DCSS Curriculum Check In

With Tech Tools and Title 1 News

THIS MONTH'S AGENDA

(DCSS STRATEGIC PLAN LEARNING GOAL 2)

October 2026

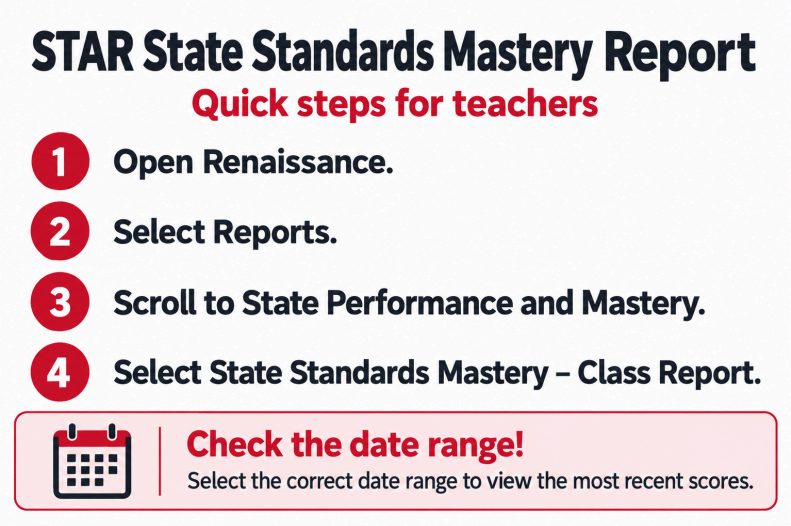
Curriculum Updates with Dr. Mariella Douglas, Curriculum Director

1. **Evidence of Learning Reminder:**
   https://drive.google.com/drive/folders/193MFL8DwS8aiQLGzOXZMbvjmoEcug4Bv?usp=drive_link

2. **Rigor in the classroom-** See attached doc

3. **Star Reports-**
   Reports> State Standard Mastery >

   You can sort standards and identify areas of weakness. You can even toggle "projected mastery" to see potential GMAS scores. The State Standards Mastery Report helps teachers see how students are performing on specific state standards, making it easier to identify strengths and areas that need more support. Teachers can use this information to plan targeted instruction, create small groups, and monitor progress toward mastery.



4. **This Month's Focus:**

   Standard 3- An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice (Being on school premises, local unit of administration (LUA)/district premises, or at any school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs.)

At an away high school football game on a Friday night, several teachers from Dodge County Schools gather in the parking lot two hours before kickoff for a tailgating party with parents and community members. During the tailgate, Mr. Davis, a middle school teacher, has two beers provided by a parent. He is off the clock and is not explicitly assigned as a game chaperone or staff supervisor for the evening; he is attending purely as a spectator to support the football team. At halftime, a student from Mr. Davis's class approaches him in the stadium concourse to say hello. While talking to the student, another teacher standing nearby notices the faint odor of alcohol on Mr. Davis's breath. The teacher knows Mr. Davis was tailgating earlier and begins to wonder if this crosses professional ethical boundaries.

Based on the wording of GaPSC Standard 3 (Alcohol or Drugs), did Mr. Davis commit an ethics violation? Why or why not?

If you were the teacher who noticed the odor of alcohol on Mr. Davis while he was speaking with a student, what would be your professional and ethical responsibility?

Our goal is to foster ongoing conversations that reinforce ethical decision-making and support excellence in education.

Higher Order Thinking Across Content Areas

Dodge County Schools • Planning resource for teachers

Content area	Sample tasks and evidence of thinking
ELA	**Compare and defend:** Read two texts on the same topic. Decide which better supports a claim and defend your choice with details from both. **Evaluate a perspective:** Compare two characters' responses to a problem. Explain how their actions reveal different perspectives and support your interpretation. **Create and justify:** Rewrite a scene from another character's viewpoint. Explain which text details shaped your choices.
Mathematics	**Analyze an error:** Examine an incorrect solution. Identify the first error, explain why it is incorrect, and show a corrected solution. **Compare strategies:** Solve a problem two ways. Explain why both methods work and when one might be more useful. **Design within limits:** Plan a garden, classroom layout, or purchase using given measurements or a budget. Show calculations and justify your decisions.
Science	**Investigate a claim:** Plan a fair test of a claim, such as which material best insulates a container. Identify what to change, measure, and keep the same. **Reason from evidence:** Use observations or a data table to make a claim. Explain how the evidence supports it and identify a limitation. **Design and improve:** Build a model or solution to a problem. Test it, use results to revise it, and explain why the revision should improve performance.
Social Studies	**Compare sources:** Examine two accounts of the same event. Identify differences in perspective and use source details to explain them. **Weigh a decision:** Recommend a response to a community problem. Compare two options, explain trade-offs, and support your recommendation with evidence. **Explain cause and effect:** Use maps, timelines, or sources to explain an event's causes and consequences. Defend which cause or consequence was most significant.

Planning Rigorous Tasks and Small Group Work

Start with the standard and the evidence you want to see. Plan a problem requiring a decision, explanation, or revision. Choose prompts that make students' reasoning visible.

Small group routine Think independently → share and compare → challenge with evidence → revise → complete an individual exit task. Rotate facilitator, evidence finder, recorder, and challenger roles. Every student explains a contribution; roles should not divide the thinking among students.

Content area	Ready to adapt small group tasks
ELA	**Evidence jury:** Give groups a claim about a character or author's message. Students select evidence independently, debate which details support or challenge the claim, and develop a conclusion. Each explains an evidence-to-claim connection. **Revision workshop:** Compare two responses using success criteria. Revise the weaker response and explain why the changes improve it.
Math	**Always, sometimes, never:** Evaluate a statement such as "Multiplying makes a number larger." Test grade-appropriate cases and defend a conclusion with examples or counterexamples. **Constraint challenge:** Design two solutions to a budget, measurement, or grouping problem. Compare them against the constraints and justify a choice. Each student then solves a changed version independently.

Science	**Competing explanations:** Present a phenomenon and two explanations. Identify evidence needed to distinguish them, plan a fair test, and explain what results would support each explanation. **Data detectives:** Analyze data containing an unexpected result. Propose explanations, identify needed information, and decide whether the original claim should be revised.
Social Studies	**Source detectives:** Examine two sources on an event. Compare claims, perspectives, and supporting details. Explain what can be concluded and what remains uncertain. **Community decision:** Consider two proposals for using a shared resource. Use maps, data, or source excerpts to compare benefits and trade-offs for different groups, then defend a recommendation.

Upgrade the prompt

Instead of asking	Ask students to reason
What is the answer?	Which approach is most convincing, and why?
Do you agree?	What evidence could change your mind?
Describe what happened.	Which factor mattered most? Defend your judgment.
Explain your solution.	How would your solution change if one condition changed?

Follow up What assumption are you making? Can you find a counterexample? How does the evidence support your claim? What did you revise after hearing another idea, and why?

Adapt and extend For K–2, use picture choices, read-alouds, models, and oral justification. Teach needed vocabulary before the task. To extend thinking, change a constraint, introduce conflicting evidence, or ask students to generalize and test an idea.

Before teaching check Does the task match the standard's demand? Must students reason beyond recalling facts or repeating a procedure? What makes a strong explanation? What will each student produce to show understanding?