

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

(\*Attachments are available upon request from the Superintendent's Office.)

**Committee of the Whole**

**November 13, 2018**

A Committee of the Whole of the Groton Board of Education was held on November 13, 2018 in Room 11 of the School Administration Building.

**1. CALL TO ORDER**

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:05 p.m.

**PRESENT**

**ABSENT**

Mrs. Kim Shepardson Watson, Chairperson  
Dr. Andrea Ackerman, Vice Chairperson  
Mrs. Katrina Fitzgerald  
Mrs. Jane Giulini  
Mrs. Gretchen Newsome  
Mrs. Rosemary Robertson  
Mrs. Rita Volkmann  
Mr. Jay Weitlauf  
Mrs. Lee White

Dr. Michael Graner, Superintendent of Schools  
Ms. Susan Austin, Assistant Superintendent of Schools  
Mr. Sam Kilpatrick, Director of Buildings and Grounds  
Mr. Daniel Gaiewski, Student Representative

**1. Approval of Minutes of October 9, 2018**

**MOTION:** Robertson, White: To approve the minutes of October 9, 2018.  
**PASSED - UNANIMOUSLY**

**2. ELA K-12 Curriculum**

Ms. Austin gave an overview of the ELA K-12 Curriculum that showed snapshots and video clips of what is happening in the district (Attachment #1). She also shared a sample of the high school's ELA Curriculum (Attachment #2).

**3. Elementary SBAC**

Each elementary Principal gave an overview of their SBAC data and action plans (Attachment #3).

Mrs. Volkmann requested the full break-out for each school.

A presentation of the Anchor 4 Life Program will be given at a future meeting.

**4. Discussion of the proposed 2019-2010 School Calendar**

Dr. Graner reviewed the proposed 2019-2010 School Calendar (Attachment #4).

After a lengthy discussion, the Board asked that the Superintendent confer with the Unions regarding having Columbus Day (10/14/19), President Day (2/18/19) as school days, November 27, 2019 as a half day, and when to start the school year – before or after Labor Day.

This item will be placed on the November 19, 2018 COW agenda.

**5. Adjournment**

**MOTION:** Ackerman, Robertson: To adjourn at 8:05 p.m.  
**PASSED – UNANIMOUSLY**

# **ENGLISH LANGUAGE ARTS K-12 LITERACY**

**GPS BOARD OF EDUCATION PRESENTATION - NOVEMBER 13, 2018**

**SUSAN AUSTIN, ASSISTANT SUPERINTENDENT**

**LITERACY SPECIALISTS, INTERVENTIONIST  
★ FHS ELA DEPARTMENT CHAIR & ELA TEACHER K-12**

# STAFF CURRICULUM SITE ELA K-12

LOCATED ON THE NEW GROTONSCHOOLS.ORG WEBSITE  
GO TO STAFF AT TOP, CLICK ON STAFF CURRICULUM SITE

- STAFF CURRICULUM SITE ELA GR 5



# BOE APPROVED CURRICULUM UPDATE

## LOCATED UNDER TEACHING AND LEARNING AND BOARD OF EDUCATION

Groton Public Schools  
ELA Curriculum Map  
Grade 5

### INTRODUCTION

Course Title: Grade 5 Language Arts  
Curriculum Area and Grade English Language Arts; Grade 5

<b>Course Purpose:</b>
Groton Public Schools Grade 5 students will be able to read, write, speak, view and listen at grade level to become college and career ready while meeting Connecticut Common Core standards for English Language Arts. Our goal is to instill a love of learning by providing students a world class education which develops life-long readers and writers.
<b>Major Learning Goals and Understandings:</b>
Students will: <ul style="list-style-type: none"><li>• read, write, speak, listen, and view to build an understanding of written, visual, and oral text.</li><li>• experience, understand, respond to, and appreciate a variety of texts.</li><li>• apply the writing process to develop effective pieces of writing and use the conventions of the English language for an audience.</li><li>• create works using visual, written, oral, performance, and technological formats.</li><li>• employ the language arts for life-long learning, work, and enjoyment.</li></ul> All students will have common learning experiences that will include: opportunities to demonstrate collaborative learning, critical thinking, problem solving, global citizenship, digital literacy, and innovation. All students will demonstrate their development in the areas of communication, including: the use of interactive technologies, the ability to evaluate the credibility and/or appropriateness of digital information, the interpretation of embedded literacy across the content areas, and the strengthening of personal responsibility.

# **CORE INGREDIENTS OF ELA WORKSHOP**

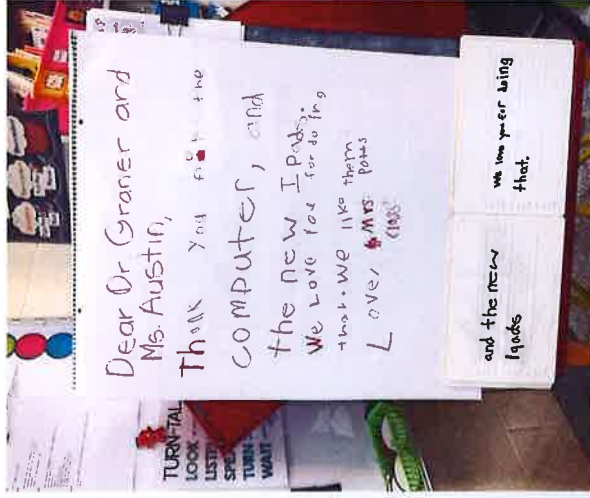
- **MINI LESSON WITH TURN AND TALK (10 MINUTES) – STUDENTS LEARN LITERACY STRATEGIES TO ADD TO THEIR REPERTOIRE.**
- **OFF YOU GO READERS AND WRITERS TO DO THE REAL WORK OF READERS AND WRITERS!**
- **TEACHER WORKS WITH SMALL GROUPS; ALONG WITH SPECIAL EDUCATION TEACHER OR LITERACY SPECIALIST/INTERVENTIONISTS.**
- **TEACHER CONFERS WITH STUDENTS INDIVIDUAL OR IN PAIRS; QUESTIONS, DISCUSSES AND USES INFORMATIVE ASSESSMENT AND RUNNING RECORDS TO MONITOR STUDENTS' GROWTH AND INFORM INSTRUCTION.**
- **MID WORKSHOP LESSON; WRAP UP AT THE END; STUDENTS SHARE AND MODEL WORK.**



# WORKSHOP IN ACTION!

- CLAUDE CHESTER ELA 01
- CLAUDE CHESTER ELA 02
- MARY MORRISON 01
- MARY MORRISON 02
- MARY MORRISON 03
- MARY MORRISON 04

# ELA WORKSHOP – INCLUDES PHONICS, GRAMMAR AND CONVENTIONS





# MIDDLE SCHOOL WORKSHOP

CMS ELA 1

CMS ELA 2

CMS ELA 3

CMS ELA 4

WSMS ELA 1

WSMS ELA 2

The perspective of minor  
characters, paying attention to  
clues hiding in:

dialogue actions behaviors

# SNAPSHOTS!

## • ELA PICTURES



# HIGH SCHOOL GRADES 9, 10, 11, 12

FHS ELA 1  
FHS ELA 2  
FHS ELA 3  
FHS ELA 4  
FHS ELA 5  
FHS ELA 6  
FHS ELA 7  
FHS ELA 8



# **GPS ENGLISH LANGUAGE ARTS' CURRICULUM, INSTRUCTION, AND ASSESSMENT K-12**

- **TEACHERS' COLLEGE COLUMBIA UNIVERSITY; TCRWP – READERS WRITERS WORKSHOP K-8**
- **NEW DYNAMIC CURRICULUM AND ASSESSMENT PLATFORM FOR STAFF K-12**
- **ELA UPDATES TO BOE CURRICULUM MAPS K-12**
- **PHONICS, GRAMMAR, CONVENTIONS PACING GUIDES K-12**
- **CT CORE STANDARDS K-12; SBAC GR. 3-8, PSAT GR 9-10 & SAT PER CSDE GR 11**
- **LITERACY SOFTWARE – LEXIA; DIGITAL AND CLASSROOM LIBRARIES**



# IB MIDDLE YEARS PROGRAM FOR MAGNETS MIDDLE SCHOOLS AND HIGH SCHOOL





# ELA PICTURES

ARTS VIDEO



ELA K-12 AND MIDDLE SCHOOL MAGNET SLIDESHOW



## Groton Public Schools Curriculum Map

### INTRODUCTION

**Course Title: College English 9/Honors English 9**  
**Curriculum Area and Grade: English Language Arts 9**

#### Course Purpose:

This course utilizes both a standards based and thematic approach to teaching writing and literature to engage students in the rigor of high school academics. The reading units give students the opportunities to make connections, draw inferences, analyze texts, and support understanding through inquiry and evidence. The writing units concentrate on writing argumentative/analytical pieces, informative and explanatory pieces, research based pieces, and narrative/creative pieces. The course emphasizes writing as a process and guides students to be fully engaged in that process, from brainstorming to publishing and reflection. Additionally, the SAT prep embedded in each unit bolsters both reading comprehension and understanding of words in context. Vocabulary acquisition and grammar skills are both embedded within the reading and writing units so that by the end of grade nine, students have many assured grade level assessments and learning experiences.

#### Major Learning Goals and Understandings:

##### FHS Student Learning Expectation(s):

- SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
- SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
- SE3 Work independently and collaboratively to solve problems and accomplish goals.
- SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

##### Course Specific Goals:

##### Students will:

- Read, write, speak, listen and view to build an understanding of written, visual and oral text.
- Engage with, understand, respond to, and appreciate a wide variety of texts from many literary periods and cultures.
- Apply the stages of the writing process to create and to communicate clearly using the conventions of the English language and write in different mediums for a variety of purposes and audiences.
- Employ the language arts for life-long learning, work and enjoyment.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester = 20 weeks	
<b>Unit 1:</b> <a href="#">Using Evidence</a>	<b>Unit 5:</b> <a href="#">Argumentative/Analytical Writing</a>
<b>Unit 2:</b> <a href="#">Theme</a>	<b>Unit 6:</b> <a href="#">Informative and Explanatory Writing</a>

<b>Unit 3:</b> <a href="#">Characterization</a>	<b>Unit 7:</b> <a href="#">Creative and Narrative Writing</a>
<b>Unit 4:</b> <a href="#">Perspective and Point of View</a>	<b>Unit 8:</b> <a href="#">Research Writing</a>

Mappers/Authors: **R. Barry, C. Halliwell, S. Hart, and A. McKenna**

Date Submitted: **June 29, 2018**

Date Approved: \_\_\_\_\_

<b>Part 1- Unit 1: Using Evidence</b>			
<b>Grade:</b> 9	<b>Subject:</b> English	<b>Course:</b> College English 9/ Honors English 9	<b>Length of Unit:</b> 1 Quarter

#### Common Core State Standards (Priority)

##### [CCSS.ELA-LITERACY.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### [CCSS.ELA-LITERACY.RI.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Supporting Standards

CCSS. ELA.LITERACY.RI. 9-10.5 -- Analyze in detail how an author's idea or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section of chapter)

CCSS.ELA-LITERACY. RL 9-10.4--Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific words choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

##### [CCSS.ELA-Literacy.L.9-10.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

##### [CCSS.ELA-Literacy.L.9-10.4.a](#)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

##### [CCSS.ELA-Literacy.L.9-10.4.b](#)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-Literacy.L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-Literacy.L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RL.9-10.10--By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>Part 2 - Standards Unit 1: Using Evidence</b>		
	<b>Key Content Knowledge and Concepts/Skills</b>	<b>Bloom's Taxonomy Levels</b>  Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> <li>1. That support can be quoted, paraphrased or summarized.</li> <li>2. The difference between facts and inferences.</li> <li>3. That evidence and ideas work together to form analysis.</li> <li>4. How to correctly cite quotations and paraphrased information using MLA format.</li> <li>5. Strategies to find the meaning of words and phrases in context.</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Select appropriate and relevant evidence from the text and choose a way to represent that evidence.</li> <li>2. Identify and explain the difference between implicit and explicit information.</li> <li>3. Introduce and cite evidence.</li> <li>4. Craft an analysis with ideas that explain the purpose/relevance of using the selected evidence.</li> <li>5. Recognize and interpret context clues that suggest meaning of unfamiliar words.</li> </ol>	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

### **Big Ideas and Essential Questions**

#### **● Big Ideas**

1. Evidence supports claims about the text, and some evidence is better suited to certain ideas.
2. Carefully selected evidence can make my ideas stronger and more complex.
3. Using evidence with integrity is important, so I need to cite it properly.

- **Essential Questions**

1. How do I choose strong evidence to support a claim?
2. How do I choose between quoting and paraphrasing textual evidence?
3. How can understanding facts and inferences help me develop my original thinking skills?
4. How can I use evidence to support an original and complex idea?

### **Part 3 – Common Unit Assessments—UNIT 1, Using Evidence**

- **Response-** Students respond to unit essential question with a one-draft, page-long response. This might be part of a longer assessment or test, per teacher discretion.

### **Part 4 – Common/Assured Learning Experiences—UNIT 1, Using Evidence**

- **Respond:** Students will respond to reading long and short passages by completing: dialectical journals, written paragraph or multi-paragraph analyses, guided reading questions, short answer questions with embedded passages, NUA thinking maps, class discussion, informal and formal individual/group assignments of varying lengths. Students will use MLA format when embedding quotations.
- **Prepare:** Students engage in SAT test prep by:
  - Writing timed SAT responses/2 per quarter for practice. One is assessed.
  - Responding to reading in a timed format/2 per quarter for practice. One is assessed.
- **Study Vocabulary:** Students will learn (for mastery, not exposure) 25 vocabulary words per marking period in College Prep and 35 vocabulary words (for mastery, not exposure) in Honors; these lists may be abbreviated for students with IEP/ELL identification. Teachers will regularly assess per their discretion.
  - Sources for vocabulary may include: Vocabulary.com SAT/AP Lists, Sadlier-Oxford Vocabulary Workshop Level D, vocabulary in context from the class reading selection, content area vocabulary, Latin/Greek Root Study, and command terms/general vocabulary. Five words may also be student generated.
- **Read:** Students will complete reading outside of class on a nightly basis, suitable to the range established for each course level: 10-20 pages per assignment (College Prep) and 20-40 pages per assignment (Honors)
- **Speak:** [Speaking and Listening Task](#)

### **Part 5: Teacher Notes-- Unit 1, Using Evidence**

[Literary Element Alignment Document](#)

[Thematic Unit Concept Map, Grade Nine](#) (Includes Essential Questions and Text Lists)

[Grade Nine Text List](#)



# Groton Public Schools Curriculum Map

## INTRODUCTION

**Course Title: College English 10/Honors English 10**  
**Curriculum Area and Grade: English Language Arts 10**

Course Purpose:
<p>This course utilizes both a standards based and thematic approach to teaching writing and literature to continue student progress in the rigor of high school academics. The reading units give students the opportunities to make more in depth connections, draw inferences, analyze texts, and support understanding through inquiry and evidence. The writing units concentrate on writing argumentative/analytical pieces, informative and explanatory pieces, research based pieces, and narrative/creative pieces. The course emphasizes writing as a process and guides students to be fully engaged in that process, from brainstorming to publishing and reflection. Vocabulary acquisition and grammar skills are both embedded within the reading and writing units so that by the end of grade ten, students have many assured grade level assessments and learning experiences. Additionally, the SAT prep embedded in each unit bolsters both reading comprehension and understanding of words in context. Students also exit to grade ten prepared for the more rigorous challenges in the upper secondary courses.</p>

Major Learning Goals and Understandings:
<p>FHS Student Learning Expectation(s):</p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p>Course Specific Goals:</p> <p>Building on their knowledge and skill from grade nine, students will improve and become more sophisticated learners while they:</p> <ul style="list-style-type: none"> <li>• Read, write, speak, listen and view to build an understanding of written, visual and oral text.</li> <li>• Engage with, understand, respond to, and appreciate a wide variety of texts from many literary periods and cultures.</li> <li>• Apply the stages of the writing process to create and to communicate clearly using the conventions of the English language and write in different mediums for a variety of purposes and audiences.</li> <li>• Employ the language arts for life-long learning, work and enjoyment.</li> </ul>

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester = 20 weeks	
<b>Unit 1:</b> <u>Argument, Theme, and Evidence</u>	<b>Unit 5:</b> <u>Argumentative/Analytical Writing</u>
<b>Unit 2:</b> <u>Complex Characters</u>	<b>Unit 6:</b> <u>Informative and Explanatory Writing</u>

<b>Unit 3:</b> <a href="#">Structure of a Text</a>	<b>Unit 7:</b> <a href="#">Narrative and Creative Writing</a>
<b>Unit 4:</b> <a href="#">Perspective and Point of View</a>	<b>Unit 8:</b> <a href="#">Research Writing</a>

Mappers/Authors: **R. Barry, C. Halliwell, S. Hart, and A. McKenna**

Date Submitted: **June 29, 2018**

Date Approved: \_\_\_\_\_

<b>Part 1- Unit 1: Argument, Theme and Evidence</b>			
<b>Grade:</b> 10	<b>Subject:</b> English	<b>Course:</b> College English 10/ Honors English 10	<b>Length of Unit:</b> 1 Quarter

#### Common Core State Standards (Priority)

##### [CCSS.ELA-LITERACY.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### [CCSS.ELA-LITERACY.RL.9-10.2](#)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

##### [CCSS.ELA-LITERACY.RI.9-10.2](#)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Supporting Standards

##### [CCSS.ELA-Literacy.RI.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY. RL 9-10.4--Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific words choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

##### [CCSS.ELA-Literacy.L.9-10.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

##### [CCSS.ELA-Literacy.L.9-10.4.a](#)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.9-10.4.b](#)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.4.c](#)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

[CCSS.ELA-Literacy.L.9-10.4.d](#)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.RL.9-10.10--By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<b>Part 2 - Standards Unit 1: Argument, Theme, and Evidence</b>		
	<b>Key Content Knowledge and Concepts/Skills</b>	<b>Bloom's Taxonomy Levels</b>  Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
The students will know:  1. That authors use multiple passages within a text to develop a theme or central idea. 2. That authors use a range of writing techniques to express different themes. 3. That authors use repetitive elements (like motifs) carefully to construct theme. 4. That figurative language is used to convey an author's purpose and tone.	The students will be able to:  1. Identify one or more themes/central ideas within a text and describe how theme is constructed. 2. Analyze in detail how an author's ideas or claims are developed and refined over the course of the text. 3. Craft an objective summary of the text and embed it in a literary analysis. 4. Choose relevant quotes or passages that develop the author's themes or central ideas and evaluate the way in which they construct meaning.	During this unit of study, all levels will be used for multiple learning experiences.

### Big Ideas and Essential Questions

- **Big Ideas**

1. Authors use varied techniques to convey themes that can interact and convey multiple messages.
2. Themes transcend time and culture to create universal meanings.

- **Essential Questions**

1. How do I use the text to help me identify themes?
2. How do themes reveal universal aspects of human nature and society?
3. How do I use discrete details to analyze overarching ideas (such as theme)?

### Part 3 – Common Unit Assessments—UNIT 1, Argument, Theme, and Evidence

- **Response-** Student responds to unit essential question with a one-draft, 1-1.5 page-long response. This might be part of a longer assessment or test, per teacher discretion.

### Part 4 – Common/Assured Learning Experiences—UNIT 1, Argument, Theme, and Evidence

- **Respond:** Students will respond to reading long and short passages by completing: dialectical journals, written paragraph or multi-paragraph analyses, guided reading questions, short answer questions with embedded passages, NUA thinking maps, class discussion, informal and formal individual/group assignments of varying lengths. Students will use MLA format when embedding quotations.
- **Prepare:** Students engage in SAT test prep by:
  - Writing timed SAT responses/2-3 per quarter for practice. One is assessed.
  - Responding to reading in a timed format/2-3 per quarter for practice. One is assessed.
- **Study Vocabulary:** Students will learn (for mastery, not exposure) 25 vocabulary words per marking period in College Prep and 35 vocabulary words (for mastery, not exposure) in Honors; these lists may be abbreviated for students with IEP/ELL identification. Teachers will regularly assess per their discretion.
  - Sources for vocabulary may include: Vocabulary.com SAT/AP Lists, Sadlier-Oxford Vocabulary Workshop Level E, vocabulary in context from the class reading selection, content area vocabulary, Latin/Greek Root Study, and command terms/general vocabulary. Five words may also be student generated.
- **Read:** Students will complete reading outside of class on a nightly basis, suitable to the range established for each course level: 10-20 pages per assignment (College Prep) and 20-40 pages per assignment (Honors)
- **Speak:** [Speaking and Listening Task](#)

### Part 5: Teacher Notes-- Unit 1 , Argument, Theme, and Evidence

# Groton Public Schools Curriculum Map

## INTRODUCTION

**Course Title: College English 11/** some overlap with AP/UConn English 11/IB English 11\*

**Curriculum Area and Grade: English Language Arts 11**

\* Please note: AP/UConn English 11 and IB English 11 already work towards other program goals.

However, there is some overlap with these curricular unit outlines in these courses.

Course Purpose:
<p>This course utilizes both a standards based and thematic approach to teaching writing and American literature; students progress into junior year with new challenges and rigor that require a more sophisticated and layered approach to subject area content coupled with the expectation that students are more independent learners. The reading units give students the opportunities to make more in depth and original connections, draw inferences, analyze texts, and support understanding through inquiry, evidence and sophisticated thought. The writing units concentrate on writing argumentative/analytical pieces, informative and explanatory pieces, research based pieces, and narrative/creative pieces. The course emphasizes writing as a process and guides students to be fully engaged and more independent in that process, from brainstorming to publishing and reflection. Vocabulary acquisition and grammar skills are both embedded within the reading and writing units so that by the end of grade eleven, students have many assured grade level assessments and learning experiences. Additionally, the SAT prep embedded in each unit bolsters both reading comprehension and understanding of words in context. Students also exit to grade twelve prepared for the more rigorous challenges in the upper secondary courses and college level work.</p>

Major Learning Goals and Understandings:
<p><b>FHS Student Learning Expectation(s):</b></p> <p>SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.</p> <p>SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.</p> <p>SE3 Work independently and collaboratively to solve problems and accomplish goals.</p> <p>SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</p> <p>SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</p> <p>SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</p> <p><b>Course Specific Goals:</b></p> <p>Building on their knowledge and skill from grades nine and ten, grade eleven students will improve and become more nuanced learners while they:</p> <ul style="list-style-type: none"> <li>• Read, write, speak, listen and view to build an understanding of written, visual and oral text.</li> <li>• Engage with, understand, respond to, and appreciate a wide variety of texts from many literary periods and cultures.</li> <li>• Apply the stages of the writing process to create and to communicate clearly using the conventions of the English language and write in different mediums for a variety of purposes and audiences.</li> <li>• Employ the language arts for life-long learning, work and enjoyment.</li> </ul>

Units/Theme/Chapter/Concept and # of Weeks	
Quarter = 10 weeks, Semester = 20 weeks	



<b>Unit 1:</b> <a href="#">Theme and Supporting Analysis with Evidence</a>	<b>Unit 5:</b> <a href="#">Argumentative/Analytical Writing</a>
<b>Unit 2:</b> <a href="#">Author's Choice: Setting, Plot, and Characters</a>	<b>Unit 6:</b> <a href="#">Informative and Explanatory Writing</a>
<b>Unit 3:</b> <a href="#">Style: Word Choice, Meaning, and Tone</a>	<b>Unit 7:</b> <a href="#">Narrative and Creative Writing</a>
<b>Unit 4:</b> <a href="#">Style: Structure and Point of View</a>	<b>Unit 8:</b> <a href="#">Research Writing</a>

Mappers/Authors: [R. Barry](#), [C. Halliwell](#), [S. Hart](#), and [A. McKenna](#)

Date Submitted: **June 29, 2018**

Date Approved: \_\_\_\_\_

<b>Part 1- Unit 1: Theme and Supporting Analysis with Evidence</b>			
<b>Grade:</b> 11	<b>Subject:</b> English	<b>Course:</b> College English 11/ some overlap with AP/UConn English 11/ IB English 11*	<b>Length of Unit:</b> 1 Quarter

\* Please note: AP/UConn English 11 and IB English 11 already work towards other program goals. However, there is some overlap with these curricular unit outlines in these courses.

#### Common Core State Standards (Priority)

##### [CCSS.ELA-Literacy.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Supporting Standards

##### [CCSS.ELA-Literacy.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### [CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-Literacy.L.11-12.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.11-12.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.11-12.4.a](#)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.L.11-12.4.b](#)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

[CCSS.ELA-Literacy.L.11-12.4.c](#)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

[CCSS.ELA-Literacy.L.11-12.4.d](#)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

[CCSS.ELA-LITERACY.RL.11-12.8](#)

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

[CCSS.ELA-LITERACY.RL.11-12.9](#)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

[CCSS.ELA-Literacy.RL.11-12.10](#)

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>Part 2 - Standards Unit 1: Theme and Supporting Analysis with Evidence</b>		
---------------------------------------------------------------------------------------	--	--

	<b>Key Content Knowledge and Concepts/Skills</b>	<b>Bloom's Taxonomy Levels</b>  Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> <li>1. Evidence supports ideas.</li> <li>2. Evidence has a context.</li> <li>3. Analysis has layers.</li> <li>4. Texts can have multiple, interacting themes.</li> <li>5. Themes reveal the author's purpose/message.</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Choose appropriate evidence.</li> <li>2. Cite the evidence correctly.</li> <li>3. Analyze evidence by clarifying the passage and showing its relevance to the main idea.</li> <li>4. Identify the themes and explain how they interact.</li> <li>5. Create a response that shows how the author's purpose shapes the theme.</li> </ol>	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

### **Big Ideas and Essential Questions**

- **Big Ideas**

1. Selecting evidence carefully can make analysis stronger.
2. Themes and central ideas interact with one another throughout the text.
3. Themes and central ideas build on one another to produce a complex account.

- **Essential Questions**

1. How can I synthesize evidence from a variety of texts in order to support my analysis?
2. How do two or more central ideas of a text emerge and develop over time, and how do these themes interact to create a complex account?

### **Part 3 – Common Unit Assessments—UNIT 1, Theme and Supporting Analysis with Evidence**

- **Response-** Student responds to unit essential question with a one-draft, 1.5- 2 page-long response. This might be part of a longer assessment or test, per teacher discretion.

### **Part 4 – Common/Assured Learning Experiences—UNIT 1, Theme and Supporting Analysis with Evidence**

- **Respond:** Students will respond to reading long and short passages by completing: dialectical journals, written paragraph or multi-paragraph analyses, guided reading questions, short answer questions with embedded

# Groton Public Schools Curriculum Map

## INTRODUCTION

**Course Title: College English 12/African American Literature/** some overlap with AP/UConn English 12/IB English 12\*

**Curriculum Area and Grade: English Language Arts 12**

\* Please note: AP/UConn English 12 and IB English 12 already work towards other program goals. However, there is some overlap with these curricular unit outlines in these courses.

### Course Purpose:

This course utilizes both a standards based and thematic approach to teaching writing and literature; students progress into senior year building on the challenges and rigor that require a more sophisticated and layered approach to subject area content coupled with the expectation that students almost fully independent learners. The reading units give students the opportunities to make more in depth and original connections, draw inferences, analyze texts, and support understanding through inquiry, evidence and sophisticated thought. The writing units concentrate on writing argumentative/analytical pieces, informative and explanatory pieces, research based pieces, and narrative/creative pieces. The course emphasizes writing as a process and guides students to be fully engaged and increasingly independent in that process, from brainstorming to publishing and reflection. Vocabulary acquisition and grammar skills are both embedded within the reading and writing units so that by the end of grade twelve, students have many assured grade level assessments and learning experiences. Additionally, the SAT prep embedded in each first semester unit bolsters both reading comprehension and understanding of words in context. Students also exit grade twelve prepared for the more rigorous challenges of college level work.

### Major Learning Goals and Understandings:

#### FHS Student Learning Expectation(s):

- SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
- SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
- SE3 Work independently and collaboratively to solve problems and accomplish goals.
- SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

#### Course Specific Goals:

Building on their knowledge and skill from grades nine through eleven, grade twelve students will improve and become more independent learners while they:

- Read, write, speak, listen and view to build an understanding of written, visual and oral text.
- Engage with, understand, respond to, and appreciate a wide variety of texts from many literary periods and cultures.
- Apply the stages of the writing process to create and to communicate clearly using the conventions of the English language and write in different mediums for a variety of purposes and audiences.
- Employ the language arts for life-long learning, work and enjoyment.

Units/Theme/Chapter/Concept and # of Weeks Quarter = 10 weeks, Semester = 20 weeks	
<b>Unit 1:</b> <a href="#">Themes and Word Choice</a>	<b>Unit 5:</b> <a href="#">Argumentative/Analytical Writing</a>
<b>Unit 2:</b> <a href="#">Author's Choice: Structure and Characters</a>	<b>Unit 6:</b> <a href="#">Informative and Explanatory Writing</a>
<b>Unit 3:</b> <a href="#">Multiple Interpretations of a Literary Work</a>	<b>Unit 7:</b> <a href="#">Narrative and Creative Writing</a>
<b>Unit 4:</b> <a href="#">Inquiry and Point of View</a>	<b>Unit 8:</b> <a href="#">Research Writing</a>

Mappers/Authors: [R. Barry](#), [C. Halliwell](#), [S. Hart](#), and [A. McKenna](#)

Date Submitted: [June 29, 2018](#)

Date Approved: \_\_\_\_\_

Part 1- Unit 1: Theme and Word Choice			
<b>Grade:</b> 12	<b>Subject:</b> English	<b>Course:</b> College English 12/ African American Lit. some overlap with AP/UConn English 12/ IB English 12*	<b>Length of Unit:</b> 1 Quarter

\* Please note: AP/UConn English 12 and IB English 12 already work towards other program goals. However, there is some overlap with these curricular unit outlines in these courses.

#### Common Core State Standards (Priority)

##### [CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

##### [CCSS.ELA-Literacy.RL.11-12.2](#)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

##### [CCSS.ELA-Literacy.RL.11-12.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings



or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

### Supporting Standards

#### [CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### [CCSS.ELA-Literacy.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### [CCSS.ELA-Literacy.L.11-12.3](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### [CCSS.ELA-LITERACY.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### [CCSS.ELA-Literacy.L.11-12.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

##### [CCSS.ELA-Literacy.L.11-12.4.a](#)

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

##### [CCSS.ELA-Literacy.L.11-12.4.b](#)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

##### [CCSS.ELA-Literacy.L.11-12.4.c](#)

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

##### [CCSS.ELA-Literacy.L.11-12.4.d](#)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### [CCSS.ELA-Literacy.RL.11-12.10](#)

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

<b>Part 2 - Standards Unit 1: Theme and Word Choice</b>		
-------------------------------------------------------------	--	--

	<b>Key Content Knowledge and Concepts/Skills</b>	<b>Bloom's Taxonomy Levels</b>  Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering
<p>The students will know</p> <ol style="list-style-type: none"> <li>1. Texts can have multiple, interacting themes.</li> <li>2. Themes reveal the author's purpose/message.</li> <li>3. Terms have multiple meanings which depend on context.</li> <li>4. Authors choose specific terms for a purpose/effect.</li> <li>5. Different ways to describe tone.</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the themes and explain how they interact.</li> <li>2. Create a response that shows how the author's purpose shapes the theme.</li> <li>3. Identify the figurative language terms.</li> <li>4. Write an analysis that shows how the author uses figurative language.</li> <li>5. Identify the tone of a text and explain how the tone impacts meaning.</li> </ol>	<p>During this unit of study, all levels will be used for multiple learning experiences.</p>

### **Big Ideas and Essential Questions**

#### ● **Big Ideas**

1. Themes can interact and make a text more complex.
2. Analyzing how a theme develops helps establish meaning and interpretation of a text.
3. Specific interpretation of words and meaning helps focus analysis of a text.

#### ● **Essential Questions**

1. How do two or more central ideas of a text emerge and develop over time, and how do these themes interact to create a complex account?
2. How does diction impact and enhance a reader's experience?

### **Part 3 – Common Unit Assessments—UNIT 1, Themes and Word Choice**

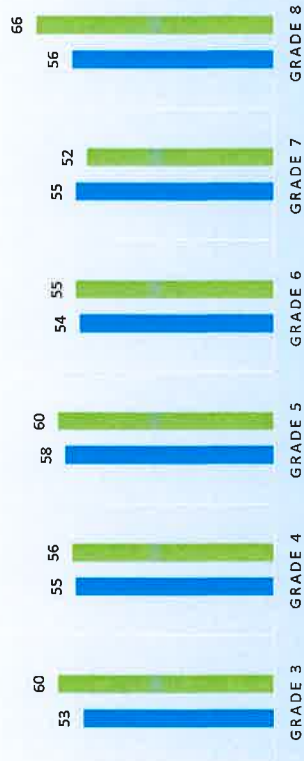
- **Response-** Students respond to unit essential question with a one-draft, 2-page response. This might be part of a longer assessment or test, per teacher discretion.

### **Part 4 – Common/Assured Learning Experiences—UNIT 1, Themes and Word Choice**

- **Respond:** Students will respond to reading long and short passages by completing: dialectical journals, written paragraph or multi-paragraph analyses, guided reading questions, short answer questions with embedded

### 17-18 SBAC ELA

■ CT ■ Groton

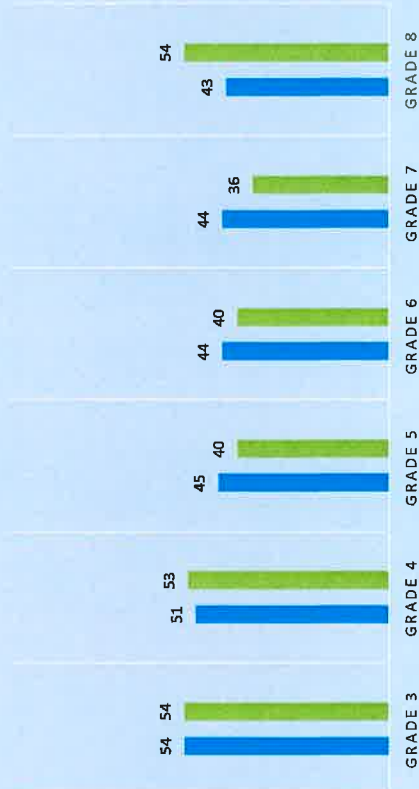


Presentation to the Board of Education

November 13, 2018

### 17-18 SBAC MATH

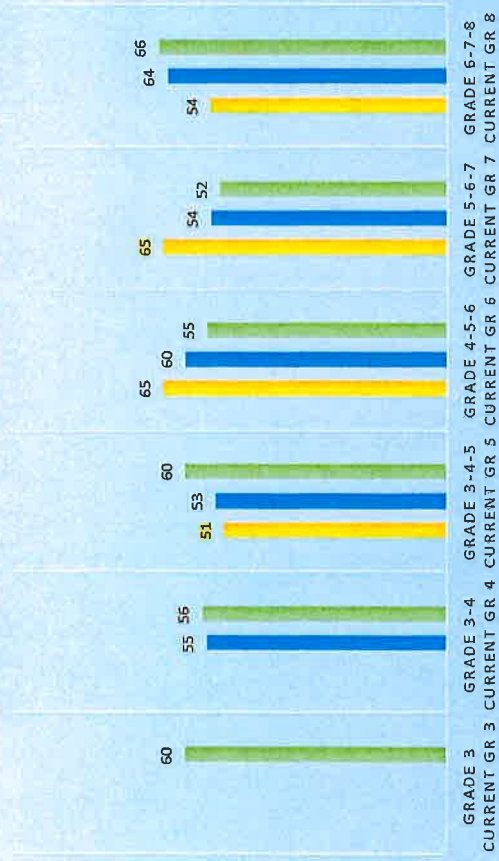
■ CT ■ Groton



SBAC Data and Action plans.

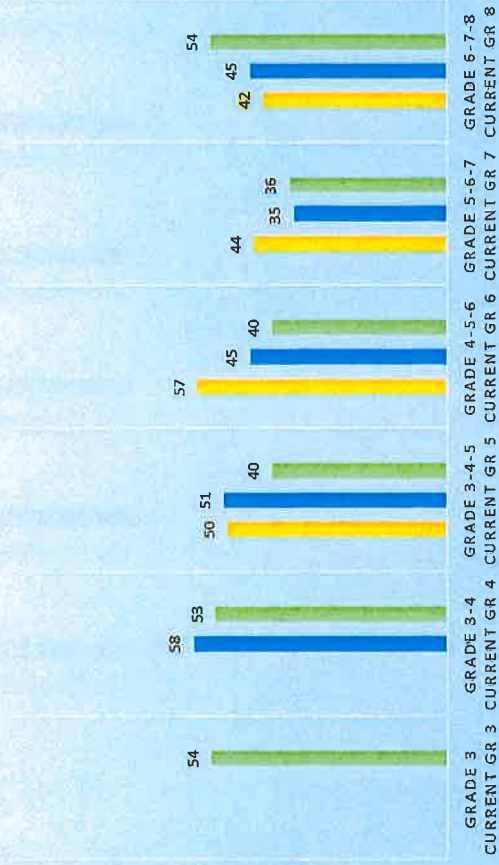
## GPS - ELA

15-16 16-17 17-18



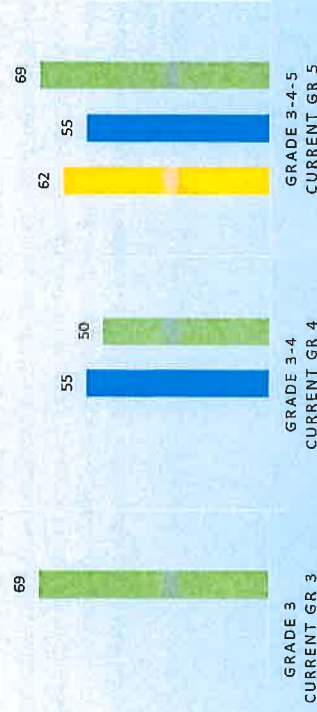
## GPS - MATH

15-16 16-17 17-18



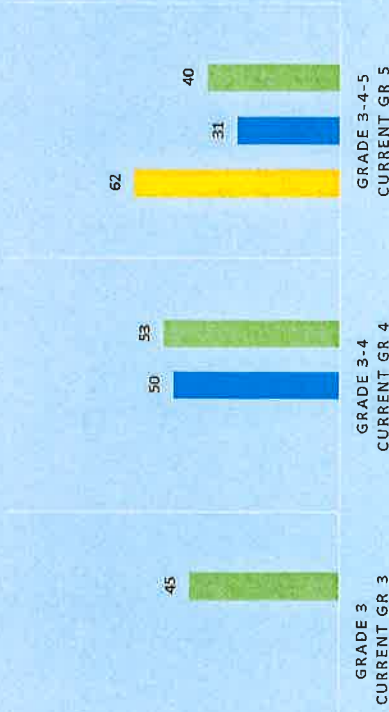
## CHARLES BARNUM - ELA

15-16 16-17 17-18



## CHARLES BARNUM - MATH

15-16 16-17 17-18



## Charles Barnum Action Plan

### ELA:

- Continued Implementation of both the TC Reading and Writing Workshops and PD
- SBAC Interim Assessment data collection and discussion to help monitor progress
- Revised SRBI/Intervention process across grade levels
- Sharing of effective teaching strategies through the data team process, department meetings and model classrooms (faculty meetings)
- Reading Specialist designated time to coordinate with grade level teams for meeting/push-in; bi weekly

### Math:

- Continued Implementation of the Math Workshop model through CFLM and Investigation Units
- SBAC Interim Assessment data collection and discussion to help monitor progress
- Incorporating Math Vocabulary and discussion throughout all content areas and specials
- Revised SRBI/Intervention process across grade levels
- Sharing of effective teaching strategies through the data team process, department meetings and model classrooms (faculty meetings)
- Math Specialist designated time to coordinate with grade level teams for meeting/push-in; bi weekly

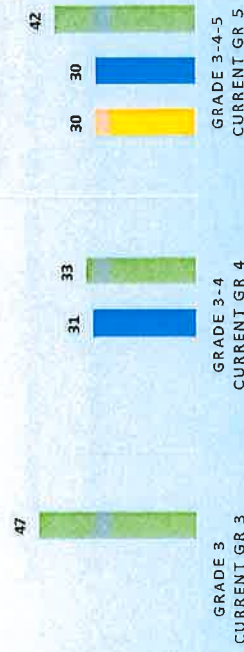
### Culture/Climate:

- To address the attendance issue at all levels K – 5 more proactively
- Continued whole-school focus on the healthy lifestyle through the Wellness Committee combined with the Farm-to-School committee; healthy living/healthy eating
- Address culture/climate of staff and students through modified faculty meetings and the student lead community meetings and Life is Good Superpowers
- Address both staff and parent SSC feedback for the spring survey through intentional positive communication home



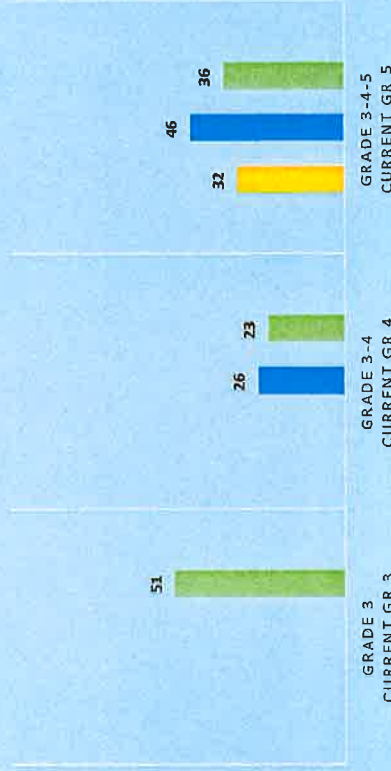
## CLAUDE CHESTER - ELA

15-16 16-17 17-18



## CLAUDE CHESTER - MATH

15-16 16-17 17-18



## Claude Chester Action Plan

### ELA:

- Literacy Team is using a “push-in” model during Readers Workshop to co-teach, confer, take small groups; and a “pull-out” model during SRBI block to provide additional Tier 2 and Tier 3 interventions.
- When conferring with students during Readers Workshop and Writers Workshop, teachers are requiring students to cite text evidence in their responses (verbally and/or in writing) as well as increasing the number of read-alouds and demonstration text to model how to cite text evidence to support conclusions.
- Administer all SBAC IAB as a formative assessment and use the data to inform instruction as well as provide students practice with the tech tools and questions style.
- Continue to participate in PD with Teachers College (K and 1 focusing upon Phonics)

### Math:

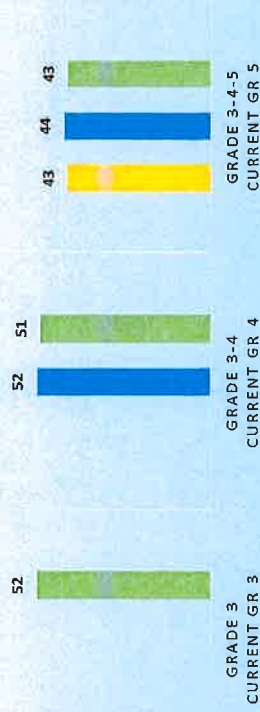
- Teachers are continuing to focus on strategies for fact fluency and overall number sense through the increased use of Mini-Lesson Strings from Context For Learning Mathematics, Investigations units, Dreambox, Assessment App.
- Math Specialist will co-teach and model lessons specific to Math Practices Number 1. *Make Sense of Problems and Persevere in Solving them and number*; and 5. *Using appropriate tools strategically*. A Math Center has started this year for teachers and students to use for whole group and small group lessons to promote growth mindset in Math.
- Administer all SBAC Interim Assessment Blocks
- Piloting Investigations K-5

### Climate / Culture:

- Continue to have PUPs of the month (Positive Uplifting People) with a character focus for each month
- Continue to meet the “First Hour of Needs”
- Continue to hold Morning Meetings and Whole School Meetings.  
Behavior Tutors teach lesson during set scheduled Morning Meetings based upon the “Choose Love” curriculum which targets social emotional well-being
- Continue to promote student leadership opportunities through Peer Leaders, Bus Leaders, and Morning Greeters.

## CATHERINE KOLNASKI - ELA

15-16 16-17 17-18



## CATHERINE KOLNASKI - MATH

15-16 16-17 17-18



## Catherine Kolnaski Action Plan

### ELA:

- Continue implementation of Readers & Writers Workshop K-5 including continued professional development from Teacher's College
- Incorporate NUA thinking strategies and vocabulary building strategies throughout lessons
- Develop reading stamina during reading workshop and with whole school reading marathons
- Increase time students read & respond online (EPIC, Freckle, GoogleClassroom, Read Works, Newsela (1-5), etc)
- Increase grammar specific lessons/word work at all grade levels according to grammar scope/sequence
- Provide regular opportunities to revise written work other than their own—beginnings, ending, main idea, etc. (at least twice/month) and increase student self-assessment of written responses

### Math:

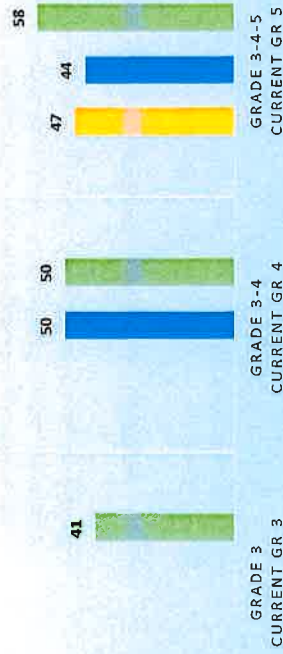
- Administer interim assessments post unit. Also use interim as instructional tools.
- Implement Investigations and Contexts for Learning Mathematics at all grade levels.
- Increase use of self-assessment for problem solving strategies
- Focus on building stamina in math problem solving including whole school math marathons
- Incorporate strategies and games to improve number sense and understanding of number relationships

### Climate/Culture:

- Monthly Safe School Climate meetings with broad grade level representation
- Continue buddy classroom relationships
- Regular school meetings to promote areas of focus, develop positive school community, & share across grade levels.
- Second Step instruction K-5
- Continue to use bibliotherapy in classrooms and whole school meetings.
- Be explicit in telling/teaching students who they can go to when they are troubled

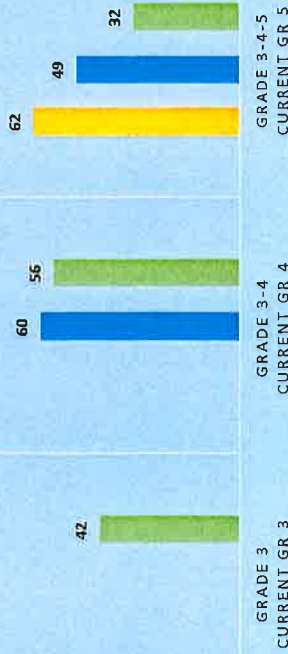
## MARY MORRISON - ELA

15-16 16-17 17-18



## MARY MORRISON - MATH

15-16 16-17 17-18



## Mary Morrison Action Plan

### ELA:

- Implementation of LC Readers' & Writers' Workshops K – 5 with the goal of: *independence, engagement, and stamina.*
- SBAC practice – reading on-line text & Integration of TC Treasure Chest.
- Listening stations will be integrated into the SRBI block or interactive read aloud weekly.
- Grade level appropriate writing in response to reading K – 5.
- Reading Marathon will be integrated into grades 3 – 5.

### MATH:

- Teachers will use the Investigations program to provide explicit and direct mathematical instruction.
- Teachers will Implement a math workshop model that supports a mathematical community and embeds Standards for Mathematical Practices in daily instruction.
- Teachers will Implement Cathy Fosnot CFLM (Context for Learning Mathematics) as a supplementary program:
  - Number strings 3X/week
  - Units (one unit / trimester)

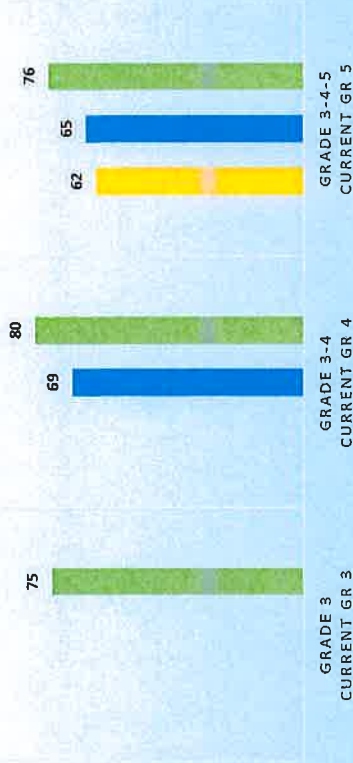
### CLIMATE/CULTURE:

- Students and teachers will expect effective academic instruction and curriculum with minimum disruptions ensuring positive environments.
- Bullying Prevention through the creation of a safe and caring school community, by teaching strategies that help students to avoid victimization, and to take a stand for a bully-free school.
- Implementation of Student Attendance Success Plans.



## NORTHEAST ACADEMY - ELA

15-16 16-17 17-18



## NORTHEAST ACADEMY - MATH

15-16 16-17 17-18



## Northeast Academy Action Plan

### ELA:

- *The Journey to Success!*
- Continue Co-teaching Model
- NEA Generated Professional Development Programs
- Implementation of TC Reading and Writing Workshop Models
- SBAC Test Prep Unit (Grades 3-5)
  - 2nd Grade Tech/Keyboarding Class
- Continue 3-5 Library/Media Integrated Research Projects
  - Grade 5 Capstone Project

### Math:

- *The Journey to Success!*
- Continued Development of Math Workshop Model
  - *Contexts for Learning Mathematics Lessons*
  - *Investigations*
  - *DreamBox*
- SBAC Test Prep Unit
- Professional Development Programs

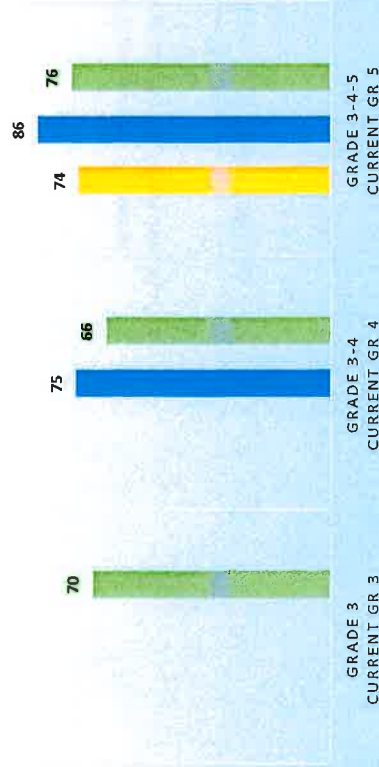
### Climate/Culture:

- Journey to Success



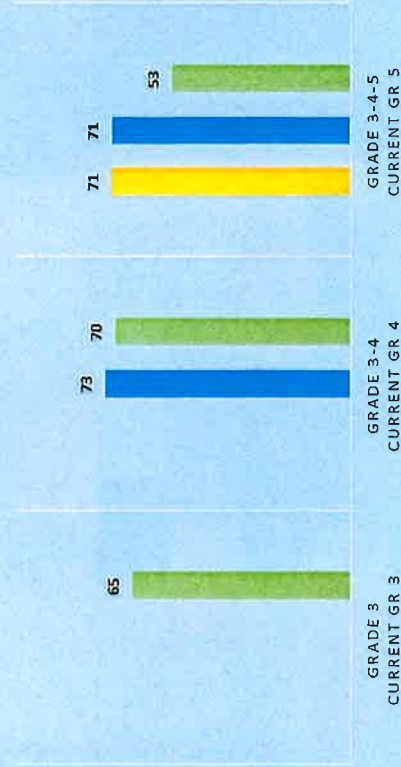
## S.B. BUTLER - ELA

15-16 16-17 17-18



## S.B. BUTLER - MATH

15-16 16-17 17-18



## S.B. Butler Action Plan

### ELA:

- Continue implementation of the TC Reading and Writing Workshops with embedded Professional Development
- Utilize ELA Interims within Data Teams to focus instruction
- Focus on Reading Comprehension
- Focus on Paragraph Structure and Revision
- Continue to build reading and writing stamina

### Math:

- Continue the implementation of the Math Workshop model
- Implement Context for Learning Mathematics units
- Utilize math interims within the data team to focus on areas of continued growth
- Building focus of math vocabulary
- Integrate performance tasks within Math Workshop
- Math specialist to co-teach within grades 3-5, in addition to providing intervention

### Climate/Culture:

- Building-wide focus of students treating each other with respect and using kind words. (District School Climate Survey – Students)
- All School (Town Hall Meetings) highlighting student achievement ~ Student of the month, Principal of the day
- Grade 5 Leadership Team ~ Role Models and focus on kindness
- Continue Bubbles' Brag ~ Postcard home to students highlighting positive behavior and achievement
- "Positive Behavior Forms"



## PROPOSED 2019-2020 SCHOOL CALENDAR

**July 2019** 0/0

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**7/4-5 July 4th Holiday**

7/x-7/xx Sp. Ed. Summer School

7/x-7/xx Summer School 9-12 at FHS

7/xx-7/xx Sp.Ed. Ext ABA Summer Session

**August 2019** 2/2

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8/1-8/x Summer School 9-12 at FHS

8/1-8/x Sp.Ed. Ext ABA Summer Session

8/xx, xx Freshman Orientation

8/22 New Teacher Orientation

8/26 Convocation/School Meetings

8/26 PM Paraprofessional Professional Dev

8/27, 28 All Day Professional Development

**8/29 First Day of School**

8/29 - 8/30 Kindergarten Screening

**September 2019** 20/22

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**9/2 Labor Day****9/3 First day for Kindergarten, Prek, Preschool**

9/10 Faculty Meeting

9/17 TLI-Early Dismissal

9/24-Department Meeting

9/29-30 Rosh HaShanah (informational only)

Begins at sunset on 9/29

**October 2019** 22/44

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

10/1 Rosh HaShanah (informational only)

10/1 Faculty Meeting

10/8-10/9 Yom Kippur (informational only)

Begins at sunset on 10/8

10/8 TLI-Early Dismissal

**10/14 Columbus Day**

10/23,24, 25 Parent Teacher Conference -

Early Dismissal(Elementary &amp; Middle)

10/29 Department Meeting

**November 2019** 16/60

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

11/5 All Day Regional

Professional Development

**11/11 Veteran's Day**

11/12 Faculty Meeting

11/19 Department Meeting

**11/27-29 Thanksgiving Vacation**

**December 2019** 15/75

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

12/3Faculty Meeting

12/10 TLI-Early Dismissal

12/17 Department Meeting

12/20 Early Dismissal (Holiday)

**12/23-12/31 Winter Holiday Vacation**

**January 2020** 21/96

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1/1 New Year's Day

1/7 Faculty Meeting

1/14 TLI-Early Dismissal

**1/20 Martin Luther King Day**

1/21 Department Meeting

**February 2020** 18/114

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

2/4 Faculty Meeting

2/11 TLI-Early Dismissal

**2/17-18 -Presidents Day/Winter Break**

2/25 Department Meeting

**March 2020** 21/135

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

3/3 Faculty Meeting

3/13 Regional Professional Development

3/17 Department Meeting

**April 2020** 16/151

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

4/1, 2, 3 Parent/Teacher Conference -

Early Dismissal (Elementary only)

4/7 Faculty Meeting

4/10 Good Friday

**4/13-17 Spring Break**

4/21 Department Meeting

**May 2020** 20/171

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5/5 TLI-Early Dismissal

5/12 Faculty Meeting

5/19 Department Meeting

**5/25 Memorial Day**

**June 2020** 10/181

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

6/2 Faculty Meeting

**6/12 Last Day of School, Early Dismissal**

6/15-19 Snow Make-Up Days

6/19-FHS Graduation