

Ensuring Equity, Engagement, & Student Empowerment through Curriculum

School District of Waukesha

Current Status

- Talk about the current status of our data to talk about equity and engagement.

Past:

- ★ Reader's Workshop District
- ★ People were developing their own units of study
- ★ People were developing their own version of workshop
- ★ Teaching the same mini-lessons year after year

Needed:

- ★ Instructional guarantees
- ★ Consistencies across the district
- ★ Units of study that were a provided a structure for teachers
- ★ Still allowed teachers flexibility
- ★ Build teacher expertise so that we could plan with the standards in mind for the students in front of them

PROFESSIONAL LEARNING

Concrete Experience
Producing, transforming, creating, inventing, constructing
Background and Prior Knowledge (Long-term memory)
Integrate old & new

Active Testing
Confirm, Disconfirm, and Self-Correct

Reflective Observation
Questioning, describing, reflecting, checking, wondering

Abstract Hypothesis
Analyzing, applying, testing, examining, confirming, rejecting, self-correcting
Predicting, inferring, synthesizing, arguing, hypothesizing, consolidating

Synthesised from Zull and Bloom

CONTENT

Theme

- ⊙ Conceptual framework
- ⊙ Make meaningful connections
- ⊙ Link experiences
- ⊙ Support integration
- ⊙ Real world application

Essential Questions

1. Open-ended
2. Thought-provoking and intellectually engaging
3. Calls for higher-order thinking
4. Important, transferable ideas within (and sometimes across) disciplines.
5. Raises additional questions
6. Requires support and justification
7. Recurs over time



(McTighe & Wiggins, 2013)

Enduring Understandings

- Focus curriculum on larger, lasting instructional concepts.
- Encourage active meaning making by students
- Reflect important, transferable learning.
- Developed through meaningful engagement with the Essential Questions.





Smoky Night

<p>Conflict</p> <p>Hooligans are stealing things that the citizens need.</p> <p>Fire-misbehaving children</p> <p>Did nobody admit to it along</p>	<p>Group 1</p> <p>Hooligans/Robbing</p> <p>Hooligans</p> <p>Mrs. Kim</p>	<p>Group 2</p> <p>Citizens of Building</p> <p>Emma/Schoolers</p> <p>Mr. Ramirez</p> <p>Emmet/Emma</p> <p>Daniel's Mom</p>
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Community

Swimmy → work as a team
 Odd Velvet → being friendly to everyone, even if they are different
 Chrysanthemum → kind words and helpful hands
 Red: A Crayon Story → accepting people for who they are

The author creates and builds the main character's identity by...

- By showing emotions & details
- Showing word choice
- Expressing emotions
- Comparing words, helping the characters read & act as we see them, not as we judge
- Strong phrases and words
- Living of the character
- Past experiences
- Emotions through words
- Character's actions
- How they feel about the main character's perspective

MR. TANEN'S \$budget collection

<p>I can identify characters in one story</p>	<p>Character</p> <p>Kids</p> <p>zoo keeper</p>	<p>Job</p> <p>School/learn</p>	<p>How do they help the community?</p> <p>future workers environment numbers, sports...</p> <p>let up to the zoo</p>
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Smoky Night

Do you think the community in Smoky Night is a caring community or not? Use evidence from the text to support your opinion.

No, it is not a caring community. There were hooligans stealing things a store they stole a TV, Mrs. Kim the cash, a cat and it was orange and fat and that cat does not like genuine Daniels cat. There was a fire in the apartment that they lived in they got out but both of the cats didn't. But the fireman went in and found them and the steps. Maybe the hooligans set the fire? The hooligan is robbing and robbing means they want to steal and destroy they don't

What are some ways the community helped the family?

Relationships Continuum - How Does Our Theme Evolve?

- K: Relationships with friends and family
- 1st: Value of relationships
- 2nd: Roles and responsibilities in different relationships
- 3rd: People are transformed through their relationships with others
- 4th: Role of conflict in relationships
- 5th: Relationships are impacted by outside influences
- 6th: Our beliefs impact our actions and decisions in relationships.
- 7th: The relationship between one's understanding of the world and one's actions.
- 8th: Voice has influenced relationships throughout our history.

Kindergarten

Students will understand that they have a relationship with people, places, and things around them including their friends and family.

Essential Question:
★ What is a relationship?



Dual Language

Language Workshop

Sample Planner

BOOK 1: Be A Friend		Phase 1: WHAT DOES THE TEXT SAY? Constructing Understanding of a New Text	
I can ask questions to understand characters in the story.	Standards for Phase 1: highlight the standards that apply to this lesson. RL.1 With prompting and support, ask and answer questions about key details in a text. RL.2 With prompting and support, read familiar stories, including key details. RL.3 With prompting and support, identify characters, settings, and major events in a story.		
Language Workshop First Reading of New Text	Unit of Study: Relationships Title of Text(s): Be A Friend Genre: Fiction Level: K-1		Vocabulary Consider addressing relevant vocabulary before and/or during the reading. However, only select vocabulary that must be understood in order for student comprehension to be assessed during the reading. Dictionary Definitions for teacher reference: <ul style="list-style-type: none"> ☐ Mime: The art of showing a character or telling a story using body movements and gestures without words; a person who performs mime. ☐ Ordinary: Normal, common, usual ☐ Extraordinary: Beyond what is ordinary or usual; highly unusual or exceptional or remarkable
Essential Question:	What is a relationship?		
Enduring Understanding:	<ul style="list-style-type: none"> ☐ Each friend, family, and relationship is unique and different. ☐ Effective readers use a variety of strategies to make sense of key ideas, details, and unknown words presented in text and illustrations. 		
Before First Reading:	Purpose for Listening Comprehension: The boy in this story expresses himself in an unusual way. While you listen to the story, use your imagination to understand what the boy is communicating.		
During First Reading:	☐ Read the text through, allowing students to wrestle with meaning making.		
After First Reading:	Discussion Prompts		Organizer: (if applicable)

Adapted from Derr, L., & C. Sifer, (2017), Teaching for Transfer: An Integrated Language Workshop. Portland, ME: Stenhouse.

First Grade

Students will understand that relationships help us grow.

Essential Question:
★ What is the value of relationships?



Dual Language

Second Grade

Students will understand that roles and responsibilities in relationships vary depending on setting and needs. Students will understand that roles and responsibilities in relationships are socially and culturally constructed.

Essential Questions:
★ Why do we need different types of relationships?



Third Grade

Students will understand that people are impacted by relationships in many different ways.

Essential Question:
★ How are people transformed through their relationships with others?



Performance Assessment

Classroom Debate!

Which character was most transformed through their relationships?

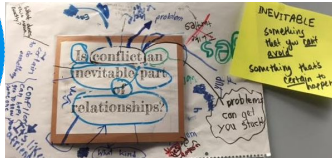


Fourth Grade

Students will understand that conflict can enhance or hinder a relationship.



Essential Question:
★ Is conflict an inevitable part of relationships?



Conflict impacts relationships by making the relationship stronger and last forever. For example in *Pink and Say* even though they knew that they would get pulled away from each other and wouldn't get to see each other again they still fought to stay together and when they got pulled away from each other the relationship still stood and was still there and same thing in *The Raft*, even though Nicky had to go home and not get to see his grandma any more and the conflict forced them to say bye but because of that the relationship grew stronger and made the relationship last forever!!!

How does conflict impact relationships?

Conflict impacts a relationship by bringing people together and letting relationships grow bigger for example in pink and say the conflict of the war and say getting shot impacted the relationship between pink and say because pink brought say to pink's house and that made their relationship grow bigger and brought them together I think that is similar to the raft because the conflict in the raft was that Nickie had to go to his grandma's house over the summer but he did not want to because there were no kids around to play with there wasn't even a tv but because of his grandma and the raft he started to like it there and I think the raft impacted the relationship between Nickie and nature and by the time summer was over Nickie was really really sad he had to leave because he had a lot of fun there.



Students will understand that our experiences, values and beliefs shape how we develop and interact within our relationships.

Essential Question:
★ What influences relationships?



Fifth Grade

Sixth Grade

Students will understand that our beliefs impact our actions and decisions in relationships.



Essential Question:

- ★ How do our beliefs impact our actions and decisions in relationships?



Seventh Grade

The relationship between one's understanding of the world and one's actions.



Essential Question:

- ★ What is the relationship between human rights and the realities of the human experience?

Eighth Grade

Students will understand that one's voice can impact history.



Text: Gettysburg Address

Essential Question:

- ★ What is the relationship between one's voice and one's impact on history?
