

West Orange Public Schools



Curriculum & Instruction Update

Presented at:
Board of Education Meeting
April 2019

West Orange Board of Education

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Math 6-8 Program/ ELA K-5 Materials Update

A decorative graphic featuring a light blue book with a white spine and a light orange sun partially visible behind it, positioned behind the text.

MATHEMATICS 6-8

<p style="text-align: center;">Year 1 2016-2017</p>	<p style="text-align: center;">Year 2 2017-2018</p>	<p style="text-align: center;">Year 3 2018-2019</p>	<p style="text-align: center;">Year 4 2019-2020</p>
<p>Connected Math Program (CMP 2 and CMP 3) since about 2012.</p> <p>Committee formed to examine program materials.</p> <p>CMP3 was found by teachers and parents to lack additional practice and resources for students. Due to lack of resources, teachers supplemented with Glencoe materials.</p> <p>As a result, a goal was included in the 2016-2017 strategic plan to evaluate the Grade 3 through Geometry math program.</p>	<p>Established a formal committee to evaluate the district's Math Program, grade 3 -Geometry.</p> <p><u>Presented finding and recommendations to the Board in June 2018.</u></p> <p>Recommended the replacement of the 6-8 CMP3 program.</p>	<p>Established a 6-8 Math Program Selection Committee.</p> <p>Reviewed 5 math programs and selected top two programs, <i>Reveal</i> and <i>Ready Math</i>.</p> <p>Piloting <i>Reveal</i> and <i>Ready Math</i> by all teachers at all three Middle Schools.</p> <p>Committee will present final recommendation to the Board by the end of May 2019.</p> <p>Adopt one of the two piloted programs, <i>Ready</i> or <i>Reveal</i>.</p> <p>All teachers have materials from pilots. Representative from adopted program will provide PD to teachers.</p>	<p>Implement adopted Math program 6-8 (<i>Ready</i> or <i>Reveal</i>).</p> <p>Continue professional development and support for teachers during implementation and information to parents.</p>

ENGLISH LANGUAGE ARTS K-5

Year 1 2018-2019

Established ELA Evaluation Committee to examine district materials and how they support the balanced literacy model. Findings and teacher feedback found inconsistency in materials across elementary schools and the need for supplemental reading and writing materials to better support existing balanced literacy program.

[Provided update to Board in January 2019.](#)

Committee examined resources that would best support the existing Balanced Literacy program and recommended that Units of Study be provided to include mentor texts, teaching points and mini-lessons as additional support to teachers.

Reading Units of Study have been purchased through ESSA and will be disseminated in June to K-5 teachers.

K-3 curriculum revisions include references and alignment to Units of Study and supporting materials.

Professional development around best practices around the Balanced Literacy model has been provided to all K-5 teachers. Feedback is being collected to inform further PD in 2019-2020.

Year 2 2019-2020

Provide Writing Units of Study as instructional resource to all K-5 teachers to further support existing Balanced Literacy approach.

Provide additional professional development and support for teachers and information to parents.

Curriculum Overview Pages



Curriculum Development Process

1	JULY - AUGUST	<ul style="list-style-type: none"> Curriculum writing projects are confirmed and within the approved district budget for the upcoming year Program of Study and 5 year Curriculum Revision Cycle is updated for Board approval
2	SEPTEMBER	<ul style="list-style-type: none"> Names of curriculum writers are submitted for Board approval
3	OCTOBER - NOVEMBER	<ul style="list-style-type: none"> New curriculum writers complete 3 days of professional development Previously trained curriculum writers begin writing new curriculum Projected curriculum budget submission
4	NOVEMBER - MARCH	<ul style="list-style-type: none"> Curriculum writing process continues Supervisor monitors process
5	APRIL - MAY	<ul style="list-style-type: none"> Completed curriculum project is reviewed by supervisor and submitted to Office of C&I two (2) weeks prior to Council meeting date Approved curriculum is presented to Curriculum Council for review / feedback
6	MAY	<ul style="list-style-type: none"> Completed curriculum projects are presented to BOE for adoption
7	JUNE	<ul style="list-style-type: none"> New curriculum, accompanied by professional development, is presented to staff for implementation the following September

Supervisor Responsibilities

Curriculum Revision

- All curriculum is reviewed for alignment to standards; district and grade level expectations; horizontal and vertical alignment.
- Curriculum follows district format, contains no grammatical errors, and all links / sharing permissions are functioning.
- All curriculum documents are placed into the appropriate shared folder prior to presentation to curriculum council.
- Appropriate naming conventions for each unit are utilized.
- Submission of each curriculum contains all required elements for Board approval.

Curriculum Submission

- Curriculum Cover Pages
 - Essential Course Information
 - Course overview*
 - Unit overviews*
 - Content Continuum / Themes / Strands
 - Instructional / Supplemental Materials
 - Key Features of Course or Revision*
 - LEP / SE Considerations
- Units of Study (Stages 1-4): for staff
- Units of Study (Stage 1): for parents / community

Process Timelines

- All completed curriculum must be provided to the curriculum council at least 2 weeks prior to meeting date.
- Once approved by the Curriculum Council, supervisor will convert all units to PDF to finalize.
- All vouchers must be submitted for payment prior to July 1.
- Special Education/ELL writers will be provided with the curriculum prior to July 1.

Curriculum Budget Guidelines (September 1 - June 30)

- All curriculum projects must be budgeted for by November 30th.
- Curriculum budget must include proposed courses being considered, associated curriculum development costs, professional development and textbooks.
- When planning for curriculum development, budget cuts and allotment of hours must be adhered to, including shared / co-writing.
- Requests for changes to planned projects can be made in writing but must comply with budget.
- Budget costs for curriculum development are:
 - New Course / Major Revision (60 hours)(Honors 20 Hours)
 - Revision / Semester Course (30 hours)
 - Instructional Strategies (15 hours)
- All curriculum must be completed within the timeline / fiscal year for payment. Formal requests for an extension may be made for extenuating circumstances by May 1st.



SOCIAL STUDIES
Course: Modern World History /
Honors Modern World History
High School: Grade 9

- Essential Course Information**
- Course Revision
 - Full Year - 5 Credits
 - Required for Graduation.
 - Honors level requires Teacher Recommendation

Course Overview

In this course, students will examine historical developments that have shaped the modern world. The course begins with a study of the Age of Revolutions, continuing through the world wars and concludes with an examination and analysis of the contemporary world in each of the following regions: Africa, Latin America, Asia, and the Middle East. The overview and sequence applies to College Prep and Honors Level courses.

Unit	Estimated Class Time	Overview
Unit 1 <i>Age of Revolution</i>	5 weeks	In this unit, students will examine how the ideas that developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. Students will evaluate the vital role played by revolutionaries in promoting societal change in order to apply an understanding to revolution movements today.
Unit 2 <i>Imperialism and WWI</i>	5 weeks	In this unit, students will examine the motives of western nations as they competed for new colonies in Africa, Asia, and Latin America. Students will investigate the impact of imperialism on World War I examining its causes and consequences.
Unit 3 <i>World War II</i>	8 weeks	In this unit, students will analyze how the efforts of the 1920s and 1930s to bring about social and economic recovery eventually failed as the Great Depression spread around the world and totalitarian states rose in power. Students will examine World War II in relation to human rights, the home front, and the creation of new political tensions that would lead to the Cold War.
Unit 4 <i>Post-WWII Europe</i>	2 weeks	In this unit, students will study the Cold War and the corresponding development of alliances, and hot spots. They will analyze the role of various international organizations in their attempts to serve as mediators. Students will examine the economic and social instabilities that led to the disintegration of the Iron Curtain.
Unit 5 <i>Contemporary Middle East</i>	5 weeks	In this unit, students will compare and contrast the influence of nationalism on growing independence movements in the Middle East. They will consider the impact of imperialism and how the peoples of the Middle East reacted to colonization. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to this region.
Unit 6 <i>Contemporary Africa</i>	5 weeks	In this unit, students will compare and contrast the influence of nationalism on growing independence movements in the Africa. They will consider the impact of imperialism and how the peoples of the Africa reacted to colonization. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to this region.
Unit 7 <i>Contemporary Latin America</i>	5 weeks	In this unit, students will compare and contrast the influence of nationalism on growing independence movements in the Latin America. They will consider the impact of imperialism and how the peoples of the Latin America reacted to colonization. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to this region.
Unit 8 <i>Contemporary Asia</i>	5 weeks	In this unit, students will compare and contrast the influence of nationalism on growing independence movements in the Asia. They will consider the impact of imperialism and how the peoples of the Asia reacted to colonization. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to this region.

Content Continuum

8

Ancient World History
Early Humans through the Renaissance

9

Modern World History
Age of Revolutions through modern day

10

United States History I
Exploration, Colonization, and Settlement through the Emergence of Modern America



INSTRUCTIONAL / SUPPLEMENTAL MATERIALS

1. Textbook: Modern World History: Patterns of Interaction. McDougal Littell.
2. Supplemental readings and online resources to enhance understanding of course content and skills
 - DBQ Project
 - Thinking Like a Historian: Stanford History Education Group
 - Newsela
 - and others.

All existing resources will be evaluated for alignment to new curriculum

KEY FEATURES OF REVISION

- Social studies curriculum was last revised in 2014.
- Student access to digital resources has expanded greatly.
- Integration of performance based assessments and common writing tasks.
- Incorporations of activities and assessments that develop 21st century skills.

LEP (Limited English Proficiency) and Special Education sections of Modern World History are offered.

Differentiation strategies will be included (DATE)

Social Studies Department
West Orange Public Schools
Steve Olshalsky, Supervisor K-12



West Orange Public Schools Curriculum Template

Course: Modern World History	Level / Grade: College Prep / Grade 9	
Unit Title: Unit 1 - Age of Revolutions	Pacing: 5 weeks	
STAGE 1: DESIRED RESULTS		
<p>Learning Goals/Content Standards:</p> <p>6.2.12.A.2.b - Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.C.2.a - Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.A.3.b - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.c - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.d - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.C.3.a - Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b - Explain how industrialization and urbanization</p>	<p style="text-align: center;">Transfer Goal(s)</p> <p>Students will be able to independently use their learning to:</p> <p>evaluate the vital role played by revolutionaries in promoting societal change in order to:</p> <ul style="list-style-type: none"> • apply an understanding of historical approaches to address contemporary societal issues. • demonstrate the effective use of contemporary social media platforms to disseminate new ideas. 	
	<p>Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Revolutions develop as a result of societal strife. • Humans react differently to societal changes. • Challenging authority can inspire others to do the same. • New ideas help to broaden humanity's understanding of the world. • New ideas do not always work out as planned. • Revolutions lead to both positive and negative societal impacts. • The Age of Reason and industrialization gave birth to the 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is a revolution? • How do revolutions exemplify challenges to social, political, and economic power? • To what extent have revolutions brought about social progress? • Have the benefits of revolutions outweighed the negative social consequences?

West Orange Public Schools Curriculum Template

CONTENT KNOWLEDGE	SKILLS
<p>Students will know...</p> <p>Part I</p> <ul style="list-style-type: none"> • Life during the Middle Ages (e.g. - Renaissance, role of the Catholic Church, feudalism) • Causes of the Protestant Reformation (e.g. - selling indulgences, corruption of the Catholic Church) • Impact of the printing press • Effects of the Protestant Reformation <ul style="list-style-type: none"> ◦ Actions of Martin Luther ◦ Spread of Protestantism (e.g. - Anglican Church, Calvinism) ◦ Political Impact (e.g. - actions of King Henry VIII, Catholic-Protestant division of Europe) ◦ Catholic Counter-Reformation • Scientific Revolution <ul style="list-style-type: none"> ◦ Conflict between science and Christianity (e.g. - heliocentric theory/Galileo) ◦ Development of modern scientific method for discovery ◦ Other scientific discoveries (e.g. - Newton and gravity/laws of physics) <p>Part II</p> <ul style="list-style-type: none"> • Development of modern nation-states in Europe during the Middle Ages • Rise of Absolutism <ul style="list-style-type: none"> ◦ Louis XIV's actions as king • Philosophical support of absolutism <ul style="list-style-type: none"> ◦ Theory of Divine Right ◦ Hobbes' <i>Leviathan</i> • Enlightenment Ideas <ul style="list-style-type: none"> ◦ Locke - natural rights ◦ Voltaire - freedom of speech/religion ◦ Montesquieu - separation of powers ◦ Rousseau - Social Contract Theory 	<p>Students will be able to ...</p> <p>Part I</p> <ul style="list-style-type: none"> • Analyze the causes and effects of the Protestant Reformation. • Assess the impacts of the Printing Press on European society. • Explain how Protestant reformers challenged the Roman Catholic Church. • Evaluate the Catholic Church's response to the rise of Protestantism. • Analyze the causes and effects of the Scientific Revolution. <p>Part II</p> <ul style="list-style-type: none"> • Explain the progression of government in Europe during the Middle Ages. • Evaluate the positive and negative characteristics of an absolute monarchy. • Analyze Enlightenment thinker's alternative approaches to government. • Identify the causes of the French Revolution. • Evaluate the factors that lead to the French Revolution's failure. <p>Part III</p> <ul style="list-style-type: none"> • Analyze the causes and effects of the Agricultural Revolution. • Identify the factors that enabled England to industrialize first. • Evaluate the positive contributions and negative consequences of industrialization. • Analyze the causes and effects of urbanization. • Analyze the new social and economic ideas stemming from the growth of industrialization in Europe.

Middle School Honors Update



Middle School Honors Program

The West Orange Middle School Honors Program provides students performing above grade level standards an advanced course of study where content is explored in greater depth and complexity.

- Grades 6, 7 & 8
- English Language Arts
- Mathematics
- Science
- Social Studies

Entrance Criteria 2017-2018

- Criteria
 - Students must have a “B” average in the grade level subject
 - Content Area Placement Exam
 - Content Area Writing Sample
 - Teacher Recommendation
- Placement Exam Waiver
 - Students currently in a 6th or 7th grade honors class, who have an average grade of 80% or higher for marking periods 1-2

Feedback and Concerns

- Loss of instructional time
- Too many assessments
 - Honors Placement Exams
 - Honors Writing Sample
 - District Assessments (MAP, PARCC)
- Validity of Honors Assessments

Is there a strong correlation between district assessments and Honors enrollment?

If so, can we eliminate some of the Honors placement testing?

Correlation

- Currently, 956 seats in Honors 6-8 (all subjects)
 - 12% ELA, 17% SS, 18% Math, 18% Science
- 80% of those 956 seats, scored an 80-85% or higher on MAP and top levels of PARCC
- Shared findings with Middle School Honors Committee and explored options for exempting students from placement exams

Committee Discussions Around Exemptions

Students (grades 6 & 7) currently in Honors remain in Honors:

- “B” average or higher in Honors course

Students (grades 5, 6 & 7) new to Honors can be exempt from placement exam:

- **85% or higher on MAP Growth**
- **Meet PARCC Scale Score Range**
- **“A” in core content area course**
- **Teacher Recommendation**

Entrance Criteria:

- “B” in core content area course
- Placement Exam & Writing Sample
- Teacher Recommendation

Honors 2018 Enrollment / 2019 Projections

	ELA		Math		Science		Social Studies	
	2018-2019	Projected 2019-2020	2018-2019	Projected 2019-2020	2018-2019	Projected 2019-2020	2018-2019	Projected 2019-2020
6	28	62*	58	63*	67	78*	56	62*
7	56	28	148 (Pre Alg 63, Alg I, 85)	57	101	65	117	54
8	91	55	121 (Alg I 89, Alg II 32)	129 (Pre Alg 54, Alg I 75)	106	100	84	114

***Preliminary exemptions based on MAP / PARCC Only
TBR - Grades / Teacher Recommendations**

Grades 6-7 Grades 7-8

Current honors students, projected to remain in honors based on MP1 & MP2 Grade of at least 80%

SY 2017-2018 to SY 2018-2019	# of students in grade 6 Honors course who remained in grade 7 Honors course	# of students in grade 7 Honors course who remained in grade 8 Honors course
ELA	84% 49 out of 58	90% 27 out of 30
Math	96% 89 out of 93	78% 114 of 146
Science	91% 89 out of 98	95% 59 out of 62
Social Studies	83% 113 out of 136	95% 56 out of 59

Timeline

Presentations

- Board Update, April 8
- Parent Information Night
 - April 9 @ Edison, 6:15 pm
 - April 25 @ Central Office, 6:15 pm
- *MAP Growth* Parent Information Night, May 1 (tentative)

Process (April- Early June)

- Letter to parents regarding interest in Honors by course
- Identify exemptions and notify students and parents
- Schedule, administer and score placements exams
- Notify parents and students of Honors placements/ Review appeals
- Finalize schedules



Thank you!