

WWP Curriculum Review 2022



Tonight I will share...

1. The amazing work of our curriculum writing teams
2. What curriculum looks like
3. Highlights from the work



Whole Child, Every Child, Global Child



We Begin with Story

ELA, Social Studies, & Health

*And the importance of
Inclusive Texts*

CRITERIA FOR CHOOSING DIVERSE BOOKS

Books that depict the variety of ethnic, racial, and cultural groups in the United States can both affirm the identities of diverse students and also provide opportunities for students to develop understandings about others. Here are four tips for choosing diverse books. For additional guidance on selecting and evaluating children's literature, access the QR codes below.

REPRESENTATION

Are characters portrayed in ways that reflect a full range of their lived experiences? Does this book affirm the cultural identities of characters without generalizing, stereotyping, or misrepresenting? Does it suggest a savior identity for a group?

AUTHORSHIP

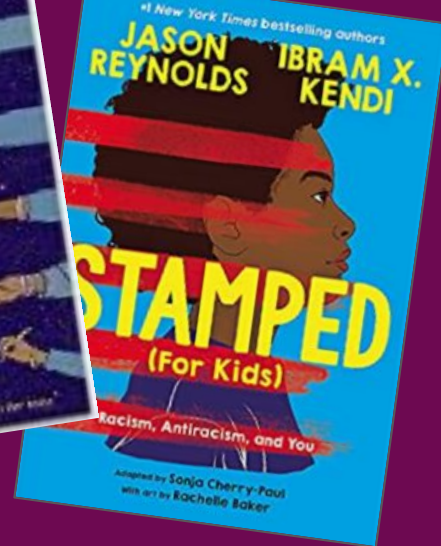
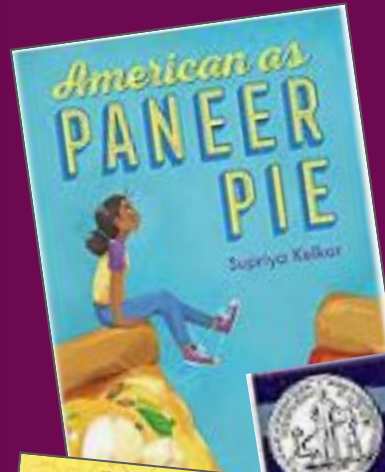
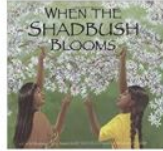
Who is the author? What makes the author uniquely positioned to tell this story with authenticity and care?

CONTEXT

Is the story relevant to the lives of students today? Or are books that feature diverse characters set only in the historical past?

CONTENT

Does the text have an authentic voice?
Will students want to read this book?



The Nuts and Bolts: *What Does Curriculum Look Like?*



Math Grade 2

Unit 1: Fact Fluency to 20	
Content Area: Elementary Mathematics	
Course & Grade Level: Mathematics, Grade 2	
Summary and Rationale	
Unit 1 works toward the establishment of classroom norms around mathematical inquiry and discourse. The mathematical focus rests primarily on the development of number sense, operations, and fact fluency to 20. Important mathematical models including the number rack, bead strings, and the number line are introduced during the unit, and students are expected to become proficient at using strategies that emerge from these models.	
Recommended Pacing	
20 days	
New Jersey Student Learning Standards for	
Standard: 2.OA.A Represent and solve problems involving addition and subtraction.	

CPI #	Cumulative Progress Indicator (CPI)
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Standard: 2.OA.B Add and subtract within 20.	
CPI #	Cumulative Progress Indicator (CPI)
2.OA.B.2	Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Standard: 2.OA.C Work with equal groups of objects to gain foundations for multiplication.	
CPI #	Cumulative Progress Indicator (CPI)
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Standard: 2.NBT.A Understand place value.	
CPI #	Cumulative Progress Indicator (CPI)
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
Standard: 2.NBT.B Use place value understanding and properties of operations to add and subtract.	
CPI #	Cumulative Progress Indicator (CPI)
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills	
Standard: 9.4 Critical Thinking & Problem Solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Standard: 9.4 Life Literacies and Key Skills: Technology Literacy: Digital tools have a purpose.	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.L.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
Standard: 8.1 Computer Science: Data & Analysis: Data can be used to make predictions about the world.	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Standard: 8.2 Design Thinking: Engineering Design Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	
CPI #	Cumulative Progress Indicator (CPI)
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
Interdisciplinary Standards	
English Language Arts	
CPI #	Cumulative Progress Indicator (CPI)
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Math Grade 2 continued...

Instructional Focus

Unit Enduring Understandings

- We can use different operations when solving for an unknown.
- Computation involves taking apart and combining numbers using a variety of strategies.
- Flexible methods of computation involve grouping numbers in a variety of ways including regrouping.
- We use place value to help us solve number sentences.
- We try out strategies to find the most efficient and accurate method and represent the strategy using numbers and symbols.
- Numbers can be composed and decomposed to solve problems.

Unit Essential Questions

- How do we solve for the unknown number?
- How does knowing our facts help us to solve math problems?
- How does the position of a digit in a number affect its value?
- How do we use different strategies to help us add and subtract?

Objectives

We are learning to/that:

- Use a variety of strategies to solve basic facts with fluency (efficiency, flexibility, accuracy, and automaticity)
- Use the appropriate vocabulary for operations of addition and subtraction (plus, equals, sum, addends, difference, minuends, minus, compare, equals, greater than, less than, etc.)
- Represent math problems in numbers, pictures, and words
- Ten ones equals one ten
- Our number system is based on groups of 10.
- Solve simple put-together (addition), take-apart (subtraction), and comparison problems.
- Use the opposite relationship between addition and subtraction to solve problems
- Use a variety of strategies and models to represent word problems
- Use addition and subtraction strategies to solve one and two step word problems within 20
- Develop a variety of methods (pictures, words, numbers, manipulatives) to explain/show how to solve addition and subtraction problems
- Use manipulatives to solve addition and subtraction problems.
- Determine whether a group of objects up to 20 has an odd or even number of members
- Write an equation to represent an even number as a sum of two equal addends
- Write time using a.m. and p.m.
- Identify, describe, and extend number patterns
- Extend a growing pattern
- Tell and write time to the nearest 5 minutes on an analog and digital clock
- Find the total number of objects in an arrays in up to 5 rows and 5 columns
- Write an equation to represent the total number of objects in an array as the sum of equal addends
- Skip count by 5s, 10s and 100s

Evidence of Learning

Assessment

Assessment plan may include teacher designed formative and summative assessments and district common assessments. Throughout the unit, students will be engaged in activities that involve finding patterns, making generalizations, drawing conclusions, and communicating their ideas with others. Teachers will have many opportunities to observe students' growth in these areas, as well as with specific math skills and concepts throughout this unit.

Resources

Foundational text:

Bridges in Mathematics Grade 2 by The Math Learning Center

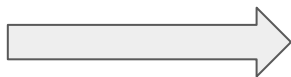
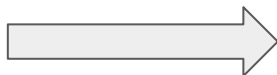
Instructional & Professional Resources:

- Exemplars, *Problem Solving for the 21st Century*
- K-5 Math Teaching Resources
- DreamBox Learning (Digital Tool)
- Better World Ed
- *Math in Practice: Teaching Second Grade Math* by Allison Peet, Susan O'Connell, & John SanGiovanni
- *Math Workshop: Five Steps to Implementing Guided Math, Learning Stations, Reflection, and More* by Jennifer Lemp
- *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching* by Jo Boaler
- *Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades PreK-2 (Volume I)* by John A. Van de Walle, Karen S. Karp, LouAnn H. Lovin, & Jennifer M. Bay-Williams

Additional Supports

[WW-P Accommodations and Assessment](#) (Reference Tool and Glossary)

Forensic Science



Unit 2: Physical Evidence and Law	
Content Area: Science	
Course & Grade Level: Forensic Sciences, 11-12	
Summary and Rationale	
Forensic science utilizes all levels of scientific inquiry to analyze physical evidence with the ultimate goal of recreating the events of the crime for a jury in a court of law. Hence, in this unit students will learn proper crime scene procedure and understand the necessity for establishing a chain of custody. They will detail the role that evidence plays in recreating the events of a crime. They will be able to describe the two types of evidence that can be found at a crime scene and differentiate between class and individual evidence. This lays the foundation for the upcoming units that delve into different pieces of evidence, such as hair, blood, and bones. They will understand the importance of following the principles of scientific method and the need for collecting control samples at every crime scene. They will define and demonstrate proper evidence collection procedure at a mock crime scene. This helps to explain the rationale for the laws around evidence collection and presentation in court.	
Recommended Pacing	
24-28 days	
New Jersey Student Learning Standards for	
Standard: NGSS	
CPI #	Cumulative Progress Indicator (CPI)
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
Standard: Climate	
CPI #	Cumulative Progress Indicator (CPI)
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)

Forensic Science continued...

ELA	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
ELA	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Cumulative Progress Indicator (CPI)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
Standard 6.1 U.S. History	America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Standard 6.2 World History	Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Math	Reason abstractly and quantitatively
Math	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities of the factors as applied to Forensic Science.
Math	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays
Math	Define appropriate quantities for the purpose of descriptive modeling.
Content Objectives	
<ul style="list-style-type: none"> Explain Locard's exchange principle. Describe examples of materials that could be transferred from a crime-scene to a suspect or vice versa . Discuss how the intensity, duration and nature of the materials in contact can affect the extent of the transfer. Distinguish between direct, circumstantial, biological, physical, trace, class, and individual evidence. Describe the role of each of the following people at a crime scene: Police officer, Crime Scene Investigator, Medical Examiner, Detective, Other specialists 	

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> It is impossible to determine the precise moment of death. The variety and stage of development of insects found at the scene build an estimated timeline. The decomposition of a corpse has different stages. Various environmental factors may influence the estimation of time of death.
Unit Essential Questions
<ul style="list-style-type: none"> What can insects tell us about a crime? What can we learn from a dead body?
Content Objectives
<ul style="list-style-type: none"> Describe and recognize the stages of decomposition. Know the 3 mortises and how they are used to determine time of death. Identify the conditions that exist to cause the different insects to arrive at the scene.
Ability Objectives
<ul style="list-style-type: none"> Identify and describe the four stages of a blowfly. List the different insects that can arrive at a crime scene and what stage they would be present. Given the proper tables students can identify the possible time of death for a given scenario using observations of the body and bug activity . Determine the manner, cause and mechanism of death.
Evidence of Learning
Sample Performance Task
<ul style="list-style-type: none"> Evaluate the merits and limitations of the insect-based time of death models that incorporate biotic and abiotic factors. (HS-LS4-5, HS-LS2-8, HS-LS2-6) Utilizing the algor mortis mathematical model, determine the time of death based on environmental factors. (HS-LS4-5, HS-ESS3-1, HS-PS1-5) Analyze data to construct an explanation for how climate change could affect using body decomposition and insect activity to determine time of death, now and in the future. (HS-LS4-5, HS-ESS3-1, HS-LS2-8)

Highlights:

- New Courses
- Revisions
- State Standards



New Courses:

Dance

Photography II

Emerging
Financial
Markets

Civics

DLI 4th Grade

Adaptive Life
Skills

Revisions and New Standards

Climate Change, Career Readiness, Life Literacies, Key Skills, and 2020 Standards

At a Glance

Adaptive Life Skills
Advanced Algebra 2
Algebra 2
American Studies I
American Studies I Honors
American Studies II
American Studies II Honors
AP American Government
AP Calculus AB
AP Calculus BC
AP Chinese
AP Comparative Government and Global Studies
AP European History
AP French Language and Culture
AP Microeconomics
AP Psychology
AP Spanish Language & Culture
AP Spanish Literature and Culture
AP US History
Chinese 1
Chinese 2
Chinese 3
Chinese 4H

Chinese 5H
Chinese Grade 6
Chinese Grade 7
Chinese Grade 8
Computer Applications Grade 7
Computer Cycle Grade 6
Computer Cycle Grade 7
Computer Graphics Grade 8
Conversations in Spanish
Cycle Art 6
Cycle Art 7
Cycle Art 8
Dance I
Design and Engineering Grade 7
Discrete Math
DLI Chinese Literacy & Culture Grade 4
DLI Spanish Literacy & Culture Grade 4
Economic and Social Problems in American Society
Elective Art 7
Elective Art 8
Emerging Financial Markets
Forces & Motion MD/Autism
Forensic Sciences

French 3
French 3H
French 4/5 A
French 4/5 B
French 4H
French Grade 6
French Grade 7
French Grade 8
Geometry
Geometry H&A
Geometry Honors
German 1
German 2
German 3
German A 4H/5H/AP
German B 4H/5H/AP
German Grade 6
German Grade 7
German Grade 8
Health and Drivers Education Grade 10
Health Grade 1

At a Glance continued...

Health Grade 11
Health Grade 12
Health Grade 2
Health Grade 3
Health Grade 4
Health Grade 5
Health Grade 6
Health Grade 7
Health Grade 8
Health Grade 9
Health Kindergarten
Human Behavior
Informational Writing Grade 4
International Business and Culture
Legal and Political Experiences
Mathematics Grade 1
Mathematics Grade 2
Mathematics Grade 3
Mathematics Grade 4
Mathematics Grade 5
Mathematics Kindergarten
Multivariable Calculus Honors

Performing Arts 7
Performing Arts 8
Photography I
Photography II
Physical Education Grade 1
Physical Education Grade 10 - 1
Physical Education Grade 10 - 2
Physical Education Grade 11
Physical Education Grade 12
Physical Education Grade 2
Physical Education Grade 3
Physical Education Grade 4
Physical Education Grade 5
Physical Education Grade 6
Physical Education Grade 7
Physical Education Grade 8
Physical Education Grade 9
Physical Education Kindergarten
Post Graduate TrACC
Practical Science
Pre-Calculus Honors
Science Grade 1 - Characteristics of Living Things

Science Grade 3 - Force, Motion & Magnets
Science Grade 4 - Forces & Motion & Engineering
Science Grade 4 - Transfer of Energy
Science Grade 4 - Waves & Information
Science Grade 5 - Energy & Matter in Ecosystems
Science Grade 5 - Interactions Earth, Sun and Moon
Science of Cooking MD/Autism
Science Properties MD/Autism
Social Justice
Social Sciences and the Community
Social Studies Grade 1
Social Studies Grade 2
Social Studies Grade 3
Social Studies Grade 4
Social Studies Grade 5
Social Studies Grade 6
Social Studies Grade 7
Social Studies Grade 8
Social Studies Kindergarten
Spanish 1
Spanish 2
Spanish 3

At a Glance continued...

Spanish 3 Honors
Spanish 4
Spanish 4 Honors
Spanish 5
Spanish Academy A Grades 9-12
Spanish Academy B Grades 9-12
Spanish Communication and Culture
Spanish Cultural Studies Honors
Spanish Grade (beginning) 7-1
Spanish Grade (beginning) 8-1
Spanish Grade (continuing) 8-2
Spanish Grade 2
Spanish Grade 3
Spanish Grade 4
Spanish Grade 5
Spanish Grade 6
Spanish Grade 7
Spanish Grade 8
Spanish Language and Cultural Studies
Student Research in Social Sciences Honors
Upstander Grade 3
Upstander Grade 4
Upstander Grade 5
World History
World History Honors

By September 2022

- Standard 1: [Visual and Performing Arts](#)
- Standard 2: [Comprehensive Health and Physical Education](#)
- Standard 5: [Science](#)
- Standard 6: [Social Studies](#)
- Standard 7: [World Languages](#)
- Standard 8: [Computer Science and Design Thinking](#)
- Standard 9: [Career Readiness, Life Literacies, and Key Skills](#)

World Language

Spanish, French, German, and Chinese were all aligned to the 2020 NJSL for World Language

Computer Science and Design Thinking

Updated all middle school curriculum to align to standards including :

Computer Graphics; Computer Applications, Computer Cycle, and Design & Engineering

Visual and Performing Arts

Revisions to Performing Arts, Art Cycle, and Elective Art in middle school to align with the new NJSL for Visual and Performing Arts

Key Summaries

Equity, Diversity and Inclusivity

All Curriculum Writers attend
Equity and Understanding by
Design (UbD) professional
development

**“Equity requires being intentional
about building curriculum in which the
standards are learned within the
context of our students’ lives.”
Chaunte Garrett**



We End with Story



Thank
you!

WAP
Curriculum Review
August 2022

Credits

Presentation Template: SlidesMania

Images: Unsplash

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