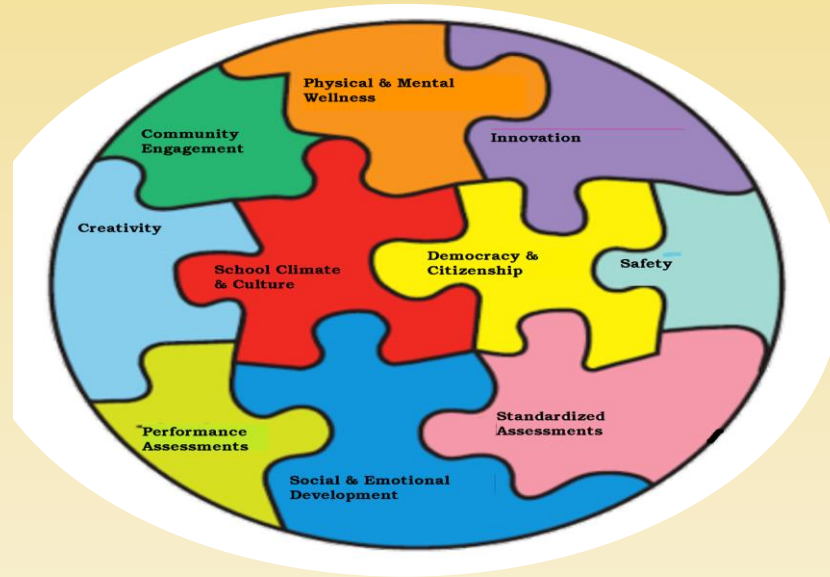




Sachem Central School District

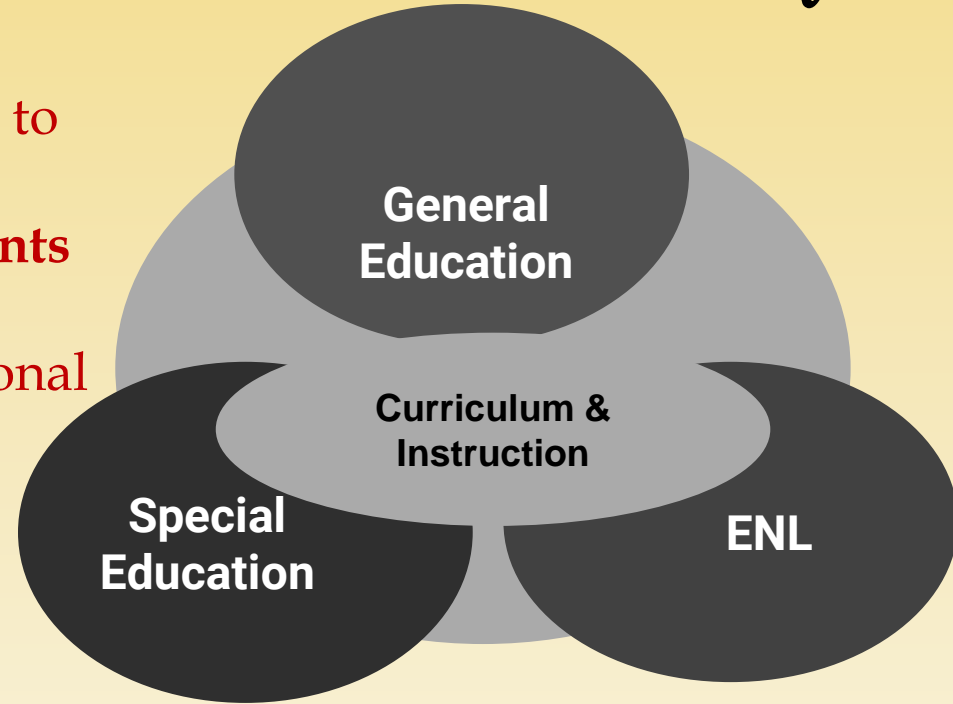


Curriculum and Instruction Update

November 28, 2018

Curriculum and Instruction - Our Beliefs-

- Mastery vs. Coverage
- Teachers should have autonomy to teach their curriculum at a pace **based on the needs of the students in front of them.**
- Use data to make these instructional choices “Sachem Norms”
- District-created curriculum vs. canned programs
- Collaboration is key
- Students unpack own learning
- Equal Access





SACHEM CENTRAL SCHOOL DISTRICT

We Are Sachem

Tri-State Consortium

Tri-State Consortium

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Home

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- External Support

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Announcements

Calendar

Contact Us

District Visits & Consultancies

Assessment Model

Student Performance (click to learn more)

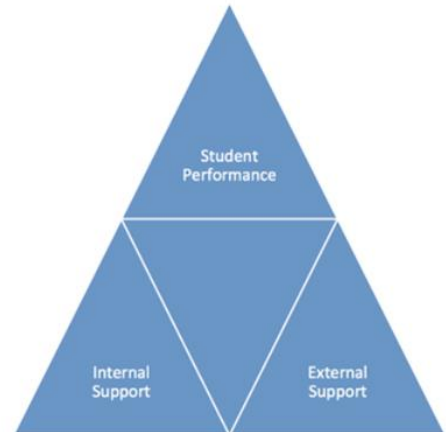
1. Performance-based Assessment
2. Student Metacognition in the Learning Process
3. Student Performance Data

Internal Support (click to learn more)

4. Curriculum and Instruction
5. Professional Learning, Supervision and Evaluation
6. Equitable Support for Student Needs
7. Shared Vision and Environment for Change

External Support (click to learn more)

8. Parent and Community Support



Bold Moves Workshop Series

Details

- Focus:
 - Creating remarkable learning environments
- Sessions:
 - Use of Space
 - Scheduling
 - Student Grouping
 - PD and Planning

Who

- District Office and Secondary Administration
- Teachers will be included in next phase of the series



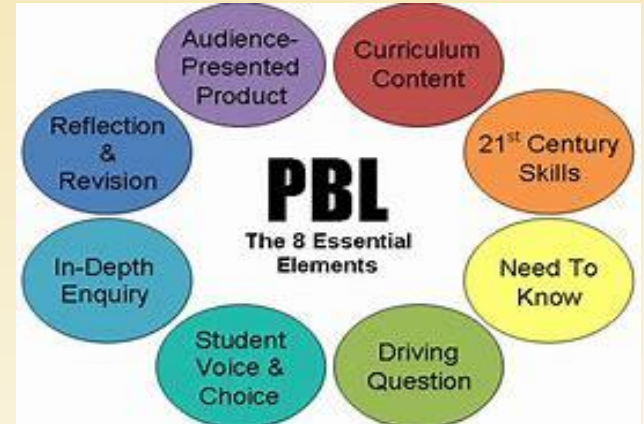


SACHEM CENTRAL SCHOOL DISTRICT
We Are Sachem

Project Based Learning

Gold Standard Design Elements

- Key Knowledge, Understanding and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product



Secondary Focus

Details

- Alternate instructional practice **but** same content aligned to NYS standards.
- Student driven, focusing on *21st Century Skills*

Who and where

- Faculty Meetings-Middle and High Schools
- Department meetings to plan units
- Continued professional development as teachers begin to implement.
- Resources



Science K-12

NEW NYS Science Learning Standards

Hands-on Science

Professional Development

New York State P-12 Science Learning Standards

P. Earth and Space Sciences

Students who demonstrate understanding can:

- P-ESS1-1.** Observe and describe the apparent motions of the Sun, moon, and stars to recognize predictable patterns.
- P-ESS2-1.** Ask questions, make observations, and collect and record data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.
- P-ESS3-1.** Plan and conduct an investigation to determine the effect of sunlight on Earth's surface.

Science and Engineering Practices

- Asking Questions and Defining Problems
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions
- Using Mathematical and Computational Thinking
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Cross-cutting Concepts

- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Stability and Change
- Energy and Matter
- Structure and Function
- Control, Information, and Communication

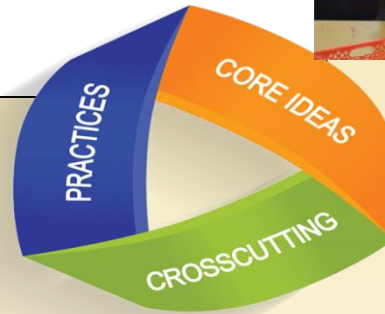
Disciplinary Core Ideas

- Earth and Space Science
- Physical Science
- Life Science
- Earth and Environmental Science

Connections to other Subjects

Performance Expectation

Scientific & Engineering Practices



3-Dimensional Learning Interdisciplinary

Creating Equity Opportunities: 8th Grade Science

Present

- 8th grade students selected based on class grades and teacher recommendation
- Students selected may take either Living Environment or Earth Science
- 35% of the 8th grade class is selected

Proposed

- Increase access to 8th grade accelerated science
- Students will take Earth Science to ensure greater articulation with elementary Science standards
- Living environment will begin at 9th grade

Math Workshop

★ Making a shift in instructional practice to reflect expectations of the NYS Next Generation Mathematics Learning Standards and the needs of our Sachem students. ★

Framework for RIGOR:

Developing Mathematical Skills/Standards & FLEXIBLE THINKERS! (K-12)

**DEEP CONCEPTUAL
UNDERSTANDING**

Concrete-Pictorial-Abstract



FLUENCY

**Fact or Procedural
Relational Strategies-
Automaticity**



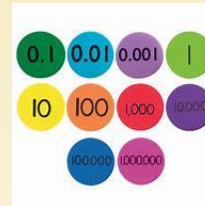
APPLICATION

**Independent Problem
Solving**

Focus on Student Engagement



New Workshop Units



Elementary Focus

- Grade Level Meetings to Discuss Implementation
- Professional Development: Unpacking the Units
- Purchased Resources
- Grade Level Committees-Further Planning Across the District
- Parent Academy-January TBD





SACHEM CENTRAL SCHOOL DISTRICT

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*Thank you for your continued
support!*

Questions? Comments?