

SOMERVILLE PUBLIC SCHOOLS

K-8 Academic Updates

4/4/2022

K-8 Academic Updates

- ★ I. ELA
- ★ II. Math
- ★ III. Science
- ★ IV. Curriculum Development Cycle
- ★ V. Social Studies

K-8 Curriculum Updates

ELA

- Revision of lesson slides (developed during pandemic closure)
- New ELA texts
- Writing mini-units
- Expanded phonics instruction
- Dyslexia screening and enhanced reading intervention (in partnership with special education department)

Different ways to combine the same ideas

- I love summer.
- The weather in summer is warm.
- We have school vacation in the summer.
- We can do lots of fun things in the summer.

I love the summer when the weather is warm.
In the summer, we have school vacation and
we can do lots of fun things.

Practice

An ice cream sundae is the perfect dessert.

[Redacted text block consisting of 10 horizontal bars in alternating red and blue colors.]

Add a conclusion!



In conclusion,
In summary,
To conclude,

Without a doubt...
As you can see,
To sum it up,



K-8 Curriculum Updates

Math

- Revision of K-5 lesson slides (developed during pandemic closure)
- New K-5 math program search in 2022-2023 school year
- Minimum instructional time guidelines
- Middle grades coaching and professional development
- Family resources and workshops
- Math intervention pilot and expansion

Math Norms



Mistakes are gifts that help us learn.



We have the tools to persevere through challenging math.



We talk about, listen to, and respect each other's thinking and ideas.



Our brain is like a muscle that gets stronger with effort.



Active participation and focus will make our classes successful.



We use multiple strategies to solve problems.



A1:G1 Grade 5 Unit 5: Multiplying and Dividing Fractions

Grade 5 Unit 5: Multiplying and Dividing Fractions

[Unit 5 Overview and Standards](#)[Unit 5 Extension Bank](#)

Multiplying Fractions and Whole Numbers

SPS Lesson Number:	Lesson Objective:	Slide Deck:	Workbook Pages:	Other Lesson Notes:	Extension:
1	You will be able to multiply fractions by whole numbers in repeated addition situations.	G5.U5.L1 Slides	pgs. 3-5		"Bookity Book" Extension Task Answer Key
2	You will be able to multiply fractions by whole numbers when finding a fraction of a set.	G5.U5.L2 Slides	pgs. 6-7		"Bouncing Ball" Extension Task Answer Key
3	You will be able to differentiate between "fraction of a set" and "repeated addition" situations.	G5.U5.L3 Slides	pgs. 8-9		"Charlie's Money" Extension Task Answer Key
Unit 5, Check In #1	Students complete Unit 5, Check In #1 at the end of Lesson 3.		Unit 5, Check In #1	Use the results of Unit 5, Check In #1 to decide if a Centers Day is needed after Lesson 3 or if it can	

K-8 Curriculum Updates

Science

- Units developed by SPS teachers over 4 years aligned to new frameworks
- Partnership with Dr. Eve Manz from Boston University
- Last units being finalized this year
- Language supports built into units by our ELL teachers

Testing Wind

Directions:

1. Draw a model of the dirt before you add wind.
2. Find your straw
3. Carefully blow through the straw on the dirt to create wind
4. Make sure your land model is inside the tray so dirt doesn't spill.
5. Draw a model of the change you observed after the "wind"

Sentence Stems for Group Work

"I think we should ____"

"I have a different idea. ____"

"I am noticing ____"

"I think ____ because ____"

Sentence Starters for Observations

I noticed ____.

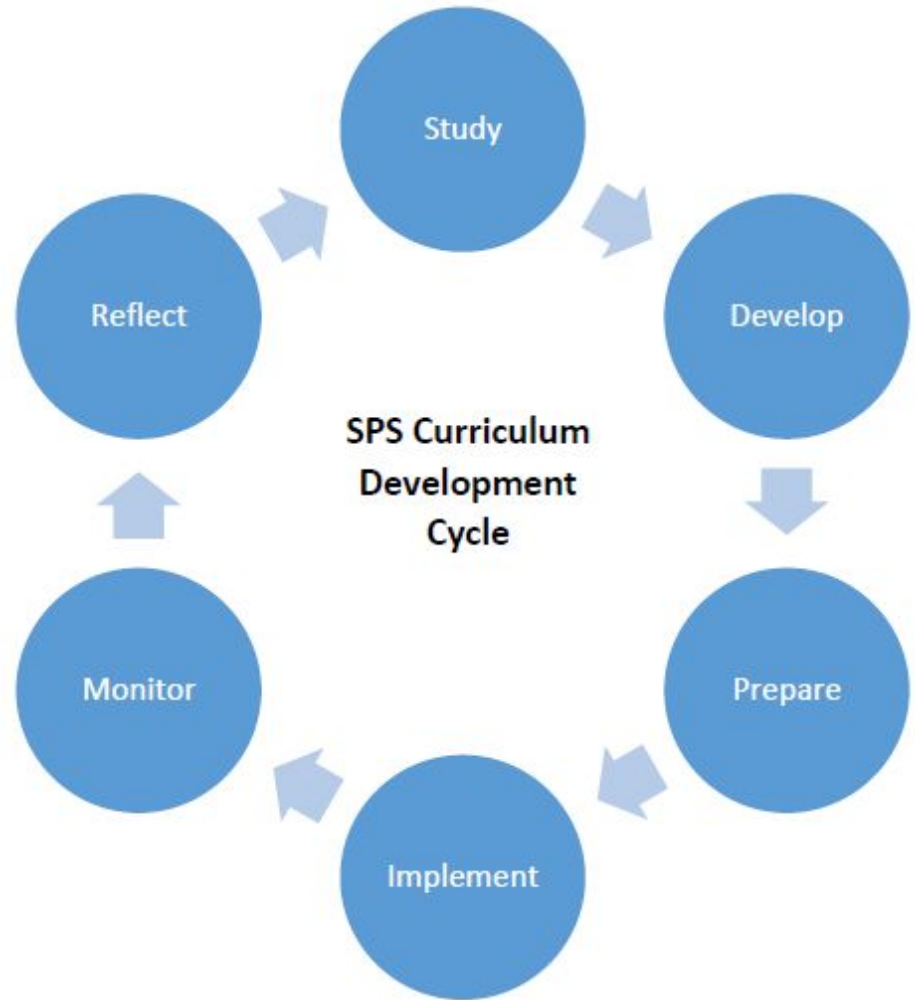
One change I saw was ____.

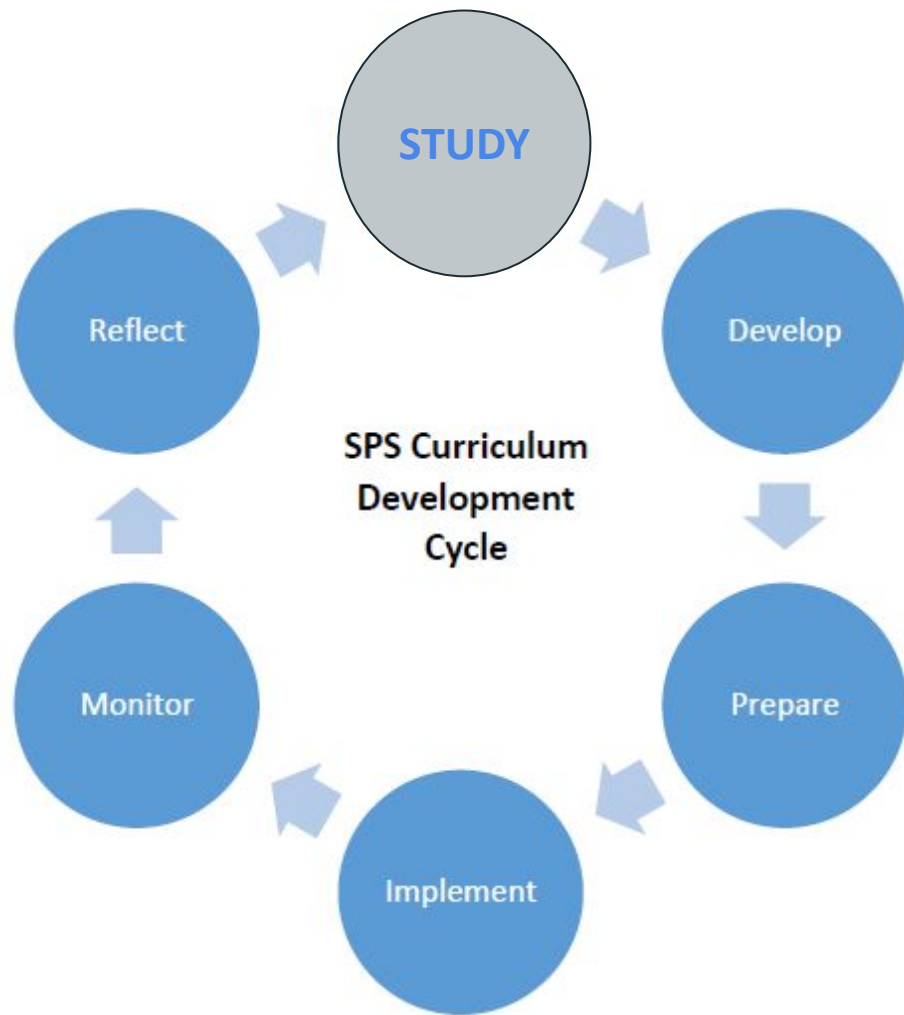
The ____ caused ____.



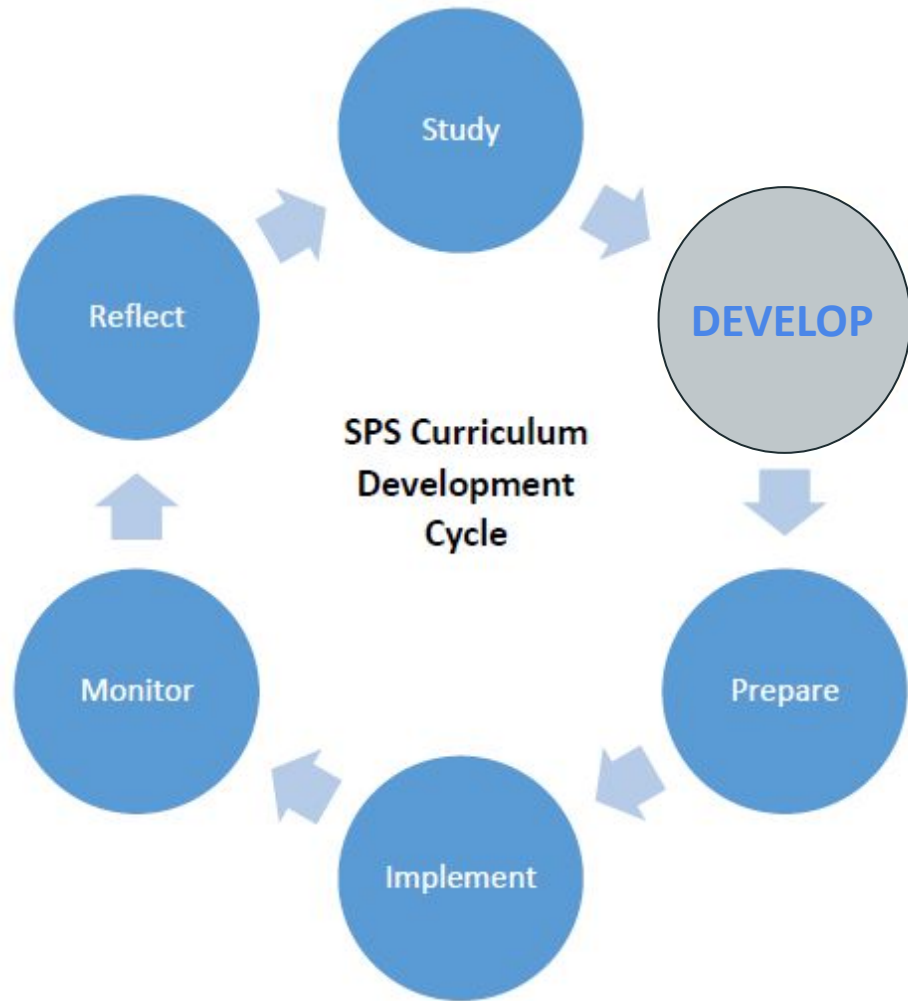
SPS Curriculum Review & Development Cycle

The SPS Curriculum Development and Review Cycle is a 6-year cycle intended to provide structure for an ongoing, understood process where curriculum is reviewed and updated on a consistent basis.

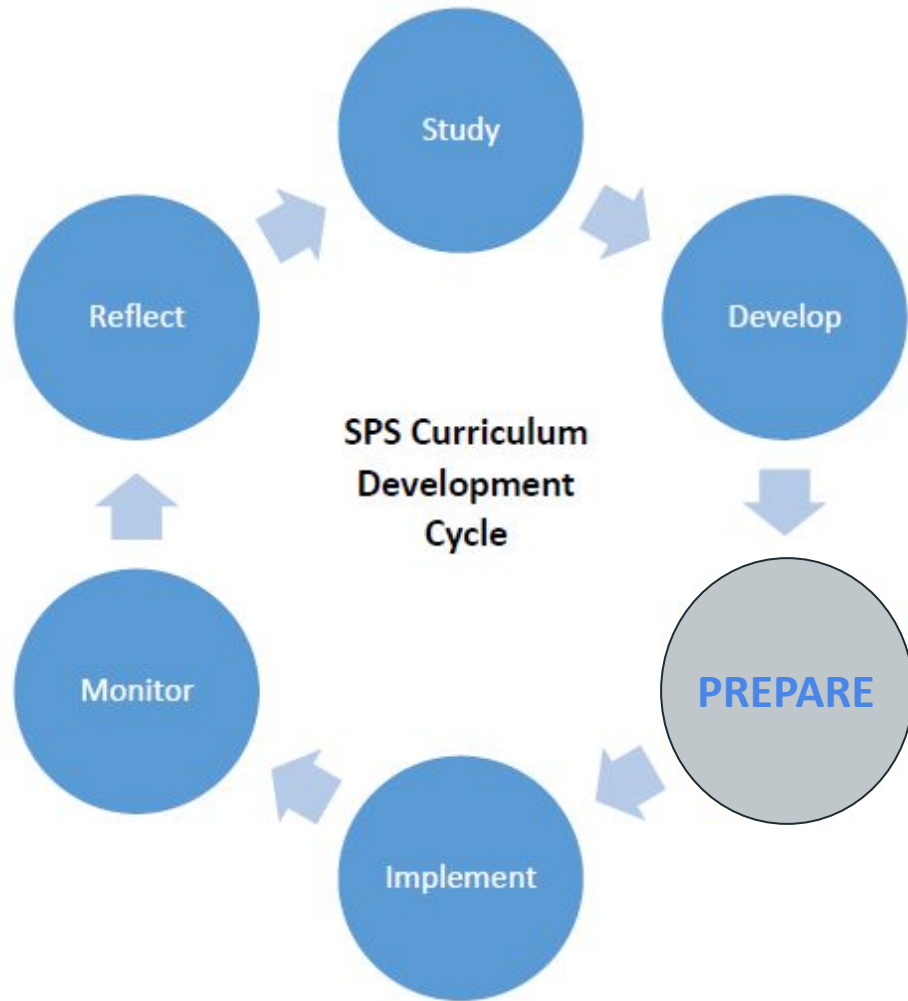




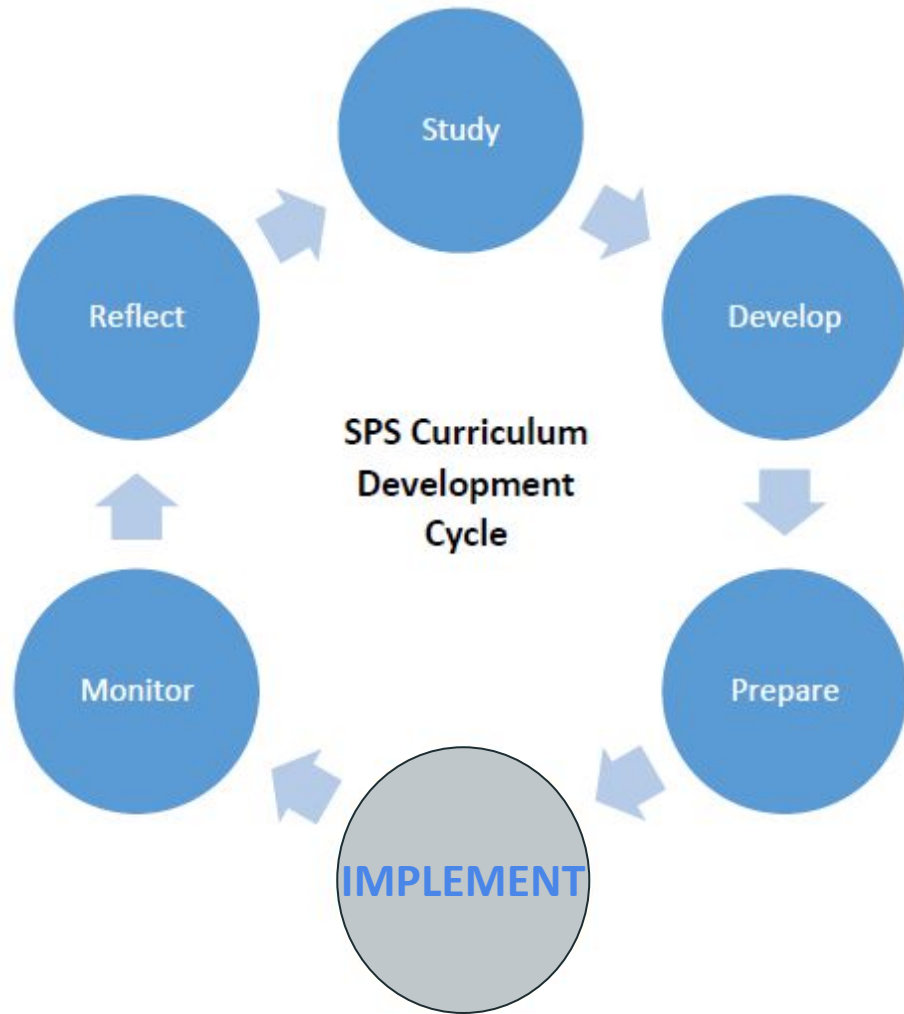
During the **study year**, Content Alignment Leaders – educator leaders who help to lead the curriculum development process in close collaboration with department heads, supervisors, and curriculum directors – are hired to begin and oversee the formal curriculum revision process. Work to be completed this year includes developing or revising a “Commitment” statement for the content area, analyzing stakeholder feedback about the curriculum, assessing current practices of the educators and students using the curriculum, and researching current trends and other approaches to delivering instruction in the content area. This year of study is intended to begin the process of looking ahead, and to ensure that the department involved is up-to-date with the big questions and anticipated changes in the field.



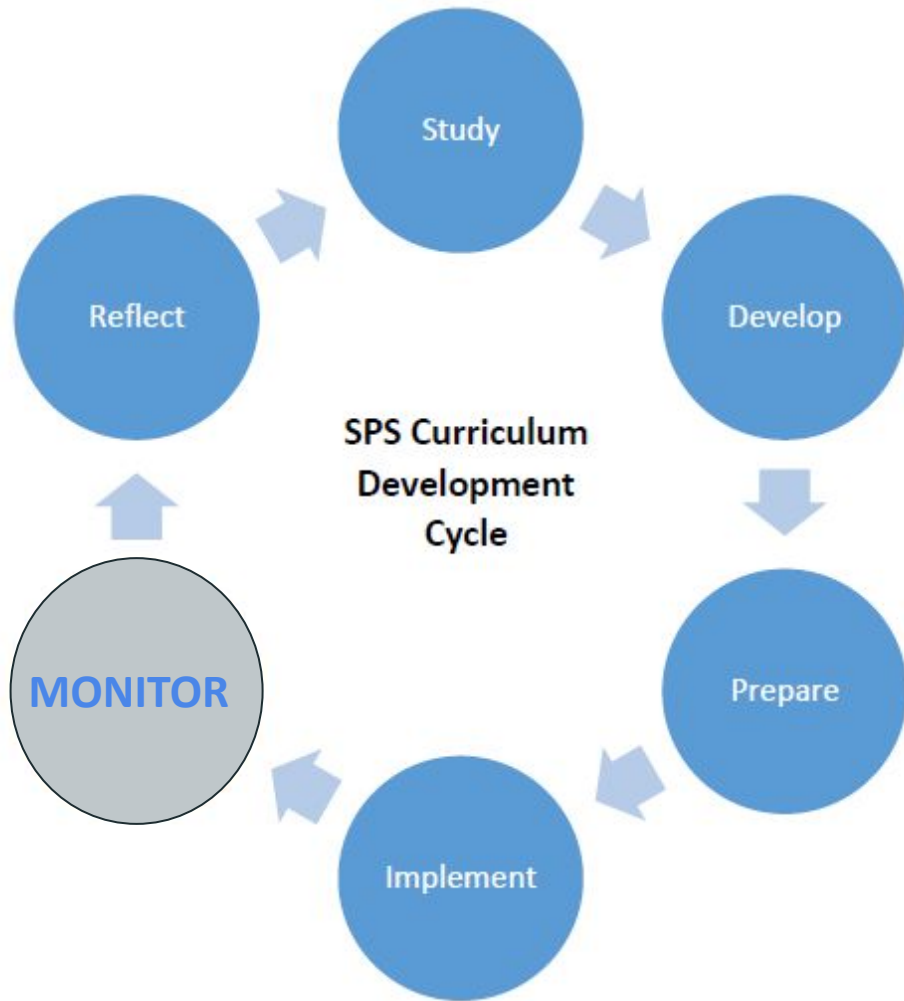
During the **development year**, curricular units are revised and/or created. Educators and administrators formulate ideas for what changes will be necessary for the curriculum to remain as up-to-date and as engaging as possible. A Curriculum Development Committee revises and/or creates the unit plans that comprise the curriculum; a Curriculum Selection Committee reviews curricular options to be selected and purchased. These Committees are led by the Content Alignment Leaders in conjunction with Department Heads, Supervisors and/or Curriculum Directors. The year culminates with the creation of a presentation to be made to the Assistant Superintendent for Curriculum and Instruction, the Superintendent, and the School Committee's Education Programs Subcommittee.



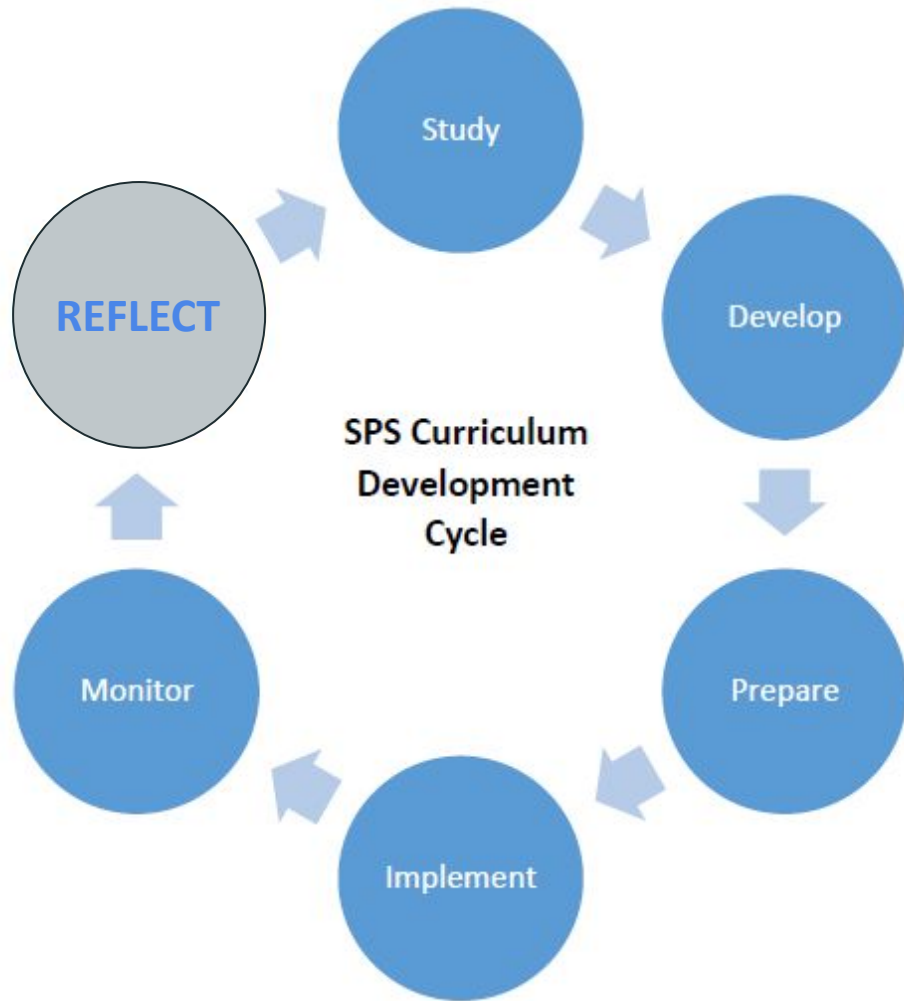
During the **preparation year**, curricular units are piloted and refined and training for educators begins. The Content Alignment Leaders work in collaboration with administrators to enact the professional development plans created during the previous year. Training is typically led internally for district-developed curricula or by vendors for purchased curricula. Training is essential to ensuring that educators have the materials and understanding they need in order to successfully implement the new curriculum. Curricular units continue to be developed and finalized based on lessons learned from piloting and training. The year culminates with a presentation to the School Committee.



During the **implementation year**, the curriculum is utilized by all impacted educators. When applicable, there is ongoing training and professional development for educators. Educators use dedicated collaborative time to share effective practices and reflections on the first year of implementation. The tasks for this year are completed by the department/content area administrators.



During the **monitor year**, the progress of students and educators with the newly implemented curriculum is observed. By design, this should be one of the (outwardly) less busy years of the cycle, as those involved continue to build upon their initial experiences with the new curriculum. Activities during this year will vary, depending on the nature of the specific curriculum, but could include revising documents, adjusting course syllabi, acquiring additional materials, or revamping common assessments as needed. The tasks for this year are completed by the department/content area administrators.



During the **reflection year**, all students and educators using the curriculum are asked to reflect upon their experiences thus far. By the end of this year, educators and administrators should be able to draw informed conclusions about the curriculum based on extensive experience using and refining it. Having three full years of experience to draw on also allows for the opportunity to examine more closely the objective results of student achievement and ask what our students are learning and how well they are learning it. Based on this reflection and data analysis, administrators and Content Alignment Leaders may make suggestions or recommendations for adjustments to the curriculum. The tasks for this year are completed by the department/content area administrators.

Social Studies

Somerville Public Schools is currently in the process of revising social studies curriculum to be aligned with the 2018 Department of Elementary and Secondary Education revised state History and Social Science Curriculum Framework.

This process is educator led and aims to meet DESE's call for districts to create an inclusive, analytical, and responsive curriculum for history and social studies instruction.

Our goal is to create a social studies curriculum that does justice to the remarkable diversity of our country and Somerville community, by telling the histories of individuals and groups, and honoring a plurality of life stories; while also acknowledging our ongoing struggle to achieve a more perfect union (Guiding Principle 2 for DESE's History and Social Science Curriculum Framework).

We believe that in order for students to be thoughtful and active participants and leaders in our diverse democratic society, they must develop essential civic knowledge, skills, and dispositions.

For more questions about the Social Studies Curriculum, please visit

<https://www.doe.mass.edu/frameworks/current.html> .

Social Studies

Process Update

- Draft scope and sequences have been created for grades K-8.
- Teams of educators are now using those scopes and sequences to create unit plans for each grade level. Several units have already been drafted.
 - Examples of Drafted Units:
 - Traditions and Celebrations (1st Grade)
 - African Empires of the Middle Ages (7th Grade)
 - Emerging Globalization in the Silk Routes (7th Grade)
- Currently gathering input from community members
- Completion will likely be this summer.