

Language Arts

The language arts curriculum in Walled Lake Schools is aligned with the *Common Core State Standards for English Language Arts*. These K-12 cross-discipline literacy standards are designed to prepare students for college and career success. In our K-2 classrooms, teachers use a workshop model as a structure for literacy instruction, guided by the “Essential Literacy Practices”.* These practices weave throughout the day, and carry into all academic areas. The essential practices are:

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.
2. Read alouds of age-appropriate books and other materials, print or digital.
3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy.
4. Activities that build phonological awareness.
5. Explicit instruction in letter-sound relationships.
6. Research-based and standards-aligned writing instruction.
7. Intentional and ambitious efforts to build vocabulary and content knowledge.
8. Abundant reading material and reading opportunities in the classroom.
9. Ongoing observation and assessment of children’s language and literacy development that informs their education.
10. Collaboration with families in promoting literacy.

**Michigan Education Leadership Network Early Literacy Task Force (2016) Essential instructional practices in early literacy: K to 3.*



Mathematics

The mathematics curriculum in Walled Lake Schools aligns with the *Common Core State Standards (CCSS-M) for Mathematics*. The CCSS-M are a coherent progression of learning expectations designed to prepare K–12 students for college and career success. The CCSS-M include two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). The two are linked together while students are learning. In all primary grades, the mathematics curriculum develops five major strands:

- ◆ **Counting and Cardinality** helps students know number names and count and compare numbers.
- ◆ **Operations and Algebraic Thinking** deals with the basic operations of addition and subtraction. Students learn to solve increasingly complex problems applying their knowledge of these operations.
- ◆ **Number and Operations in Base Ten** help students extend arithmetic beyond whole numbers and gain deep understanding of our number system.
- ◆ **Measurement and Data** develop an understanding of the need for standard measurement and how to organize and represent data.
- ◆ **Geometry** describes the physical world using geometric ideas. Students name and describe shapes while beginning to analyze, compare and create shapes.

Social Studies

The social studies curriculum in Walled Lake Schools is organized in units of study whose titles indicate the focus of the content. The units for the year, taken together, address all strands of the state’s core curriculum as follows:

- ◆ **History** includes the concepts of chronology and the practice of historical inquiry through a study of holidays, notable people and symbols that represent the history of the U.S.
- ◆ **Economics** focuses students’ study on their families, neighborhoods and local communities to learn about goods and services, consumers and producers, resources, costs and scarcity.
- ◆ **Geography** exposes students to the skills and understanding of location, direction and distance. Students explore the physical and human characteristics, interactions and processes that shape human patterns, places, and regions of the world.
- ◆ **Civics** is the study of how people live in communities, the rights and responsibilities of citizens, the purposes and roles of government and core democratic values. Students practice responsible citizenship in real-life situations in their classrooms and neighborhoods.

Woven into all these strands are the skills of:

- ◆ **Inquiry**
- ◆ **Public Discourse**
- ◆ **Decision-making**
- ◆ **Citizen Involvement**

Science

The science curriculum in Walled Lake Schools is organized around “kits” that provide experiences with scientific principles and concepts, vocabulary and other phenomena to develop skills and opportunities to read about science and apply those ideas. The major strands of the science curriculum are as follows:

- ◆ **Life Science** helps students develop skills of observation and description of animals and plants.
- ◆ **Physical Science** is the study of the physical properties of objects. Students learn how to describe the position and motion of objects.
- ◆ **Earth Science** focuses on the study of rocks, soil and water; how weather changes from day-to-day; and the changing positions of the moon, sun and constellations.

Students also learn and practice the following skills and processes of science:

- ◆ **Constructing knowledge:** developing solutions through reasoning, observation and investigation.
- ◆ **Reflecting on knowledge:** developing an awareness of the need for evidence in making decisions scientifically.



Walled Lake Consolidated School District

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Nondiscrimination Policy

In compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Walled Lake Consolidated School District that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, political belief, military service, marital status or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. For information contact the District Compliance Officer at 248-956-2023.



Walled Lake Consolidated School District

Summary of Core Curriculum for Kindergarten through Second Grade

Academic progress for all students, and the sequential steps that chart the course, are at the heart of the Walled Lake Consolidated School District's curriculum process. The development of benchmarks, which are aligned to Michigan's core curriculum and to national professional associations, is an ongoing district priority. Benchmarks are sequenced through the eleventh grade. Inclusive, active committees of teachers, community members and administrators debated this critical issue of what students need to know and be able to do to be successful in today's global society.

The second step of this development process is the creation of assessments which help students, teachers, and families have a clear and accurate picture of academic progress and help the district assure that what is being taught is being assessed. The last step of this process is to design a reporting system that communicates student success and progress to parents and students. This brochure is intended to be another useful tool to support your student's success in school.