



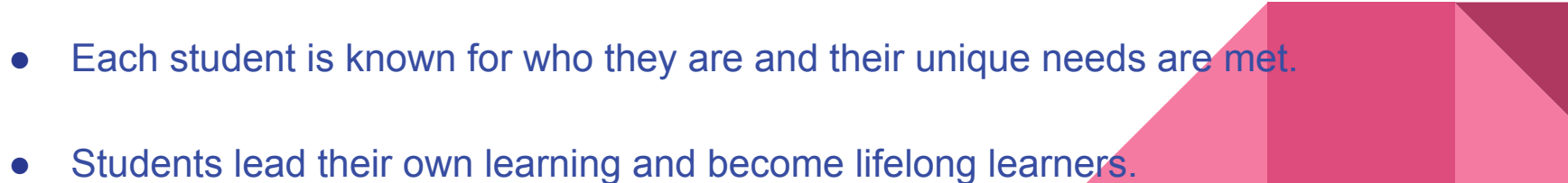
# K-8 Written Curriculum/IB Update

Oak Park Elementary School District 97

# District 97 Vision and Goals

The District 97 vision is to **create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child.**

Our K-8 written curriculum work addresses the following district **universal goals**:

- We support every student to be a critical thinker, ready to contribute to their community
  - Every student is challenged and engaged
  - Each student is known for who they are and their unique needs are met.
  - Students lead their own learning and become lifelong learners.
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# The K-8 Written Curriculum will:

- Provide a consistent, standards-aligned written curriculum
- Give students similar learning experiences
- Give students equitable access to the curriculum
- Provide students with culturally relevant experiences



# Talking about Curriculum

Term	Description	Examples
<b>Curriculum</b>	The high-quality delivery <b>system</b> for ensuring that all students achieve the desired end--the attainment of their designated grade- or course-specific standards.	<ul style="list-style-type: none"> <li>• This is a process/system, not one specific document(s).</li> </ul>
<b>Unit of Study/ Module</b>	A series of specific lessons, learning experiences, and related assessments based on designated standards for a topical, skills-based, or thematic focus that may last anywhere from 2-6 weeks.	<ul style="list-style-type: none"> <li>• IB units</li> <li>• K-5 ELA Units (Written Curriculum)</li> <li>• Eureka Math modules</li> </ul>
<b>Standards</b>	The <a href="#">Illinois Learning Standards (ILS)</a> define what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. The ILS for Math and ELA are based on the Common Core State Standards (CCSS)	<ul style="list-style-type: none"> <li>• Illinois Learning Standards (e.g. Math, ELA, Science)</li> <li>• Common Core Standards</li> </ul>
<b>Curricular Resource</b>	Textbooks, trade books, commercially produced programs used by teachers and students in the curriculum delivery process.	<ul style="list-style-type: none"> <li>• Eureka Math Teacher Guides and resources</li> <li>• Writing Units of Study</li> <li>• FOSS Science Kits</li> </ul>

# Layers of Curriculum

<b>Formal Curriculum</b>	Describes what students need to know, be able to do, and value through standards, content-specific understandings and practices, and learning targets
<b>Operational Curriculum</b>	How the formal curriculum is translated into a plan for instruction
<b>Taught Curriculum</b>	What is delivered in the classrooms
<b>Assessed Curriculum</b>	What is evaluated through formal measures
<b>Learned Curriculum</b>	What students walk away understanding as a result of their learning experiences
<b>Hidden Curriculum</b>	What students learn from the school's culture and climate (unintended curriculum); also, what is chosen <u>not</u> to be taught.

Lalor (2017) *Ensuring High Quality Curriculum*, p.2  
Glatthorn, Carr, and Harris (2001). *Curriculum Handbook* (ASCD)

## Example: Fifth Grade ELA Unit Description

The unit, **Where and How We Live**, is organized around the essential question, *does where and when we live matter?* As a result of the unit, students understand that people have experienced hard times as a result of geographic, economic and social reasons. During the unit, students read a variety of literature and informational text about different groups who have experienced hardship because of where they lived and when they lived. These groups could include

- *African experience*
- *Native American experience*
- *African –American experience*
- *Jewish experience*
- *Hispanic experience*
- *Mid-eastern experience*
- *Asian American experience*

Students use their understanding of how people were impacted economically, socially, or emotionally by the time and place in which they lived. Students work in small groups to research and produce a news report that illustrates how these elements impacted the lives of these people, the lessons that can be learned as a result and what actions can be taken to help people with similar needs today.

# Example: Fourth Grade Math Written Curriculum

**D97 Fourth Grade Math Curriculum**

[Home](#) [Module 1](#) [Module 2](#) [Module 3](#) [Module 4](#) [Module 5](#) [Module 6](#) [Module 7](#)

## Module 1

**Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction**

Teaching	Assessing	Helping Parents
<ul style="list-style-type: none"><li><a href="#">Module 1 Lesson Slides</a></li><li><a href="#">Module 1 TE</a></li><li><a href="#">Module 1 Student Book</a></li><li><a href="#">Module 1 Additional Materials</a></li><li><a href="#">Module 1 MARS Tasks</a></li><li><a href="#">Module 1 Number Talks Slides</a></li><li><a href="#">Module 1 Review Slides</a></li><li><a href="#">Module 1 Math Games Slides</a></li><li><a href="#">Tape Diagrams for + and - Slides</a></li><li><a href="#">Kids Intro to MARS Tasks Slides</a></li></ul>	<p><b>Preassessment</b></p> <ul style="list-style-type: none"><li><a href="#">Module 1 Pretest</a></li><li><a href="#">Module 1 Pretest Answer Key</a></li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li><a href="#">Topic A Check-in</a></li><li><a href="#">Topic B Check-in</a></li><li><a href="#">Topic C Check-in</a></li><li><a href="#">Topic D Check-in</a></li></ul> <p><b>Mid-Module</b></p> <ul style="list-style-type: none"><li><a href="#">Study Guide</a></li><li><a href="#">Study Guide Answer Key</a></li><li><a href="#">Mid-Module Test</a></li><li><a href="#">Test Answer Key</a></li><li><a href="#">Rubric</a></li></ul> <p><b>Summative</b></p> <ul style="list-style-type: none"><li><a href="#">Study Guide</a></li><li><a href="#">Study Guide Answer Key</a></li><li><a href="#">Summative Test</a></li></ul>	<p><a href="#">Parent Weebly</a></p> <p><a href="#">Eureka Math Parent Tip Sheet</a></p> <p><a href="#">Parent Handbook</a></p> <p><a href="#">Eureka Homework Helper</a></p>

# Example: Language A IB Unit Plan

Teacher(s)	J. Colucci, L. Pearson, K. O'Keefe, S. Hill, J. Williams, P. Gaffney, C. Borah, R. Youngberg	Subject group and discipline	Language A
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Unit title	Perspectives	MYP year	1	Unit duration	6 Weeks
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Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concepts (2-3)	Global context
Perspective	Point of view (response) Character Purpose Setting	Personal & Cultural Expression  Exploration: Philosophies and Ways of Life

Statement of inquiry - 1 Key concept + 2 related concepts + exploration

**Perspective** drives **characters'** (individual) **responses** and **purposes** in order to shape **philosophies and ways of life**.

**perspective** = how you see the world based on values, beliefs, attitudes, and experiences

**POV** = the type of narration:

*1<sup>st</sup>: Story is told from the point of view of a character in the story, using 1st person pronouns such as I, me, we, our. Reader see events from character's point of view. 2<sup>nd</sup>: The author is speaking to the reader. "You" and commands are used. 3<sup>rd</sup>: A narrator is telling the story. Readers are able to know the thoughts of one of the characters (limited), several or all of the characters (omniscient).*



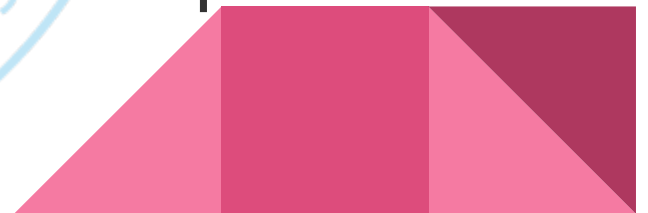
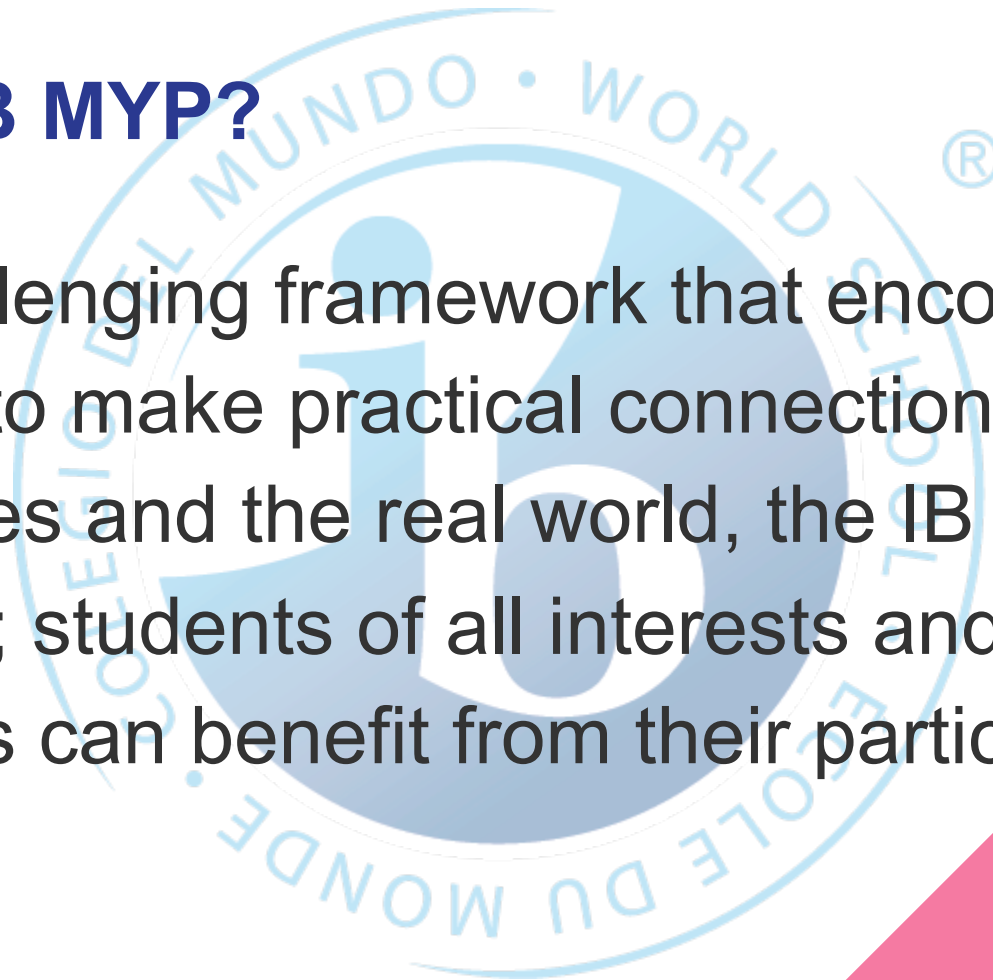
# International Baccalaureate Middle Years Program



*Current Updates*

## What is IB MYP?

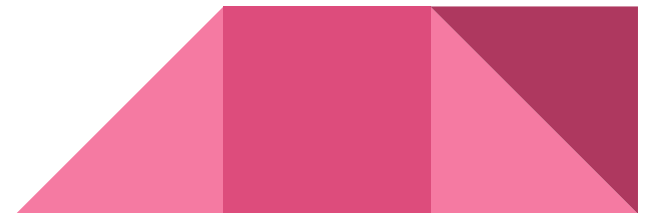
A challenging framework that encourages students to make practical connections between their studies and the real world, the IB is inclusive by design; students of all interests and academic abilities can benefit from their participation.



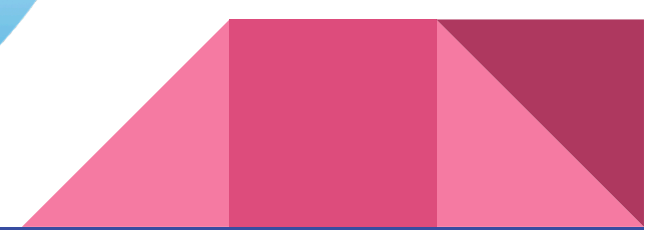
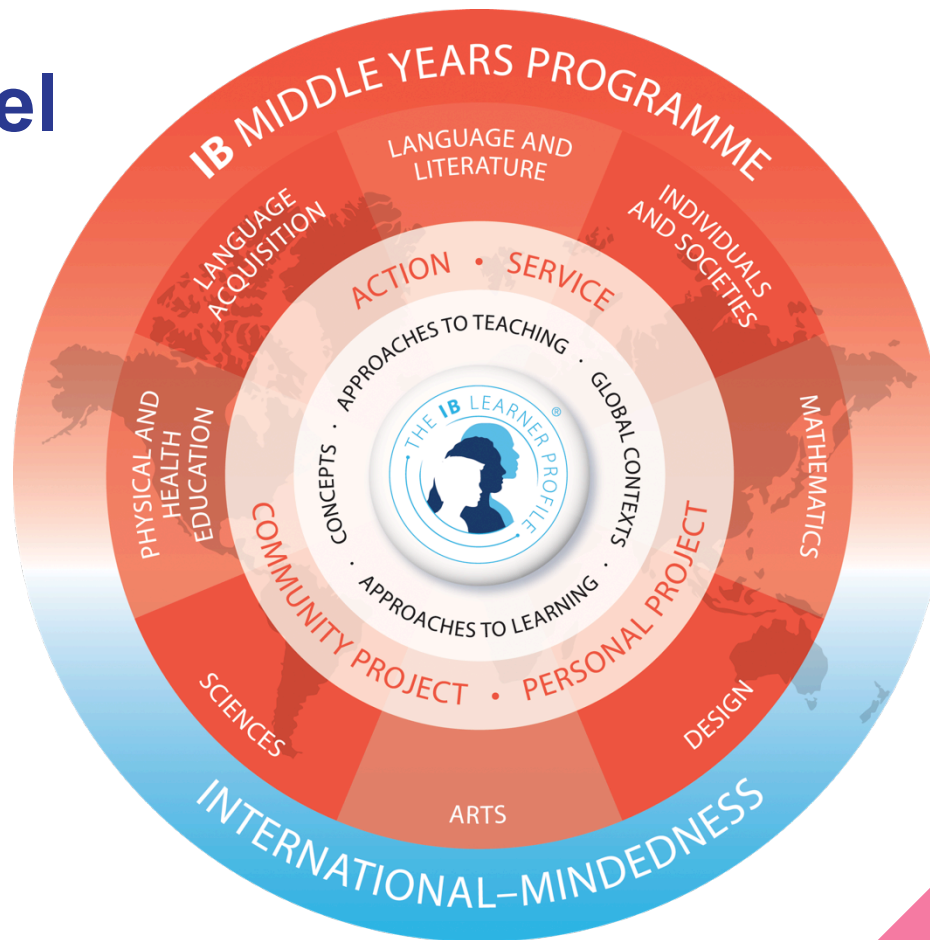
# How is IB different?

The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- incorporate quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- encourage teachers to develop meaningful, authentic units of study based on their students' interests and needs
- develop multilingual students.



# MYP Model



# Evaluation

Each IB World School is regularly evaluated to ensure that the standards and practices of its IB program are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement.

[www.IBO.org](http://www.IBO.org)



# Historical Timeline in D97

## **2012-2013 School Year**

Initial Phase of Teacher Professional Development

## **2013-2014 & 2014-2015 School Year**

IB Candidate School Status

Ongoing teacher professional development

IB philosophy further incorporated into curriculum

Initial Authorization visit - Spring 2015

## **2015-2016 School Year**

Fully Authorized IB School



# Timeline to Evaluation Visit

## **2016-2017 & 2017-2018 School Year**

Revise & improve written and taught curriculum to be aligned with IB best practices

## **2018-2019 School Year**

Complete self-study

## **2019-2020 School Year**

IB Evaluation visit - Spring 2020



# Action Steps This School Year

Write and evaluate common assessments for every subject and every unit at the district level

Continue professional development based on IB philosophy and methods of curriculum development

Improve and publicize 8th grade IB community project

Create a new teacher IB university





## Next Three Years 2017-2020

Continue professional development based on IB philosophy and methods of curriculum development

Organizing a Parent University

Embed service learning opportunities into the curriculum

Continue to evaluate and revise common assessments for every subject and every unit at the district level

Seek out opportunities for extended interdisciplinary connections within the curriculum

Standardize grading practices in every department