

MVCSC Curriculum Update



August 16, 2021



Curriculum Team additions

- Mrs. Stacy Muffler, Assistant Director of Curriculum
- 9 Specialists for each building (math and reading)
 - Their focus is to support students who's rate of learning has been affected by Covid19
 - Support for Covid19 quarantined students



Crystal Clear Curriculum

The importance of Clarity

Clear is kind.
Unclear is unkind.



Guaranteed and Viable Curriculum



- Guaranteed = OPPORTUNITY TO LEARN; specific content is taught in specific grade levels, regardless of the teacher to whom the student is assigned.
- Viable = TIME TO LEARN; the number of required standards is manageable for students to learn a level of mastery in the time provided.



Indiana Academic Standards



- “We never met a standard we didn’t like.”
- To teach all of the Indiana academic standards, students would need to be in school for 23 years (grades K-22).



Our G&V = Essential Learnings (ELs)



- Created by teachers, they articulate the skills, content, and concepts aligned with standards determined to be non-negotiable areas of proficiency attained by ALL students.
- Promotes clarity
- Promotes consistent priorities for student learning
- Provides pacing for assessments
- Creates ownership of the curriculum



How do we (teachers) determine what is essential?



Prioritize Standards and benchmarks to create ELs based on...

1. **Endurance** (Will this standard provide knowledge and skills that will be of value beyond a single class period, throughout the year and / or future years?)
2. **Leverage** (Will this standard provide knowledge and skills that can leverage other standards in your discipline or other disciplines?)
3. **Readiness** (Will this standard provide students with the “tools” they must have for success?)
4. **Teacher Judgment** (Do you as the content experts believe this skill/knowledge is critical based on what you know about your students?)
5. **Assessment** (Something you know students will be assessed on standardized assessments). (i.e. ILEARN, IREAD, AP, SAT, etc.)



Quarter Views of ELs



Math Essential Learnings Quarter View

Our district is committed to providing a guaranteed and viable curriculum for all students. A guaranteed curriculum ensures all students have the opportunity to learn the same essential learnings. A viable curriculum ensures it is possible for all students to learn in the allotted time. The quarter view below lists the essential learnings (EL's) students will be taught and assessed during each nine (9) week quarter. The goal is for every student to become proficient in every essential learning by the end of the school year.

Kindergarten

The below ELs are first reported during the quarter noted below and then continued to be reported from each quarter thereafter.

Quarter 1

- EL #1 Counting
 - I can count to 100 by tens and ones.
- EL #2 One-to-One Correspondence
 - I can count and represent a number of objects up to 20.
- EL #3 Recognize and Write Numbers
 - I can recognize and write numbers from 0-20.
- EL #10 Shapes
 - I can compare 2D and 3D shapes.
- EL #12 Time
 - I can understand concepts of time.
- EL #13 Sorting
 - I can identify, sort and classify objects by size, number and other attributes and explain why.

Quarter 2

- EL #3 One More, One Less
 - I can state a number that is one more and one less than a given number.
- EL #9 Positional Words
 - I can use correct vocabulary terms to describe the position of objects and shapes.

Quarter 3

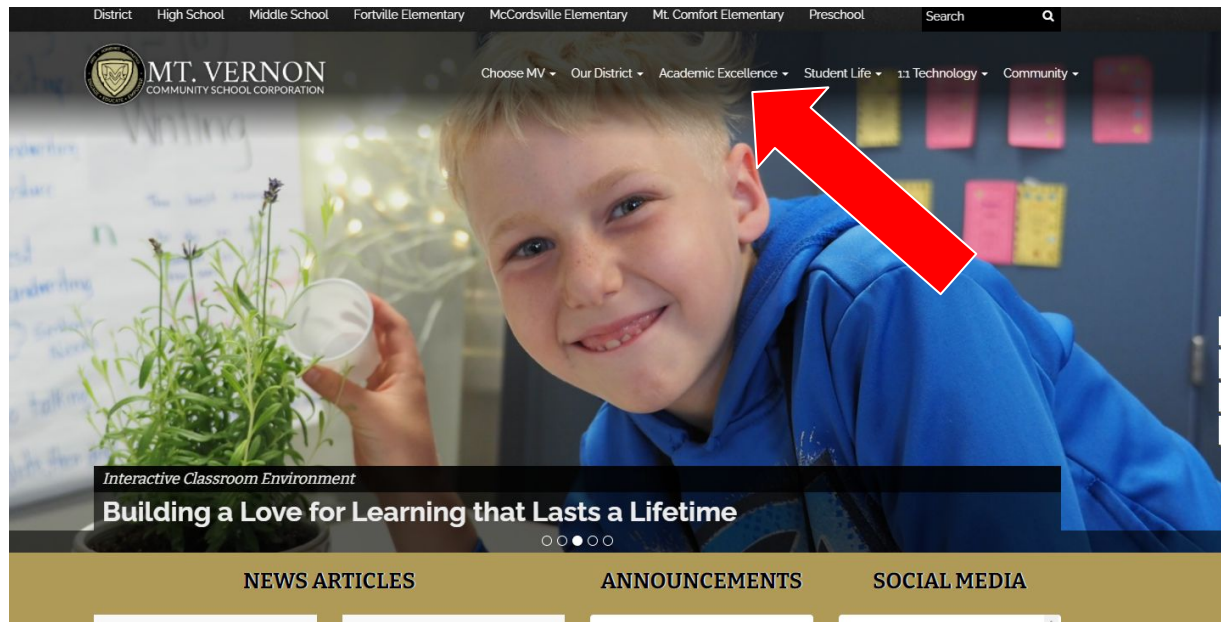
Why have quarter views?

1. Provides a clear overview of when essential learnings will be taught and assessed. (Q1 of PLC)
2. Clarify intended and implemented curriculum
3. Provides a crosswalk between essential learning and district resources
4. Communication with stakeholders



Where can we see the ELs (curriculum)?

- MVCSC website (or school)
 - Academic Excellence
 - Curriculum & Grading Scale
 - Table of courses / content by grade and level





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Curriculum & Grading Scale				
Curriculum				
<p>Mt. Vernon Community School Corporation is committed to providing a guaranteed and viable curriculum for all students. A guaranteed curriculum ensures all students have the opportunity to learn the essential learnings (ELs). Our ELs are based off of Indiana academic standards and are determined by our curriculum team to be 'essential' for students to learn. Standards are determined to be 'essential' based on student readiness, alignment with standardized assessments, and teacher judgement. A viable curriculum ensures it is possible for all students to learn in the allotted time. The quarter views listed below are the ELs students will be taught and assessed during each nine (9) week quarter. The goal is for every student to become proficient in every EL by the end of the course or school year. Below are linked documents that provide the EL for each content area or course.</p>				
				
Grade	Content/Course	Content/Course	Content/Course	Content/Course
Kindergarten	Math	Reading	Writing	Specials
1st	Math	Reading	Writing	Specials
2nd	Math	Reading	Writing	Specials
3rd	Math	Reading	Writing	Specials
4th	Math	Reading	Writing	Specials
5th	Math	Reading	Writing	Specials
6th	Math	English	Science	Social Studies
7th	Math	English	Science	Social Studies
8th	Math	English	Science	Social Studies
MS Unified Arts	Robotics I	Robotics II	Comp. Science	PCC
PE	Art	Band	Choir	Tech ED
High School				
English Discreet	English 9	English 10	English 11	English 12



Chemistry Essential Learnings Quarter View

Our district is committed to providing a guaranteed and viable curriculum for all students. A guaranteed curriculum ensures all students have the opportunity to learn the same essential learnings. A viable curriculum ensures it is possible for all students to learn in the allotted time. The quarter view below lists the essential learnings (EL's) students will be taught and assessed during each nine (9) week quarter. The goal is for every student to become proficient in every essential learning by the end of the school year.

1st Quarter

- **EL #1: Properties and States of Matter**
 - **C.1.1** Differentiate between pure substances and mixtures based on physical and chemical properties.
 - **C.1.3** Recognize observable macroscopic indicators of chemical changes
 - **C.1.4** Describe physical and chemical changes at the particle level.
 - **C.1.5** Describe the characteristics of solids, liquids, and gases and changes in state at the macroscopic and microscopic levels.
 - **C.1.6** Demonstrate an understanding of the law of conservation of mass through the use of particle diagrams and mathematical models.
 - **C.1.7** Perform calculations involving density and distinguish among materials based on densities.
- **EL #2: Atomic Structure and the Periodic Table**
 - **C.2.2** Determine the number of protons, neutrons, and electrons in isotopes and calculate the average atomic mass from isotopic abundance data.
 - **C.2.3** Write the full and noble gas electron configuration of an element, determine its valence electrons, and relate this to its position on the periodic table.
- **EL #3: Bonding and Molecular Structure**
 - **C.3.1** Investigate the observable characteristics of elements, ionic, and covalent compounds.
 - **C.3.2** Compare and contrast how ionic and covalent compounds form.
 - **C.3.3** Draw structural formulas for simple molecules and determine their molecular shape.
 - **C.3.4** Write chemical formulas for ionic compounds and covalent compounds given their names and vice versa.
- **EL #6: Solutions**
 - **C.7.1** Describe the composition and properties of solutions.
 - **C.7.2** Explain how temperature, pressure, and polarity of the solvent affect the solubility of a solute.



Reading Essential Learnings Quarter View

Our district is committed to providing a guaranteed and viable curriculum for all students. A guaranteed curriculum ensures all students have the opportunity to learn the same essential learnings. A viable curriculum ensures it is possible for all students to learn in the allotted time. The quarter view below lists the essential learnings (EL's) students will be taught and assessed during each nine (9) week quarter. The goal is for every student to become proficient in every essential learning by the end of the school year.

5th Grade Reading

Quarter 1

- **EL #1 : Literature**
The student can.....
 - Describe how the narrator or speaker's point of view affects how events are described.
 - Compare and contrast stories of the same genre with similar themes.
- **EL #2 : Story Elements**
The student can.....
 - Determine a theme of a story, play, or poem and support it with two or more examples from the text.
 - Summarize the story in a paragraph using their own words.
 - Describe how the characters, setting, and/or events impact the plot and support with text evidence.
- **EL #3 : Inferences**
The student can...
 - Quote accurately from the text using sentence starts, (e.g., "The author states...", "On page ___ it says...", "In the text...").
 - Draw inferences from the text and support their inferences with evidence from the text.

Quarter 2

- **EL #4 : Nonfiction**
The student can.....
 - Identify and explain the main idea and details that support the main idea in a nonfiction text.
 - Summarize the nonfiction text in paragraph form. (e.g. main idea and 3 supporting details)
 - Identify example from the text to show evidence of an author's claim
 - Explain how an author uses evidence to support a claim
- **EL #7 : Text Features**
The student can.....
 - Use context clues to determine the meaning of unknown words or phrases in a text.
 - Use text features to determine the meaning of unknown words or phrases in a text.
 - Use text features in a variety of sources (e.g. digital and print) to understand and apply new information.

MVCSC Digital Learning Pathway



1

What is the Digital Learning Pathway?





By MVCSC Teachers for MVCSC Teachers

The Digital Learning Pathway is a professional development opportunity where educators explore translating teaching and learning best practices to the digital world with a common MVCSC vision.

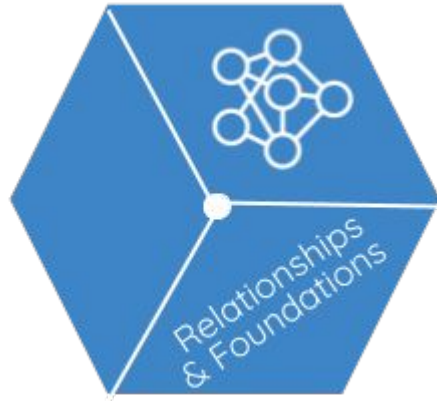


Digital Pathway Overview

- Funded by IDOE Grant
- Collaborated with CIESC for creation and implementation
- Six (6) hours of synchronous learning utilizing Zoom meetings
- Multiple hours of asynchronous (own pace) learning
Utilizing MVCSC Canvas Learning Management System (LMS)



Module 1: Establishing Relationships and Foundations in the Digital Space



- Understand the ways to establish trust and relationships in a distance learning environment.
- Explore TBRI in Mt. Vernon Schools and how to incorporate TBRI strategies into a digital environment
- Understand the ways to establish trust and relationships in a digital learning environment.



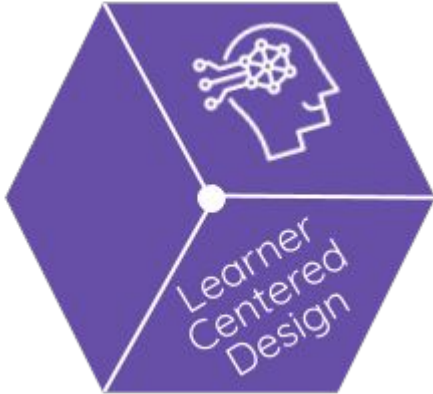
Module 2: Accessible Learning in the Digital Learning Space



- Identify commonly used Mt. Vernon assistive and adaptive technologies and possible uses.
- Identify and apply Universal Design for Learning (UDL) principles and strategies for creating a universally accessible digital learning environment
- Select technology tools and programs based on need and student data privacy



Module 3: Learner Centered Design



- Understand the use of Canvas LMS as an instructional tool
- Design learning spaces for student clarity (Canvas Templates)



Module 4: Engagement and Empowerment



- Evaluate student engagement and describe how engagement leads to student agency and empowerment.
- Utilize high-impact strategies from The New Art and Science of Teaching Handbook (NASoT) to facilitate goal-oriented instruction.



Module 5: Feedback and Assessment



- Learn about different types of effective feedback (strategies from NASoT)
- Learn about giving and using formative assessment in the digital space.
- Learn about giving and using summative assessment in the digital space.
- Learn about proficiency scales and competency based grading



Module 6: Future Ready Mindset



- Understand the essential nature of reflection in a Future Ready classroom.
- Explore the Infinite Game mindset and how it applies to the culture of a Future Ready classroom.

2

Next Steps



Future Cohorts

- **Cohort 2:** will consist of approximately 42 teachers and remaining administrators.
- **Cohort 3:** will consist of approximately 84 teachers
- **Cohort 4:** will consist of approximately 110 teachers (all remaining teachers)
- Grant dollars have been budgeted to pay teachers (contracted extra hours rate) for many of the hours outside their teaching day needed for teachers to complete the MVCSC Digital Learning Pathway Credential.

3

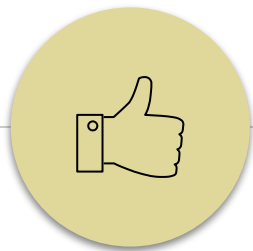
Cohort 1: Pioneers in the Field



Cohort 1

- Jeff Brandes, MVMS Asst. Principal
- Brooke Chapman, MCE 1st Grade
- Lena Darnay, CIESC
- Kyra Davis, FES 4th Grade
- Casey Dodd, MVHS Principal
- Misty Hall, Curriculum Integration Coordinator
- Alyson Hornaday, FES 2nd Grade
- Dan Keeler, MES 4th Grade
- Ryan King, MES Asst. Principal
- Kristina Monagle, MVMS Science

- Mark Noesges, MVHS Math
- Nick Ragan, MVHS English
- Greg Rollo, Director of Technology
- Jordan Sell, MCE 5th Grade
- LeeAnn Sherman, MCE 3rd Grade
- Scott Shipley, Director of Curriculum and Instruction
- Stephanie Stanley, MES 5th Grade
- Anna Stover, MES 2nd Grade
- Katie Thompson, FES Special Education
- Jaime Wilson, MVHS Science
- Alyson Zelencik, MVHS Teacher Librarian



Thank You!

Any questions ?

You can reach us at

- scott.shipley@mvcsc.k12.in.us
- misty.hall@mvcsc.k12.in.us