ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council
Agenda
September 29, 2015
Board Rooms 1 & 2
3:30 – 5:00

1. Welcome

Michael L. Christensen

Gunn Marie Hansen

2. Review of Norms

Cathleen Corella

3. Curriculum Pilot Review
   ~Opening the World of Learning (OWL)~

Bree Tippets
Janice Howver

4. Study Session
   ~A Deeper Look into AVID Elementary & EXCEL ~

Dee Petersen
Kelly Acosta
Kristi Dorf
Susan Aiken-Pease
Kris Chu

5. Closing

Cathleen Corella

Curriculum Council

Meeting Schedule

2015 – 2016

Tuesdays, 3:30 – 5:00 pm

September 29, 2015	Board Rooms 1 & 2
October 27, 2015	Board Rooms 1 & 2
November 10, 2015	Board Rooms 1 & 2
January 26, 2016	Board Rooms 1 & 2
February 23, 2016	Board Rooms 1 & 2
March 22, 2016	Board Rooms 1 & 2
April 26, 2016	Board Rooms 1 & 2
May 24, 2016	Board Rooms 1 & 2

Meeting Norms

- Treat one another respectfully (how you expect to be treated)
- Keep our meetings focused
- Work together
  - Listen, share, and learn
  - Use our collective experience, knowledge, and creativity
- Suspend judgment (No blame, no shame, no excuses)
- Be open to exploring what did not work and why
- Safe place to share confidential issues
  - Listen, problem solve
  - Camaraderie
- Honor Confidentiality

ORANGE PRE-K CURRICULUM PRESENTATION

Bree Tippets, Program Coordinator

Janice Howver, Special Education Pre-K Teacher

WHO ARE WE?

Orange Pre-K is part of the Orange Unified School District and consists of approximately 286 students, ages 3-5 years of age. Orange Pre-K provides services for infant and preschool aged students with mild to moderate and moderate to severe disabilities which, are identified through the Special Education assessment process.

Orange Pre-K services students from various attendance areas within the boundaries of the Orange Unified School District. Our classes are divided into preschool, 3 year olds (2 hours per day) and 4 year olds (3 hours per day). Our Special Education teachers teach "double session". Each class consists of approximately 15 to 17 students, one Special Education credentialed teacher and two to three Instructional Assistants.

Orange Pre-K also implements a Peer Role Model Program, in our mild to moderate classes, which consists of same aged peers from the community participating in our Special Education programs. The Peer Models serve as social, behavioral and language role models for our students with special needs.
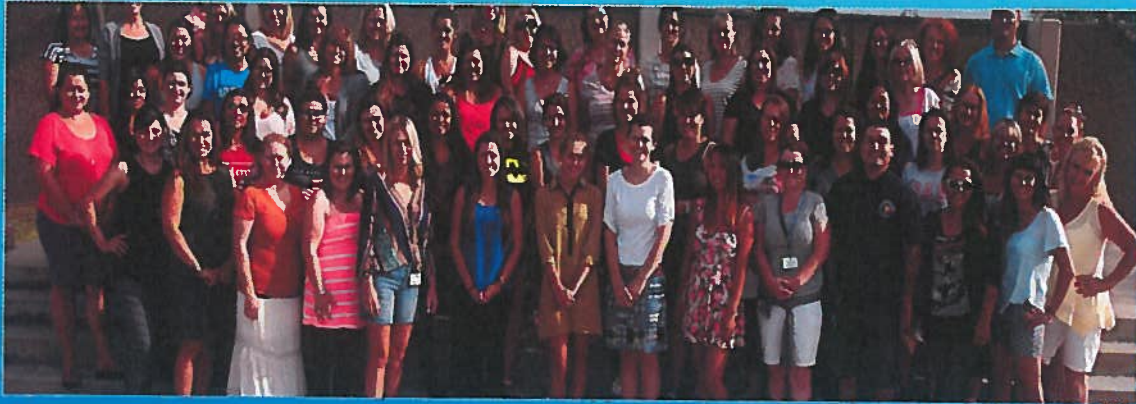
ORANGE PRE-K STAFF

▸ There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for the parents, the children, or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the care-giving environment.

EARLY INTERVENTION

- As part of a recent study, RAND researchers synthesized what is known from the scientifically sound research literature about the short- and long-term benefits from early intervention programs, the features that are associated with more-effective programs, and the economic gains that accrue from investing additional resources in early childhood. We summarize those findings here.

Key findings:

- Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.

- Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.

- Well-designed early childhood interventions have been found to generate a return to society ranging from $1.80 to $17.07 for each dollar spent on the program.

EARLY CHILDHOOD INTERVENTION RESEARCH

WHY DID WE PILOT?

- Orange Pre-K does NOT have any comprehensive curriculum that is aligned to the Preschool Learning Foundations and supportive of 21st century learners.

Teachers pay teachers

Pinterest

Packets

Activities aligned to a theme

No assessment

Not defensible

WHAT DID WE PILOT?

Opening the World of Learning
2nd Year of Pilot

Opening the World of Learning (OWL) is a comprehensive general education curriculum that covers all domains of early learning. The content of each unit is built around a carefully crafted daily routine within an activity-center day. Themes, skills, and concepts are developed through quality children's fiction and nonfiction trade books. The consistent format and features in every unit makes it easy for teachers to use and children to learn.

MORE ABOUT OPENING THE WORLD OF LEARNING:

1. PROVIDES GUIDANCE FOR TEACHERS WITH A VARIETY OF MATERIALS TO IMPLEMENT SIX THEMATICALLY ORGANIZED UNITS, WITH FAMILY, FRIENDS, WIND AND WATER, THE WORLD OF COLOR, SHADOWS AND REFLECTIONS, AND THINGS THAT GROW.
2. DEVELOPS LANGUAGE AND LITERACY SKILLS THROUGH RICH, INTEGRATED CONTENT IN ALL DOMAINS OF LEARNING.
3. INCORPORATES FAVORITE NON-FICTION AND FICTION CHILDREN BOOKS, SONGS, AND POEMS. PROVIDES A COMPREHENSIVE CURRICULUM FOR FULL AND HALF-DAY PROGRAM FORMAT OPTIONS.
4. SUPPORTS TEACHERS TO INDIVIDUALIZE INSTRUCTION BY PROVIDING AN ONGOING ASSESSMENT TOOL.
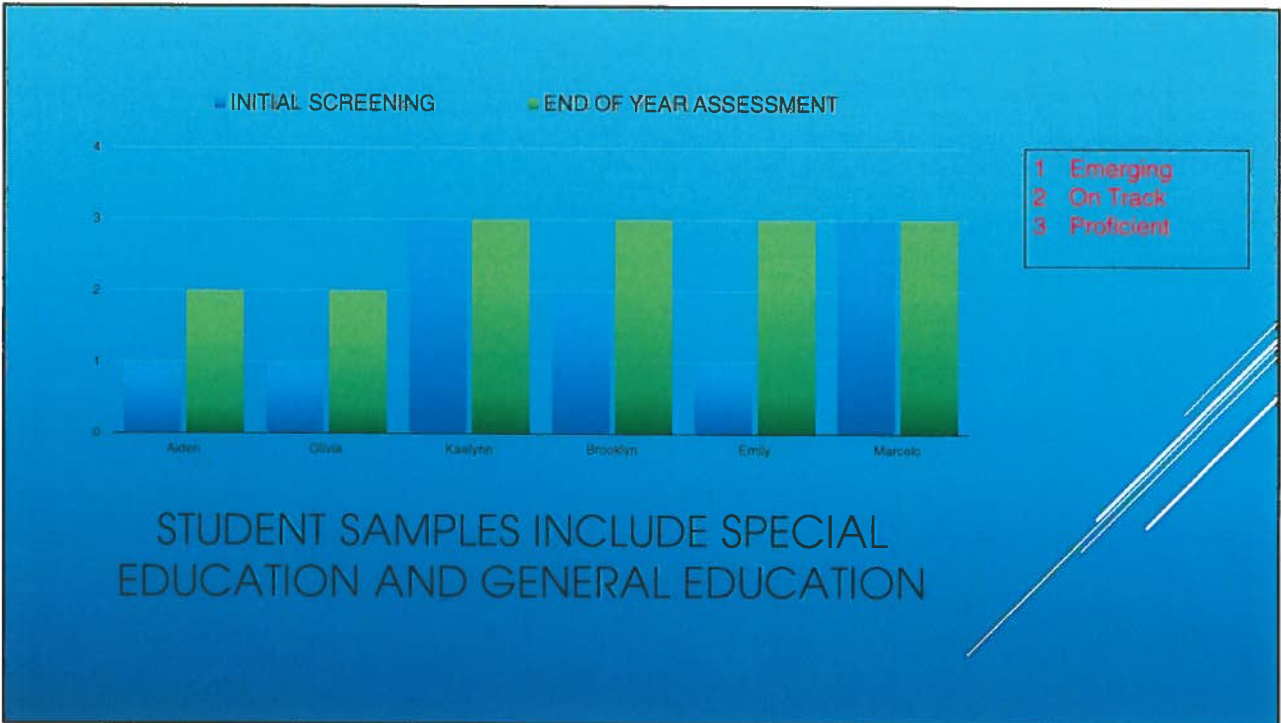
OWL with OUSD Initiatives

- Provides access to general education curriculum and is easily adapted/modified for special education population
- Aligned to preschool learning foundations
- Aligned to 21st century learning (hands-on experiences, student-to-student interactions, balanced instruction, allows for creativity, promotes problem solving and critical thinking
- Allows teachers to embed District initiatives including Thinking Maps, Response Frames, Academic Vocabulary, and GLAD strategies.

Month	Theme	Thinking Map	GLAD	HWT	Enduring Understandings	Essential Questions
August						
September 9/1-10/2 5 weeks	Welcome New Friends	Intro all TMs with All About Me. Bubble map describing a friend. One sided multi-flow - Friends getting along. Bridge - friends helping each other	Inquiry Chart (KWL) Picture Dictionary with vocab. Teacher Made Big Books - Student pics with "Ethan, Ethan who do you see?" T- Graph for social skills, class rules, Pictorial - Listening Larry	L, F, E, H, Ih	1. We are all unique and special. 2. Friends enrich our lives in many ways	1. What makes each one of us special? 2. What is a friend? 3. How friends help one another? 4. How do friends get along?
October 10/5-10/30 4 weeks	Fall - apples, pumpkins, leaves, spiders, bats	Circle Map, Tree Map - apple colors, Double Bubble - comparing apples, Flow Map - sequence pumpkin, Bridge Map: Colors of Fall		P, B, Q, N		
November 11/2-11/30 3 weeks 1 day	My Family	Circle or brace map for who makes up our family, Tree Map- sorting members by gender, indoor/outdoor family activities; Bridge Map- family members helping each other	Inquiry Chart (KWL) Picture Dictionary with vocab. Pictorial - Family members	M, K, C	1. Families are unique and special	1. Who is in our families? 2. How do family members care for one another? 3. How does everyone in a family help? 4. What do families do together for fun?
December	Holiday	Circle Map, Double Bubble - comparing holidays, Tree Map- sorting holiday, Bridge Map - Three is to Christmas as		Review		

Daily Whole Group Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Minute	* Attendance * Intro Theme * Entry Lvl Assess	*Attendance *Review Ollie's ? *Morning Message	*Attendance *Review Ollie's ? *Morning Message	*Attendance *Review Ollie's ? *Morning Message	Attendance
Literacy Circle	* Intro Ollie's ? * Intro Concept * Read Poem * Read Lit book * Activity * Intro Math topic	* Review Ollie's ? * Review Concept * Intro Amazing * Read Lit book * Activity * Math activity	* Review Ollie's ? * Review Concept * Review Amazing * Read More About It * Read Poem * Activity * Math activity	* Review Ollie's ? * Clues - Concept * Read Lit book * Sequence cards * Activity - PM? * Math activity	* Book walk next week's Lit book
Lit Activities:					
Math Activities:					

INITIAL SCREENING END OF YEAR ASSESSMENT

1 Emerging
2 On Track
3 Proficient

Aiden   Olivia   Kaelynn   Brooklyn   Emily   Marcelo

STUDENT SAMPLES INCLUDE SPECIAL EDUCATION AND GENERAL EDUCATION

Student Name: _____

Unit 2 Progress Monitoring questions:

Week 1

Literature [ ]

1. Show me how you hush someone?
2. Name a place that is neat Name a place that is messy.
3. How might you be busy with a friend after school?
4. If water freezes, is it warm or cold? Is glue sticky or smooth?

Theme [ ]

1. In your family, do you have a brother or a sister?
2. What is your mother's name?
3. What games does your father like to play?
4. Do your grandparents live nearby?

Week 2

Literature [ ]

1. Show me how you touch something gently.
2. From whom might you learn a lullaby?
3. If you are sick, do you go to a pediatrician or a dentist?
4. What do you sound like when you sob? When you whisper?

Theme [ ]

1. How does a grown-up hold a baby?
2. Who do you take care of in your family?
3. How can a child learn to help around the house?
4. When do you like to hug your mom or dad?
5. When might you get tears in your eyes?

Learning Foundations at 48 months
Math

Student Name _____

	Number Sense	Date:			
1.1	Recite numbers in order to ten with increasing accuracy (play, singing)				
1.2	Begin to recognize and name a few written numerals (labels, points)				
1.3	Identify without counting the number of objects in a collection up to 3				
1.4	Count up to five objects, using 1:1 correspondence with increasing accuracy				
1.5	Use the number name of the last object counted to answer "How many?"				
2.1	Compare 2 groups of objects (w or w/o counting) equal/non-equal state " more" same"				
2.2	Understand adding/subtracting objects from group increase or decrease the number of objects				
2.3	Understand the putting two groups of objects together will make a bigger group				
2.4	Solve simple addition/subtraction problems with sums to 4 or 5				
	Algebra and Functions				
1.1	Sort and classify objects by one attribute into two or more groups				
2.1	Begin to identify or recognize simple repeating patterns (ABA, AABB)				
2.2	Attempt to create a simple repeating pattern (ABA, AABB)				
	Measurement				
1.1	Awareness that objects can be compared by length, weight, capacity (bigger, longer)				
1.2	Order three objects by size				
	Geometry				
1.1	Identify simple 2D shapes such as circle and square				
1.2	Use shapes to represent different elements of a picture/design (circle=sun)				
2.1	Identify positions of objects in space (in/on/under/up/down/inside/outside)				
	Mathematical Reasoning				
1.1	Begin to apply mathematical strategies to solve problems in their environment				

Slide 1

Look "Whoooo's" Learning!

Orange Preschool September Newsletter

As we begin an exciting new school year, I would like to once again welcome back all families returning to Orange Pre-K, and extend a warm welcome to our many new families. One of the most important components of a good school is the partnership between the school and the parents, all working together in the best interest of children. I look forward to continuing that partnership.

Orange Pre-K's dedicated staff will work hard, every day, to create a positive and welcoming school climate for students. We want to make strong connections with students, offer them an engaging learning environment and help them develop their love for learning.

Check out our website for up to date information:
http://www.orange.sd.org/schools/special/Pre-K_SDC/index.asp

Upcoming Events

September 7 – No School: Labor Day
September 9 – Back to School Night (no students)
September 11- T-shirt orders due
September 15 – Picture day

Program Coordinator's Note:

Free Public Education: As a reminder, Orange Pre-K, a public preschool, provides a free and appropriate education to our students. Public schools may solicit and accept donations from parents or the community, as long as it is voluntary and contributing is not a requirement for participating in an educational activity. School wide activity fees are considered donations. No children are excluded due to financial hardship. However, if we experienced a large decrease in these donations, future school activities could be eliminated.

Spirit Day is every Friday! T- shirt order forms are due September 11th. Show your school spirit! Spirit Day Wear is not mandatory.

Slide 2

Look "Whoooo's" Learning!

Orange Preschool September Newsletter

September Theme
Welcome New Friends

Enduring Understandings:
1. We are all unique and special.
2. Friends enrich our lives in many ways.

Essential Questions:
1. What makes each one of us special?
2. What is a friend?
3. How Friends help one another?
4. How do friends get along?

Thinking Maps:
Circle Map, Bubble Map, Flow Map, Tree Map, Double Bubble Map

Monthly Letters and Numbers
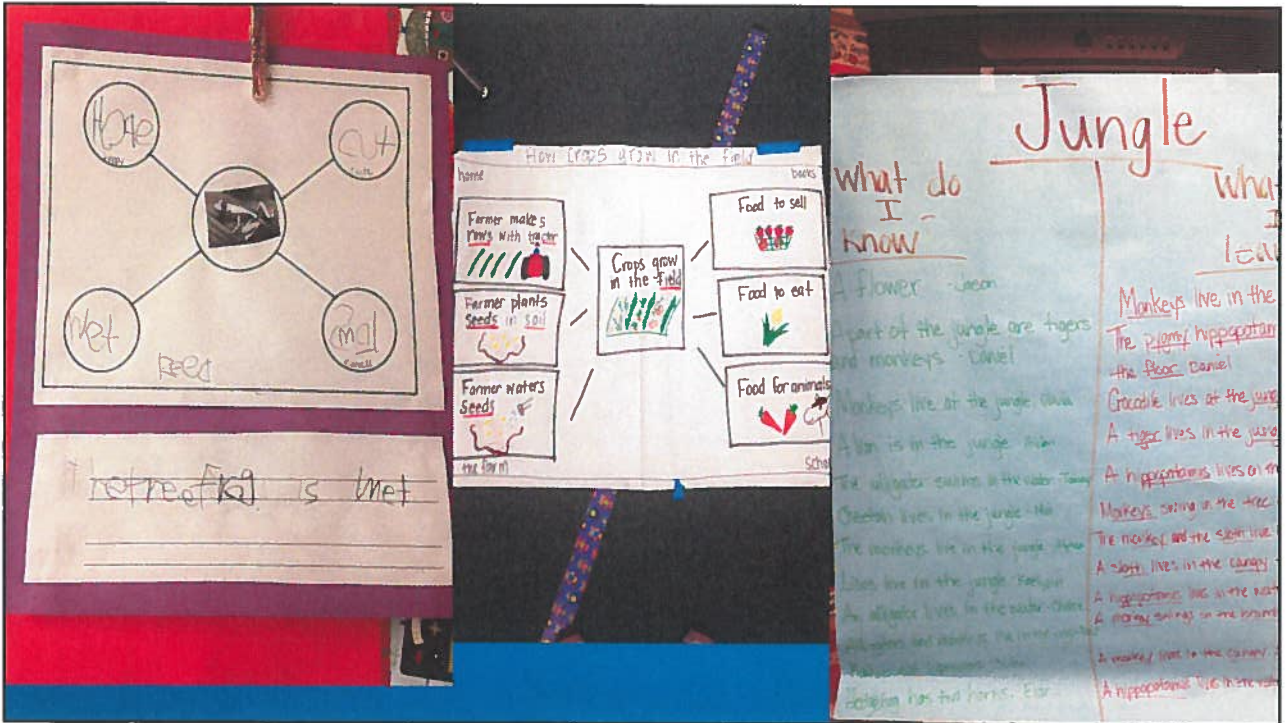
L, F, E, H, D
1, 2, 3, 4, 5

Upcoming Events

September 7 – No school
September 9 – Back to School Night
September 15 – Picture Day

Classroom reminders:

Welcome Back!
Be sure to turn in all registration packet information.
Details about our classroom, classroom procedures, etc. will be shared at Back to School Night!

AVID Excel Elective and AVID Elective

	AVID Excel	AVID

Program Overview	• A part of AVID Secondary, AVID Excel is a **middle school** "pre-AVID" English language development program for **long-term English language learners** (ELLs) designed to accelerate academic language acquisition, bridge into high school AVID, increase access to college preparatory coursework, and empower students to be successful in a global society.
	
	• Curriculum focus: Explicit instruction in **English language development and cognitive academic language** through reading, writing, oral language and academic vocabulary, supported by instruction in traditional AVID **college readiness skills**
	
	• **Summer bridge, community involvement**, field trips, guest speakers
	
	• **Scholar Groups – 7th grade**; Tutorials – 8th grade
	
	• Family Connections: Information about AVID Excel, **promoting literacy outside of school**, deepening the understanding of college and student successes
	
	• This program requires student willingness to commit to:
	   ○ engaging in **intensive language building** and academic work leading to college readiness
	   ○ participating in the **AVID Excel Summer Bridge** for two weeks each summer (between 6th and 7th grade and between 7th and 8th grade)
	   ○ participating in the **AVID Excel Elective class** during both 7th and 8th grades
		• A part of AVID Secondary, the AVID Elective is an academic course offered in **middle and high schools** designed to prepare **students in the academic middle** for college readiness and success in a global society.
		
		• Curriculum focus: Explicit instruction in **college readiness skills** including self-regulatory skills (time management, goal-setting, organization, self-advocacy, etc.) as well as academic skills (focused note-taking, inquiry, collaboration, text handling, writing, etc.)
		
		• Field trips, guest speakers
		
		• Tutorials – 7th-12th grade
		
		• Family Workshops: Information about AVID, deepening the understanding of college and student successes
		
		• This program requires student willingness to commit to:
		   ○ engaging in intensive academic work leading to college readiness
		   ○ participating in the **AVID Elective class**

Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but.. (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

Probing for Higher Level Thinking

- What examples do you have of . . . ?
- Where in the text can we find...?
- I understand . . ., but I wonder about. . . .
- How does this idea connect to . . . ?
- If _____ is true, then . . .?
- What would happen if . . .?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are ____ and ____ similar?
- Why is ____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say

- I agree with what _____ said because . . . .
- You bring up an interesting point, and I also think . . . .
- That's an interesting idea. I wonder . . .? I think. . . . Do you think . . .?
- I thought about that also, and I'm wondering why . . .?
- I hadn't thought of that before. You make me wonder if . . . ? Do you think . . .?
- _____said that. . . . I agree and also think. . . .
- Based on the ideas from _____, _____, and _____, it seems like we all think that...."
- That's an excellent point, and I would add...

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try.
- What if you/we...?

Classroom Reporting

- _____ explained to me that...
- _____ pointed out that...
- _____ mentioned that...
- _____ shared with me that...
- _____ brought to my attention that...
- _____ pointed out something (interesting, intriguing, surprising).