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Associate editor, Education Week

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Tale of Two Districts: Differing Curricular Journeys to the Common Core

Expert Presenters:

Scott Fritz, chief academic officer, Orange County Public Schools, Fla.

Lisa Worsham, director of elementary curriculum, Long Beach Unified School District, Calif.

Related Story:

Two Districts, Two Approaches to Common-Core Curriculum
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Why?

The process of selection of new instructional materials and resources was necessitated by the state textbook adoption cycle, the implementation of the new standards for college and career readiness, student mobility and the transition to digital.
<table>
<thead>
<tr>
<th>Year</th>
<th>K-1 Description</th>
<th>2 Description</th>
<th>3-5 Description</th>
<th>6-10 Description</th>
<th>11-12 Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Full Implementation of CCSS in ELA and Mathematics</td>
<td>Continue to teach NGSSS with a focus on CCSS Instructional Shifts and</td>
<td>Continue to teach NGSSS</td>
<td>Continue to teach NGSSS</td>
<td>Continue to teach NGSSS</td>
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<td>Mathematical Practices</td>
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<td></td>
<td>(Specific NGSSS embedded/blended to address FCAT)</td>
<td>(Specific NGSSS in Mathematics with a focus on the CCSS Mathematical Practices)</td>
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<td>elective classes</td>
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The process follows the Florida Department of Education (FLDOE) textbook adoption cycle.

2010: K-5 Mathematics
2011: 6-12 Mathematics
2012: Social Studies K-12, Science K-12
2013: K-5 Reading, K-5 Math (to reflect new standards)
2014: ELA 6-12, Mathematics 6-8, Algebra I, II, and Geometry (to reflect new standards)
How?

OCPS textbook procurement process has evolved over the past several years. District resource teachers used to exclusively handle the process, which narrowed the process for schools. The district now uses centralized selection committees.

- Teachers apply and must meet criteria
- Rubrics for materials are utilized
- State-approved vendors make presentations
Step 1

- Interested teachers apply to be part of the committee.
- Curriculum administrators review applications based on skill set, experience and technology proficiency.
- Principal recommendations are confirmed.

Ultimately, a committee of the most highly qualified teachers is formed.
**Step 2**

To help reviewers evaluate digital components:

- Training sessions held for committee members on digital considerations
- Publishers required to provide access online resources for reviewers
- Digital curriculum components explicitly reviewed on the evaluation form
The committees of teachers utilized customized rubrics with specific criteria to consider as they reviewed materials.

These committees took the time needed to thoroughly review available materials.
Orange County Public Schools

Look

Alignment with the new standards
Level of rigor
Explicit instruction
Accurate and challenging content

Fors

Organization and pacing
Quality of Digital components
Real-world applications
Culturally responsive
As a way to gather additional information and get questions answered, publishers were invited to make presentations during the procurement process.
A variety of publishers submitted bids during the different adoption cycles.

- Scholastic
- Wiley
- Pearson Education
- BFW
- Freeman
- McGraw Hill Education
- College Board
- Spring Board
- AB Curriculum
- EMC Publishing
- National Geographic Learning
- Cengage Learning
What?

Key observations about what the materials provided:
• Text variety (range and type)
• Text dependent questions
• Gradual Release embedded
• Access for ELL and SWD students
• Performance-based assessments
Selected publishers must integrate with district directory services, allowing students to access publisher resources using their OCPS network credentials, negating the need for constant uploads and downloads, and unifying all usernames and passwords for students.
Orange County Public Schools

$15 million
This shift has resulted in equity and consistency across the district.

The new adoption process enables the district to align pacing guides and ensures all students and teachers have access to the same major tools of instruction.
Amplify Curriculum
The Context

* What we knew at the end of 2012-2013
  * Implement the Common Core State Standards, Math and ELA, K-12 the following year
  * Current ELA and Math adoptions aligned to 1997 California Standards
  * New textbooks for Math scheduled for 2015-2016
  * New textbooks for ELA scheduled for 2016-2017
  * Supplemental “bridge” materials available for purchase from major publishers
  * Thinking Maps and Write from the Beginning and Beyond going district-wide, K-12
How will we provide our teachers with high quality curriculum aligned to the CCSS?

- Purchase new materials?
- Create our own materials?
- Combination of both?
Create “wall to wall” units for Math and ELA, K-12
Purchase supplemental materials to fill in gaps
Develop grade-level scope and sequence
Develop instructional units
Develop end of unit assessments
The Preparation

- Professional development for curriculum coaches
  - Standards study and professional reading
  - Understanding by Design training
  - Vermont Writing Collaborative
  - Council of Great City Schools/Student Achievement Partners conferences
  - Aspen Institute – Tools for Teachers
  - Dana Center at the University of Texas, Austin
- Analysis of existing materials and resources
- Learned from other districts and states
  - Engage NY
  - Math Design Collaborative
The Process

* Spring 2013
  * Purchased materials to fill gaps
  * Developed a scope and sequence for each grade level
  * Designed a template to include goals, assessments, and the learning plan

* Summer 2013 - Current
  * Formed small teacher teams
  * Wrote units, assessments and rubrics/scoring guides
# The Unit

**English Language Arts**

## From Mystery to Medicine

**Grade 4**

### Unit Overview

**Unit Focus:**

*Students will learn about the field of medicine, exploring its societal and cultural impacts on modern health practices. Students will read several selections that present many concepts about medicine, both modern medicine and folk medicine. They will learn about different types of disease and examine ways many illnesses can be prevented. Students will continue to have academic collaborative discussions about text, building on the ideas of others. Students will begin to learn about the structure and elements of effective opinion writing. They will write opinion pieces in which they state an opinion and support it with reasons backed by facts and details. Students will continue to strengthen their writing through peer editing and revision.*

## Transfer Goals: SBAC Claims

- **Claim 1:** Read closely and analytically to comprehend a range of increasingly complex literary and informational text.
- **Claim 2:** Produce effective and well-grounded writing for a range of purposes and audiences.
- **Claim 3:** Employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4:** Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

### Making Meaning

**Understanding:**

*Students will understand that...*

- Medicine has changed over the years based on beliefs and on extensive scientific research.
- Some illnesses can be prevented or treated by self-care, while others come for unknown reasons, therefore are not always curable.
- Medical science and folk medicine are both recognized areas of science.
- Authors use reasons and evidence to support particular points in a text.
- Being able to identify text structures helps readers come to a deeper understanding of information being presented.
- Point of view influences how events are described.
- Good readers use vocabulary strategies to figure out unknown words. Participation in a group discussion requires a person to listen carefully and analytically.
- Effective opinions are supported by well-detailed reasons.

**Essential Questions:**

*Students will keep considering...*

1. Why do people get sick and what can be done to prevent illness?
2. How has the field of medicine changed over time?
3. How do different cultures view/value the medical field?
4. What strategies help you make meaning from text and language?
5. What do authors develop character, setting, and the events in a story?
6. How do you build on others’ ideas in a discussion?
7. What are effective ways to support opinions?
8. How does the inquiry process change your thinking about a topic?

### Acquisition

**Students will know...**

- Vocabulary strategies such as context clues, word structure, and etymology.
- Text structures, especially main idea and details, cause and effect, and problem/solution.
- Effect of language on mood.
- Character motivation and analysis.
- Authors have different purposes for writing text.
- Writers intentionally use reasons and evidence to support particular points.
- Strategies for clarifying and elaborating on ideas in discussions and writing.
- Opinion writing has specific expository elements such as clarity, logical progression, conciseness, and precise word choice.
- Opinion writing follows a structure that states an opinion and provides reasons to support the opinion.

**Students will be skilled at (Do):**

- Using vocabulary strategies while reading grade level text.
- Identifying text structure by looking for signal/transition words.
- Identifying the point of view of the narrator and analyzing the impact on events in the text.
- Recognizing character motivations.
- Determining mood based on the author’s use of language.
- Identifying author’s purpose.
- Determining theme and connecting daily performance activities to the overall unit theme.
- Determining points made by an author and finding the reasons and evidence in text that support those points.
- Summarizing narrative and expository texts.
- Posing and responding to specific questions in small groups.
- Clarifying and building on opinions with teacher and peer prompting.
- Engaging in collaborative discussions centered around text and textual evidence.
- Writing opinion pieces that state an opinion and provide reasons supported by facts and details.

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**Duration:**

Approximately 30 Days or 6 weeks
### English Language Arts

#### Focus of Instruction: Reading

**From Mystery to Medicine**

**Grade 4**

<table>
<thead>
<tr>
<th>Days</th>
<th>Text(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Cell Phone Bacteria</em> (<a href="https://www.teachertube.com/viewVideo.php?video_id=15882">Teachertube</a>) <em>Meet the Microbes</em> (<a href="http://www.readworks.org">ReadWorks</a> - search Germs, grade 5, any level, any skills)</td>
</tr>
<tr>
<td>Days 3-4</td>
<td><em>Microorganisms</em> (<a href="#">Science, Chapter 1, Lesson 4, pages 62-65, and 70</a>)</td>
</tr>
<tr>
<td>Day 5</td>
<td><em>Where Does Medicine Come From?</em> (<a href="#">OCR Unit 3 Lesson Opener</a>)</td>
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<tr>
<td>Days 6-9</td>
<td><em>The Bridge Dancers</em> (<a href="#">OCR BAP</a>)</td>
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<tr>
<td>Day 10</td>
<td><em>Guarding Against Disease – Why People Become Ill</em> (<a href="#">Health and Fitness, Chapter 7, Lesson 1</a>)</td>
</tr>
<tr>
<td>Days 11-12</td>
<td><em>Guarding Against Disease – Communicable Diseases</em> (<a href="#">Health and Fitness, Chapter 7, Lesson 2</a>)</td>
</tr>
<tr>
<td>Days 13-14</td>
<td><em>Guarding Against Disease – Fighting Communicable Diseases</em> (<a href="#">Health and Fitness, Chapter 7, Lesson 3</a>)</td>
</tr>
<tr>
<td>Days 15-18</td>
<td><em>Sewed Up His Heart</em> (<a href="#">OCR BAP</a>)</td>
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<tr>
<td>Days 19-20</td>
<td><em>Guarding Against Disease – Noncommunicable Diseases</em> (<a href="#">Health and Fitness, Chapter 7, Lesson 4</a>)</td>
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<tr>
<td>Day 21</td>
<td><em>Guarding Against Disease – Live a Healthful Lifestyle</em> (<a href="#">Health and Fitness Chapter 7, Lesson 5</a>)</td>
</tr>
<tr>
<td>Day 22</td>
<td><em>Medicines, Drugs, and Your Health – Medicines Affect the Body</em> (<a href="#">Health and Fitness, Chapter 8, Lesson 1</a>)</td>
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<tr>
<td>Day 23-25</td>
<td><em>The New Doctor</em> (<a href="#">OCR BAP</a>)</td>
</tr>
<tr>
<td>Day 26-27</td>
<td><em>Shadow of a Bull</em> (<a href="#">OCR Unit 3, Lesson 7</a>)</td>
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<tr>
<td>Days 28-30</td>
<td><em>Assessment: Medicine: Past and Present</em> (<a href="#">OCR BAP</a>)</td>
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<table>
<thead>
<tr>
<th>Date: Jan. 17 – March 2</th>
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<tbody>
<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td><strong>From Mystery to Medicine</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Selection</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 17-20</td>
<td>Unit Introduction Medicine: Past and Present</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Jan 23-27</td>
<td>Sewed Up His Heart</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Jan 30-Feb 3</td>
<td>The Bridge Dancers</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Feb 6-10</td>
<td>Emily's Hands-On</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Feb 14-17</td>
<td>The New Doctor</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Feb 21-24</td>
<td>The Story of Susan</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Feb 26-Mar 2</td>
<td>The Shadow of a Bull</td>
<td>5</td>
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**Number of Instructional Days Allocated**: 32
The Assessment

Day 1

Read "Medicine: Past and Present" in your Open Court text (pgs. 208-221). Use the text to answer the following questions.

1. This question has two parts. First answer part A. Then answer part B.
   
   **Part A**
   Reread para before they
   A. Invis
   B. Magi
   C. Dang
   D. Black

   **Part B**
   What reason believe this?
   ________
   ________

   **Day 2: Evidence Gathering and Collaborative Discussion**
   
   **Guiding Questions**
   Whose work led to discoveries that had great impacts on the field of medicine?
   
<table>
<thead>
<tr>
<th>Medical Discovery</th>
<th>Impact on the field of medicine</th>
<th>Support Hippocrates Guess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In each box below, list an individual from the text and describe when and what was discovered.</td>
<td>In each box below, tell how this discovery impacted or changed the way people thought about medicine and disease.</td>
<td>Did this discovery show that the human body is predictable and/or that diseases have natural causes and reasonable</td>
</tr>
</tbody>
</table>

   **Day 3: Independent Written Response**
   Use lined paper to write your response.

   Hippocrates lived in Greece about 2,500 years ago and is still referred to today as the Father of Medicine. He believed that the human body is predictable and that diseases have natural causes and reasonable explanations. After reading and discussing *Medicine: Past and Present*, write an essay in which you explain how the discoveries of certain individuals support this idea.

   In your response, select at least 3 of the individuals described. What did each individual discover? How did that discovery support the idea that the human body is predictable and that diseases have natural causes? Be sure to support your response with evidence from the text.
The Evaluative Criteria

**CCSS Collaborative Discussion Rubric**
Grades 3-5

<table>
<thead>
<tr>
<th>Score</th>
<th>Preparation</th>
<th>Behaviors/Norms</th>
<th>Accuracy</th>
</tr>
</thead>
</table>
| 4     | Student is thoroughly prepared for the discussion:  
• Shows deep understanding of the topic, having read or studied the required material  
• Explicitly draws on that preparation to explore ideas under discussion | Student effectively follows set behaviors and norms for discussion:  
• Knows and follows established rules and roles  
• Establishes and maintains eye contact  
• Uses gestures naturally and effectively when speaking  
• Encourages speaker through appropriate use of posture and body language | Student demonstrates准确 knowledge and speaks effectively about the topic:  
• Explores new academic and domain specific vocabulary |
| 3     | Student is adequately prepared for the discussion:  
• Knowledgeable about the topic due to having read or studied | Student adequately follows set behaviors and norms for discussion:  
• Mostly follows established rules and roles | Student synthesizes ideas:  
• Clearly explores/expresses own thoughts when speaking  
• Asks insightful questions  
• Listens attentively and respectfully to others’ ideas, opinions and points of view  
• Challenges other’s ideas, opinions, points of view appropriately and constructively |
| 2     | The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:  
• Controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task  
• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas  
• Effective introduction and conclusion | The response provides adequate support/evidence for the controlling idea and supporting idea[s] that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:  
• Comprehension evidence from sources relevant and specific  
• Effective use of a variety of elaboration strategies [e.g., example, evidence, analysis]  
• Vocabulary is clearly appropriate for the topic  
• Effective, appropriate style enhances the message | The response demonstrates a strong command of conventions:  
• Few, if any, errors in usage  
• Consistently used conventions appropriate for the topic |
| 1     | The response has an evident organizational structure and a sense of completeness, | The response provides inadequate or evidence for the controlling idea and supporting idea[s] that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:  
• Comprehension evidence from sources relevant and specific  
• Effective use of a variety of elaboration strategies [e.g., example, evidence, analysis]  
• Vocabulary is clearly appropriate for the topic  
• Effective, appropriate style enhances the message | The response demonstrates an understanding of the conventions of writing:  
• Consistently used conventions appropriate for the topic |

Used to assess the collaborative discussions on Day 2 of the Assessment

Used to assess the written response on Day 3 of the Assessment
The Implementation

- Posted documents on District webpage
- Delivered professional development through a Trainer of Trainer model
- Put systems of feedback in place
- Collaborated with supervision to monitor implementation
The Future

- Continue to revise units and assessments based on teacher and administrator feedback
- Add additional scaffolds for struggling students, English Learners, and students with disabilities
- Embed opportunities for formative assessment
- Develop videos to illustrate best practices
Lisa Worsham
Long Beach Unified School District
Lworsham@lbschools.net

Curriculum Documents:
http://www.lbschools.net/Main_Offices/Curriculum/Areas/English_Language_Arts/curriculum_docs.cfm
Amplify Curriculum
Finding common ground on Common Core

4 questions everyone should ask

1. How will we get our students to:
   - Care passionately
   - Concentrate more intensely
   - And work more?

2. What curriculum can help all our students ace and transcend the Common Core assessments?

3. How can we help our teachers teach with a new level of common core rigor and passion?

4. How do we bring our classrooms – carefully – into the modern, digital, connected world?
Curriculum for the digital native
Amplify ELA
Extreme engagement
Common Core rigor
Common Core rigor
Empowered teachers
Tight feedback loops
Amplify Curriculum: Live!

A new experience for evaluating digital curricula

• 2-week on-site preview of Amplify ELA
• We bring a network, devices, curriculum and support staff
• Sign-up for the 2014-2015 school year
Amplify Curriculum: On Demand

Sign up and explore a virtual classroom

- Watch a demo video
- Walk-through program information
- Amplify ELA trial software
Visit amplifyondemand.com

Greg Yurchuk, Director of Marketing

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@greg_yurchuk

Thank you.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
A Tale of Two Districts: Making Curricular Decisions For the Common Core

Required Reading from Education Week:

Spotlight on Common Core Assessment and Curriculum
The common-core standards are giving new shape to curriculum and student assessment across the country. This Spotlight explains how the standards will impact curriculum development and the crafting of common assessments.