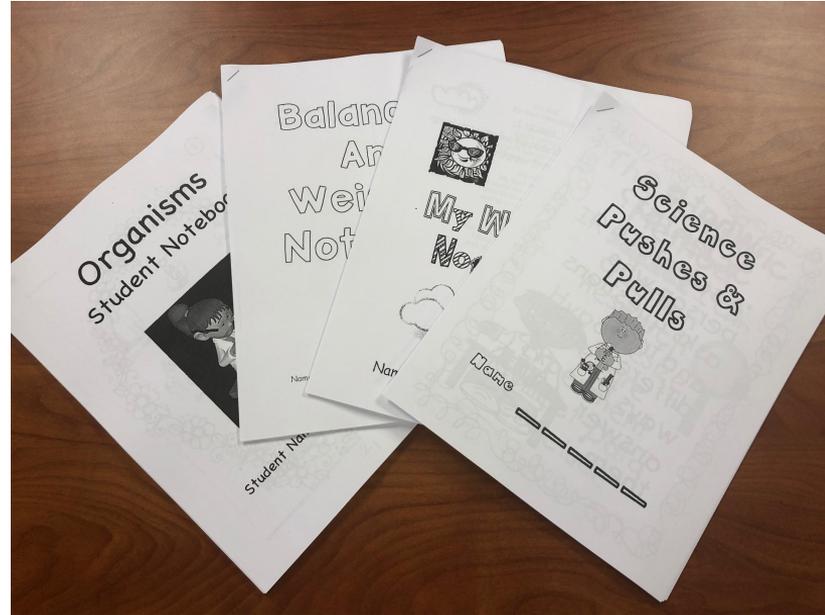


Summer Curriculum Update

August 22, 2019

Science / Technology Update

- Created new science notebooks for all elementary science units.
- Combine disciplinary core ideas with scientific and engineering practices.



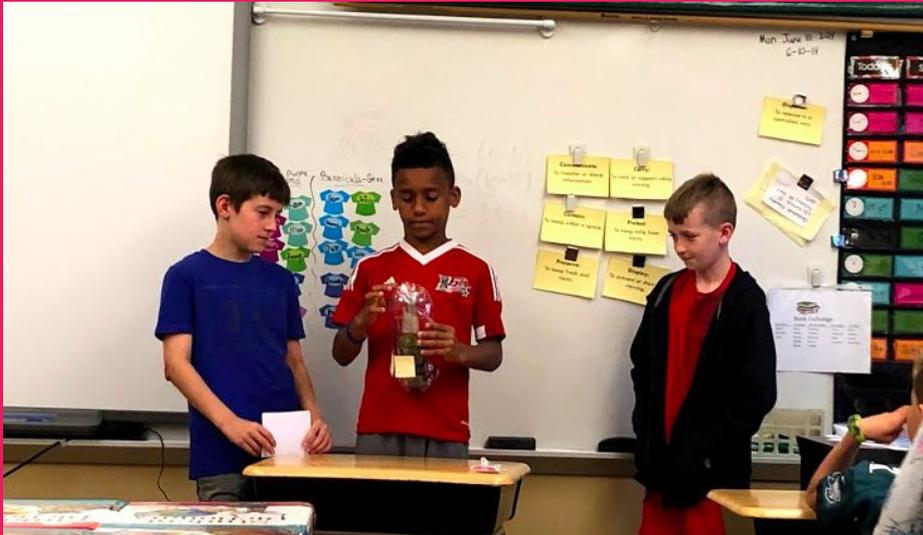
Science / Technology Update

- Prepared to include Engineering is Elementary sets for grades 1-5.
- Provided professional development for a core group of teachers
- Will be providing professional development for all teachers on August 29.



Science / Technology Update

- Prepared for new middle school science materials and 8/29 professional development (PD)
 - Prepared for student use of new materials for Engineering to Learn course supported by an Education Foundation Grant
 - Laser Cutter & 3D printer for design-based courses & October PD
-



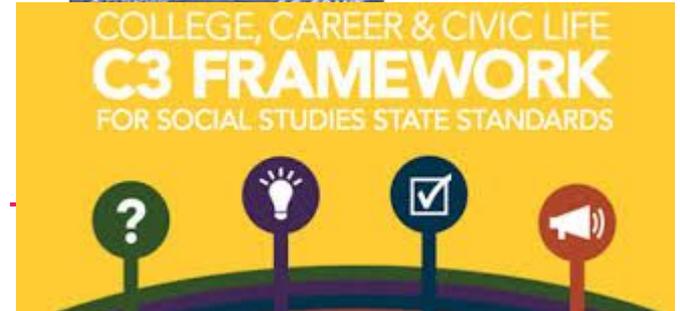
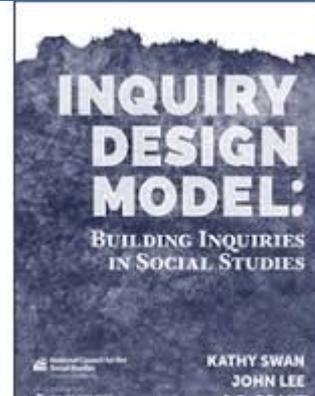
Science / Technology Update



- Prepared for use of Wonder Robots, K5 Curriculum and IPADS supported by PA Computer Science grant.
- 4th Grade Library
- PD Last and This Year

Social Studies Update

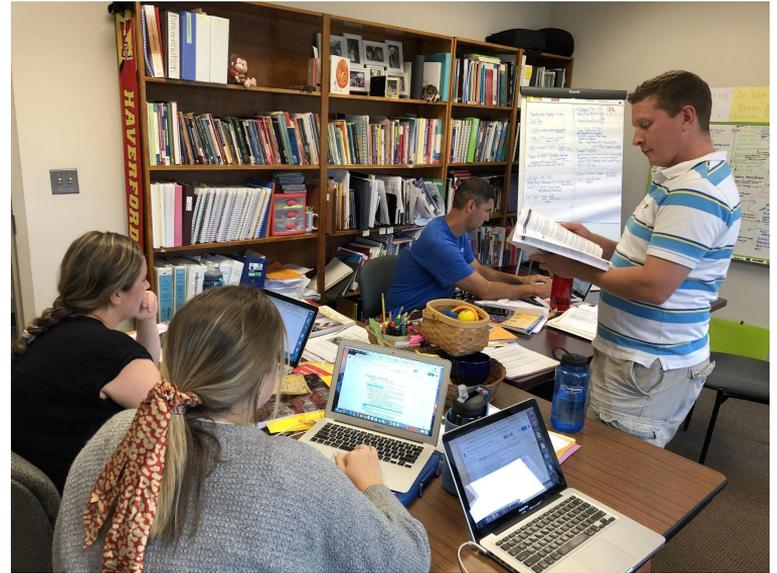
All teachers of social studies were invited for a day of curriculum development



Social Studies Curriculum Development - High School

— — —

- 14 teachers
- 3 days
- Over 15 hours
- developed the curriculum frameworks for:
 - US History - Reconstruction to the Present
 - World History
 - Civics, Government and Economics
- Began to identify and adapt 30 inquiries



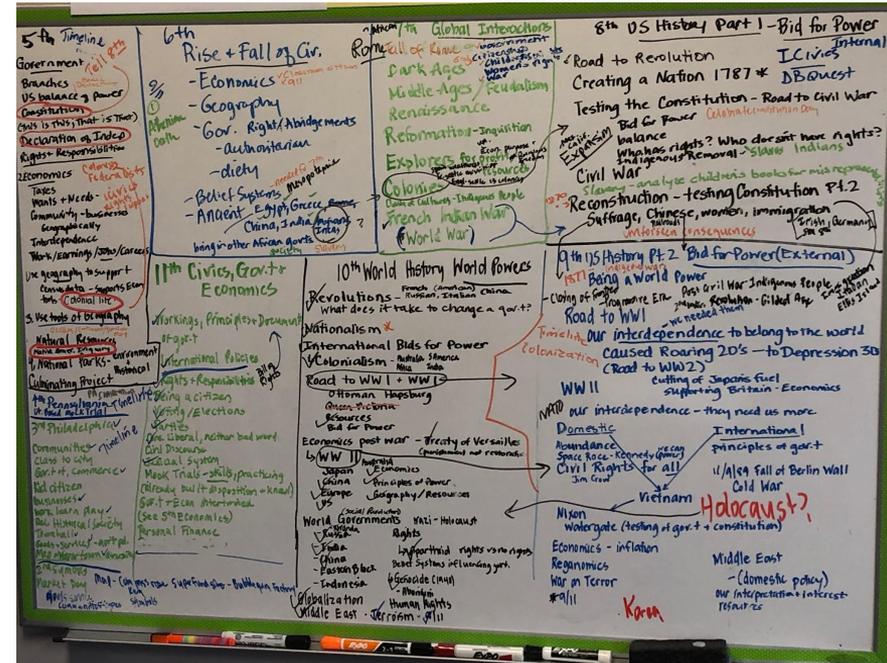
Social Studies Curriculum Development - Middle School

- 17 teachers
- 5 days
- 25 hours
- developed the curriculum frameworks for:
 - Rise and Fall of Civilization - 6th
 - Ancient Rome to the Explorers - 7th
 - US History from Revolution to Reconstruction - 8th
- Began to identify and adapt 7 inquiries



Social Studies Curriculum Development - Elementary

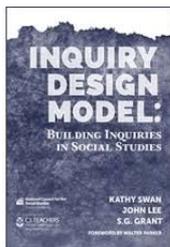
- 25 teachers
- 6 days
- over 30 hours
- developed the curriculum frameworks for:
 - Kindergarten - Family/Classroom
 - 1st - School/Neighborhood
 - 2nd - Haverford Township
 - 3rd - Why live in Philadelphia?
 - 4th - Pennsylvania
 - 5th - Building a Nation
- Began to identify and adapt 23 inquiries



Examples of K- 5 Inquiries

K	Responsibility/ Civics	Identity/ Civics	Holidays/ History	Black History	Needs&Wants/ Economics	
1	Responsible Citizen/Civics	Friendship/ Civics	Maps & Globes/ Geography	Black History	Economic Choices/ Economics	Presidents/ History
2	Rules/Civics	Urban, Suburban, rural/Geography	Geography, Humans & Environment	Black History	Symbols/ History	Market Day/ Economics
3	Philadelphia/ Geography	Philadelphia/ Leadership/ Government	Philadelphia/ Economics	Black History	Philadelphia/ History	
4				Black History		
5	Pilgrims & Wampanoags/ History& Geography	Is Betrayal Always Bad?/ History& Civics	Slavery/ History & Economics	Black History	Did Bicycles Change the World? History & Social Change	What is the Real Cost of Bananas? /Economics & Global Trade

Inquiry Design at a Glance



Compelling question

Supporting questions

Formative Performance Tasks

Resources

Summative Performance Task

Secondary Implementation Mentors

Inquiry Design Model (IDM) Blueprint™				
Compelling Question	Was the American Revolution avoidable?			
Standards and Practices	5.1.7.C. Explain how the principles and ideals shape local, state , and national government . 6.1.8.B Compare decisions made because of limited resources and unlimited wants. Analyze the resources that are combined to create goods and services . 7.1.8.B. Explain and locate places and regions as defined by physical and human features . 7.2.8.A. Explain the characteristics of places and regions . 7.3.8.A. Explain the human characteristics of places and regions using the following criteria: 7.4.8.A. Illustrate the effects of the physical systems on people within regions . 8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events. 8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources . 8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and secondary sources . (Reference RWSL Standard 1.8.8 Research) 8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development. 8.3.8.B. Evaluate the importance of historical documents, artifacts and places critical to United States history. 8.3.8.C. Summarize how continuity and change have impacted U.S. history. 8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development. 8.4.8.A. Compare the role groups and individuals played in the social, political, cultural, and economic development. 8.4.8.B. Illustrate how historical documents, artifacts , and sites are critical to world history. 8.4.8.C. Illustrate how continuity and change have impacted world history. 8.4.8.D. Compare conflict and cooperation among groups and organizations which have impacted the history and development.			
Summative Performance Task (End of Unit 2 Assessment)	Argument	Was the American Revolution avoidable? Students will participate in a town hall debate, from the point of view of a given role to support their point of view to answer the compelling question. Students will support their claim with relevance evidence through written preparation, independent research and oral argument while acknowledging competing views.		
		Students answers will vary but will likely include: <ul style="list-style-type: none"> The actions of British and colonial leaders made the American Revolution unavoidable. The actions of people on both sides sank efforts to fix British and American colonial relations, but the conflict could have been avoided if some had acted differently. That people worked to reconcile British and American colonial relations suggests they thought the war was avoidable, even if their goals ultimately failed. 		
Staging the Question (Anticipatory Set)	Discuss how conflict can be avoided.			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
How did the French and Indian War change British relations with the colonists?	How did British policies inflame tensions in the American colonies?	How did colonial responses inflame tensions?	What efforts were made to avoid war?	
Formative	Formative	Formative	Formative	
Featured Sources	Featured Sources	Featured Sources	Featured Sources	
Source A: 18th c. British debt Source B: Map of North America before and after the French and Indian War. Source C: "An American Looks Back at British Victory in the	Source A: Legislation bank: Excerpts from laws demonstrating British policies toward the American colonies, 1764– 1774 Source B: Magna Carta and English Bill of Rights in 1701	Source A: Declaration of Rights from the Stamp Act Congress Source B: Image bank: Protests in Boston, 1770– 1774	Source A: Repeal of the Stamp Act Source B: Olive Branch Petition Source C: Excerpt from Plain Truth	

New Read Alouds Under Consideration

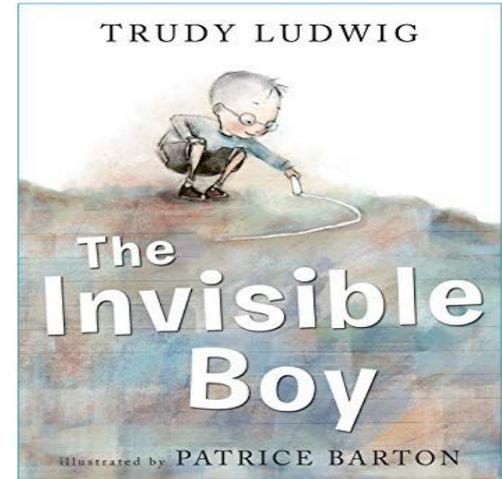
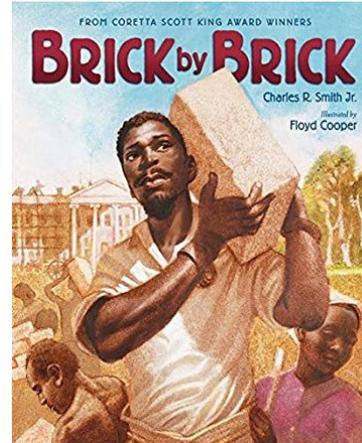
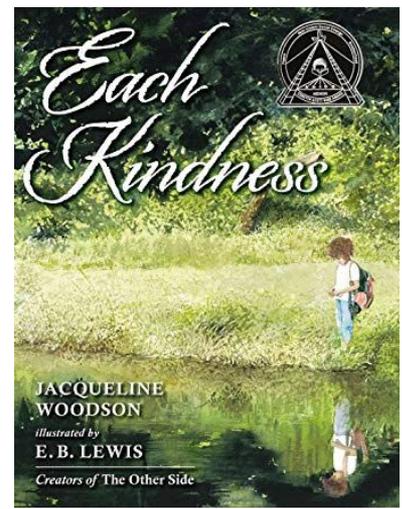
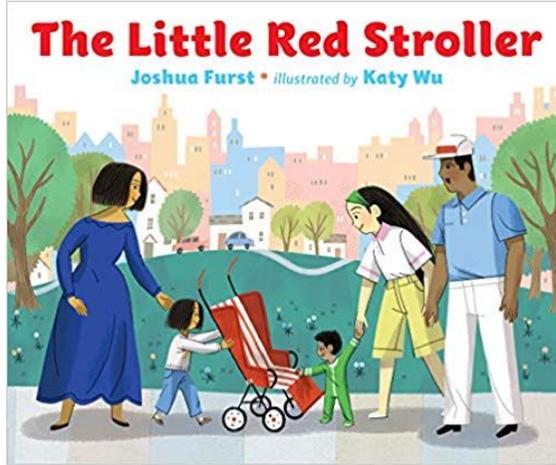
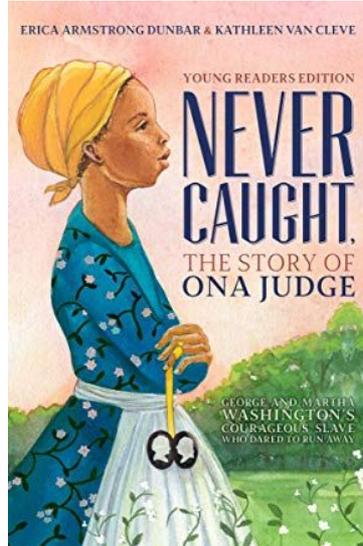
 National Humanities Center Resource Tool
Recovering America: The British Atlantic Colonies, 1600-1783

"You know, we are different Nations and have different Ways."

European Americans and Native Americans
View Each Other, 1700-1775

In British America, there was no greater sense of Otherness than between European and Native Americans. Both Indians and Africans represented the "other" to white colonists, but the Indians held one card denied to the enslaved Africans—adoption. As a teenage settler, the Indian nation and the European colonies (and countries) often dealt as peers. In trade, war, and peace, and treaty negotiations, Indians held power and used it. As late as 1765, an English trader asserted that "The property of our Colonies on the Continent will depend or fall with our Interest and favour among them."

Here we collect the many descriptions of Indians by white colonists and Europeans, and sample the sparse but telling record of the Native American perspective on Europeans and their culture in pre-revolutionary eighteenth-century British America. All come at it of course, through the white settler's eye, ear, and pen. Were it not for white missionaries, explorers, and frontier negotiators the go-betweens known as "hatchet men", we would have a much sparser record of the Indian response to colonists and their "civilizing" campaigns.



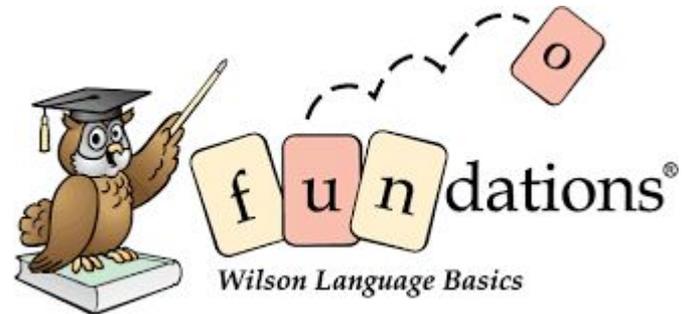
Fundations to be Implemented in Grade 2

— — —
All Second Grade Teachers trained in August
(Special Ed. teachers were previously trained)

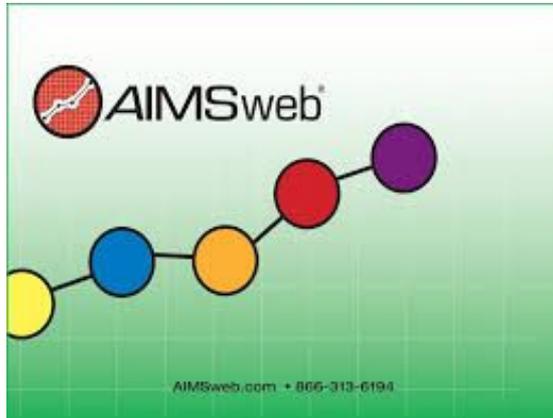
Purchased:

- New Teacher Resource Kits
- Student materials

Purpose: To build a strong foundation for reading, writing and literacy



AIMSweb Upgraded to AIMSweb Plus



AIMSweb Plus SWAT teams and teachers being trained
Implementing 2019-2020



Administration - Delaware Valley Consortium for Excellence in Equity

All Administrators

2 Full Days

4 Sessions per Day

Daily Debrief

- Recasting and Resolving Racially Stressful Dilemmas
- Interrupting Bias
- Implicit Biases, Behavior Expectations and Preschool Expulsions and Suspensions
- And More

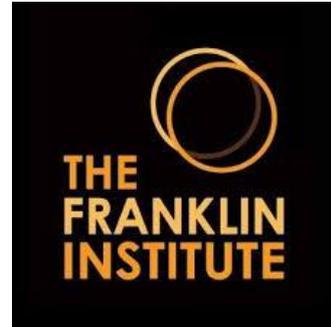
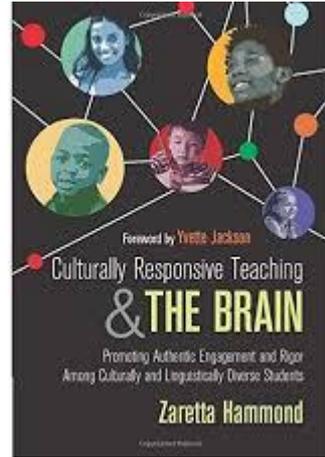
Administration - Retreat Activities

Culturally Responsive Teaching and the Brain

Franklin Institute Brain Engagement Part II

Trauma-Informed Care

Communication Feedback



Administration - Team Time Tuesdays

Every Tuesday AM/PM Session

Topics

- Data: Goals and Processes
- Analyzing Student Work
- Technology and Business Office Training
- Plagiarism Practices
- Homework



Administration - Summit

Goal Development

Align to District Goals

Opportunity Growth Gaps

Academic Growth Gaps

PSSM Data

Communication



Opening Days

Monday - Induction

Tuesday - Building Welcome and Professional Development

Wednesday - District Welcome and Choice Sessions

Thursday - Curriculum and Building Professional Development



Belonging for Academic Success Choice Sessions

Safe and Culturally Inclusive Spaces

110 Seats - All - Presented by Dr. Tara Doaty, Sage Wellness



Trauma-Informed Care

(TIC teams and IAs required)

Unlimited Seats - All - Presented by Josh MacNeill, Lakeside



Mirrors and Windows: Equity in Literacy

50 seats - All - Presented by Jamie Pitcavage, DCIU



Identity Perception in Ourselves, Our Classrooms and Our Materials

80 Seats- Elementary - Presented by Dr. Crystal Lucky,
Villanova University



Building Belonging in Morning Meeting

30 Seats - Elementary - Self-guided



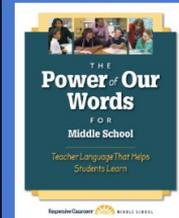
STEM & Equity

60 Seats - Secondary - Presented by Dr. Lisa Marcos-Bujosa,
Villanova University



Positive Adult Language

80 Seats - Secondary - Presented by Haverford Teachers



Looking Forward

Board Presentation

September 19, 2019

2019-2020 Curriculum and
Professional Development Work

