www.hippasus.com' are displayed. At the bottom, it says 'Based off of Dr. Ruben R. Puentedura's SAMR Model'.

www.hippasus.com

Based off of Dr. Ruben R. Puentedura's SAMR Model

View Video at: <http://tinyurl.com/SAMROUSD>

## Shmoop: for Secondary Schools



The image shows the Shmoop logo, which consists of the word 'shmoop' in a stylized, bubbly orange font with a blue outline. Below the logo is the tagline 'We Speak Student' in a white, sans-serif font. The background is a blue and white splatter effect. At the bottom, there is a video player interface showing a progress bar at 0:01 / 5:03.

View Video at: <http://tinyurl.com/ousdshmoop>  
Find OUSD Shmoop resources at:  
<http://tinyurl.com/shmoopousd>

## Sources

- VAPA Student Photo by OUSD
- Blue Morphs to Green Photo by [Steven Snodgrass](#)
- Brain Tree by [Kathleen Kollman](#)
- Standards for Mathematical Practice 1 by [Desert Sands USD](#)
- Double Bubble Graphic by Jennifer Salas
- Depth and Complexity Icons: [Jennifer Tyner](#)