



CURRICULUM NEWSLETTER

April 2016



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Important Dates in April

- 4:** FIS Instructional rounds, 9:00am-3:30pm
- 6:** RES Instructional rounds, 9:00am-12:00pm
Geometry PD, 11:30am-2:00pm in the PDC
- 8:** Algebra 1 PD, 7:30-10:00am at the HS
Algebra 2 PD, 10:45am-1:15pm at the HS
- 11:** 6th Grade Math, 9:00-11:30am at Farms
5th Grade Math, 1:00-3:30pm at Farms
- 13:** 1st Grade Math PD, 9:00-11:30am in the PDC
Kindergarten Math PD, 1:00-3:30pm in the PDC
- 14:** CASL Training, Cohort 1 & 2 at LESA
- 15:** 7th & 8th Grade Math PD, 7:30am-1:15pm in the PDC
- 20:** 3rd Grade Math PD, 9:00-11:30am in the PDC
2nd Grade Math PD, 1:00-3:30pm in the PDC
- 21:** Curriculum Ad Staff, 9:30-11:30am in the PDC
Report Card Revision, elementary, 1:00-3:30pm in the PDC
DCT, 4:30-6:00pm in the PDC
- 22:** Reading Support Meeting, 9:00-11:30am at the MS
- 25:** Algebra 2/Trig PD, 11:30am-2:00pm at the HS
- 26:** CASL Training, Cohort 3 at LESA
Geometry PD, 7:30-10:00am in the PDC
- 27:** Biology PD, 7:30am-2:00pm in the PDC
- 28:** Technology Curriculum Committee, 7:30-10:30am
in the Special Ed. Conference room

TESTING SCHEDULE FOR 2015-16

- M-Step online testing window will open April 11, 2016 and end May 27, 2016
- rSAT date is April 12, 2016 (11th grade only)
9th and 10th Grade PSAT
- WorkKeys date is April 13, 2016 (High School only)

Congratulations to the following buildings on their recent Green School Certification!

Evergreen Schools

Lakes Elementary
Village Elementary
Farms Intermediate
High School

Emerald Schools

Round Elementary
Middle School
HESSC

Green Schools

Creekside Elementary



Thank you all for your continued support of the Green Schools initiative and for supporting positive environmental initiatives in your buildings.

More information can be found at:
<http://livwashgreenschools.weebly.com/>

SRI WINDOW~SPRING

through June 3, 2016

- 4th grade
- HS (9-12) required

Must be done between
April 11-April 29

KINDERGARTEN ORIENTATION A BIG SUCCESS



Hartland Consolidated Schools held its Kindergarten Orientation on Saturday, March 12, 2016.

Parents learned about what to expect from central office staff, principals, teachers, and the school nurse. Children were offered time to play and to check out a school bus.

Approximately 200 families attended this event.



An evening registration event has been added for **Tuesday, April 19th** from 4:00-7:00pm at each elementary building as well as the HESSC.





Math Corner

by Ethan Hawker



Mathematical Practice #7

Look for and Make Use of Structure

“I can use the structure of a problem to help find the answer”

I love this practice because I think this is an area where we are “hitting homeruns” in our district. The curriculum we are using, the time we are taking in class, the importance of structure... these are all things that are happening in our district and I hope that we all see how important this is for our students to understand the concepts behind the math and more importantly, be able to apply concepts at higher levels.

The structure to mathematics builds upon itself. I think that sometimes we as teachers get lost thinking about “this year.” There is a rhyme and reason to what we do. We build skills through structure to prepare students for future skills. That is when math makes sense for students.

For example, I get excited when I see students in first grade learning number bonds, when they can break 10 down into 9 and 1 or 8 and 2 or other combinations. This structure leads a student to see that 8×4 is equivalent to $(5+3) \times 4$. This structure then leads a student to realize that $(5+3) \times 4$ is the same as $5 \times 4 + 3 \times 4$. I watch students make these connections and I can't wait to see them when they are introduced to factoring at the upper levels. The stage has been set, the structure has been presented, the higher learning is now available. Math is not just a set of procedures to memorize, it's an elegant and beautiful connection of ideas and concepts that grow from the most basic $1+1=2$ to the most advanced mathematics we have to offer students. Identifying and presenting the structure of the math is what connects the concepts from year to year.

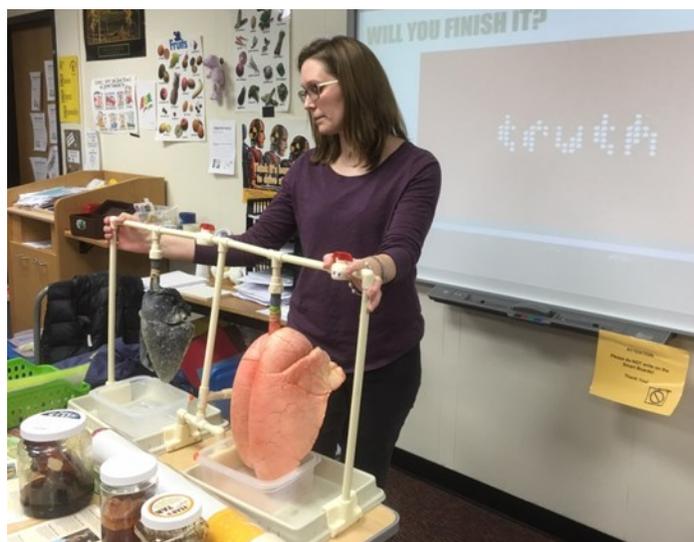
How do we do this in the classroom? We are doing it every day....keep on doing it! It looks like this in your classrooms:

- You talk about the properties of mathematics and have students use the properties in their vocabulary.
- You make connections between the math you're doing today and the math you did last month.
- You refer back to previous concepts learned last year.
- You identify patterns in numbers to find solutions.

Structure is the building block to learning mathematics. Encourage your students to see and talk about the structure of numbers. Find time (I know we don't have enough of it) to create situations for students to investigate the structure of the mathematics.



LEGACY students are recognized at the Honors Assembly in March



Amy Johnston, from Livingston County Health, visited LEGACY in March to inform students about the dangers of tobacco use.

The picture (at left) is of a healthy lung compared to a lung of a 15-year smoker.



Article Review

by Chuck Hughes

Over the past few years I have debated with many individuals on the topic of textbook or no textbook. While I have not swung all the way over to the NO textbook side of the debate, I have spent many hours in thought about teaching and learning and the value that a textbook adds to this equation. Wouldn't you know it, the other day I engaged in this same debate, and that night I happened upon an article written by Bill Graves called Rise of the Open Curriculum in School Administrator (March 2016). The author was writing about how rural districts do not have the funds available to purchase textbooks. He shares how one district has invested their money in "time" for teachers to align the curriculum with free "open resources." You will find some of the open resources under "Websites of Interest" in this edition of the Curriculum Newsletter.

I appreciated the article as it highlighted how districts are using EngageNY as an open resource and how the U.S. Department of Education is involved in a #GoOpen campaign to promote and encourage districts to begin utilizing open resources instead of textbooks. On page 29, the author provides a list of open resources. I have to tell you that I was absolutely floored by the quality of the resources shared. While I know that investing in the process of aligning our curriculum with open resources is time consuming and costly, I continue to see a benefit of moving away from budgeting up to \$75,000 per grade, per subject, for textbooks that become obsolete and unusable fairly quickly. As we continue to move into the 21st Century, information is available in so many ways beyond a textbook. If you would like a copy of the article, please contact me at chuckhughes@hartlandschools.us or 810-626-2114.



**“And so we keep
on thinking,
because the
next thought
might be
the answer.”**

-Jonah Lehrer



Next Generation Science: What is planned for re-alignment work?

The State has adopted the Michigan Science Standards. The State plan is to develop teacher knowledge on the conceptual and teacher knowledge piece of the new standards. Andrea Pisani (WISD) shared the science assessment timeline:

Andrea shared that in 2016-17 the state will begin field testing science items on the M-Step. Full implementation of new science items on the M-Step is planned for 2019-2020. Field test items on the M-Step will not be scored.

WISD/LESA has been thinking about the roll-out and this is what it looks like:

1. Teacher and Administrator Knowledge: Starting with a framework for K-12 science within a 3-Dimensional learning approach (hands on work). Much of this work will come from the National Research Council Science Framework.
2. Teacher Practice: Teachers will need to be looking closely at the instructional shifts and how we assess students with a local/formative approach. WISD/LESA will be looking to provide teachers this practice.
3. School Level Practices: Support regarding scheduling this work, time needed, resources needed.
4. Curriculum Alignment and Local Summative Assessment Alignment
5. Course Sequence
6. Parent and Community Expectation and Education
7. State Level: Teacher Certification and Assessment for Students (what will they look like?).

The key question for ramping up higher Depth of Knowledge (DOK) level thinking and demonstration thinking is in asking how students can take what they have learned and transfer that learning among other content and within the world in which they live. How can students be challenged to apply learning?

DRAFT WISD/LESA Science Work Plan (Not necessarily a four year plan)

PHASE ONE = Understanding the Vision

Provide Workshops to: Cultivate leadership, 3-Dimensional Learning, Argument from Evidence, Explaining Phenomena Through the Practice of Developing and Using Models, and Constructing Explanations. This may include summer workshops and other workshops throughout the process. Teaching through doing: Joe Krajcik, June 20-21, 2016, will be a two-day workshop as a prerequisite for attending the Deep Dive training work this summer (K-12).

Ecology Center Partnership: Planning modules that develop leadership opportunity for the new science expectations. An example might be in how to infuse engineering in Elementary Science. Katie Adams who works for the Ecology Center in Ann Arbor would be working on connecting science with the world in which we live to answer the question, what does it mean to truly experience science?

Next Generation Science (cont.)

PHASE TWO = Shifting Practice

Continue knowledge building and supporting teacher leaders. Support work toward incorporating 3-Dimensional learning. Also, begin to create and pilot DRAFT materials for pilot teachers (teacher leaders). Begin discussions about creating time for science in elementary school and finding ways for cross-curricular learning.

PHASE THREE = Shifting Curriculum

Continue building knowledge (pull in new teachers) and pilot (teacher leaders) to try out more DRAFT materials. Begin looking at course sequences for Middle and High School. Begin looking at Performance Expectations (PE) from Appendix K of Framework.

PHASE FOUR = Full Implementation

This is when course sequence and curriculum/assessment changes are implemented. Continue support for new teachers and teacher leaders who can be the go to people for implementation.

WISD/LESA will be offering this same training for administrators to help them figure out what to look for in science classrooms.

Teacher Leadership / Pilot Teacher Group

We will be looking for teachers who can commit to the June 2016 two-day workshop and who wish to get involved in building (Draft) and implementing new science instructional components and assessment tools. They must also be willing to facilitate learning during district PD time and possibly be willing to provide training within the county and region. This would be a big commitment, but essential in working through the roll-out process and future implementation issues to ensure that students are being provided quality instruction and becoming scientists, not just learning science for an hour a day!

<http://www.nextgenscience.org/michigan> (web site for NGSS in Michigan)

Websites of Interest



http://www.readworks.org/rw/articles-teach-cause-effect?utm_source=Email&utm_medium=Email&utm_campaign=2.29.16%20cause%20effect

Cause and affect articles K-12 for guided instruction

http://www.readworks.org/rw/teach-text-structure-0?utm_source=Email&utm_medium=Email&utm_campaign=3.7.16%20text%20structure

Resources for teaching text structure

<https://www.illustrativemathematics.org/>

New math standards with learner tasks attached. Great classroom activities for Smart Board.

<https://ioer.ilsharedlearning.org/search>

Open source free resources for education and others

<http://www.clrn.org/browse/index.cfm/web-info-links>

California Learning Resources Network; awesome learning activities to support the common core



What about C3 for Social Studies?

Right now, the adoption is in limbo and may not happen until next year. At this time, the adoption of science standards, the third grade reading expectation legislation, etc. has caused a distraction. MDE is thinking it will be January before the standards go to the State Board of Education. The state is being methodical on how to roll out the C3 standards. There is a focus group that has spent three days working on the standards document, and if finished by May, it still cannot go to the State Board of Education until January. Because it is an election year, the standards may not be moved forward until well into 2017.

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

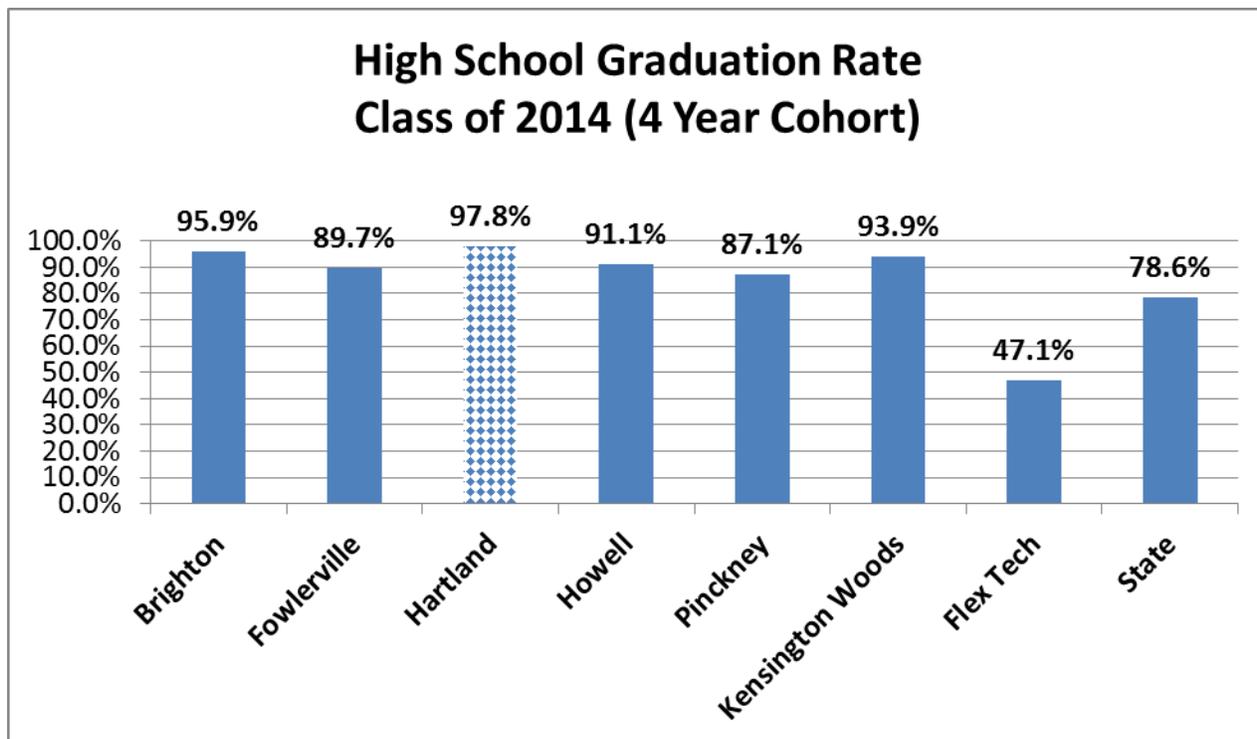
Why Must Students Take State Assessments?

Once each year, all students take a high-quality state assessment. State assessments provide:

- An important snapshot of student achievement at state, district, and building levels.
- Valuable information to parents on their child's academic achievement.
- Important data for teachers, schools, and districts to help guide instruction.

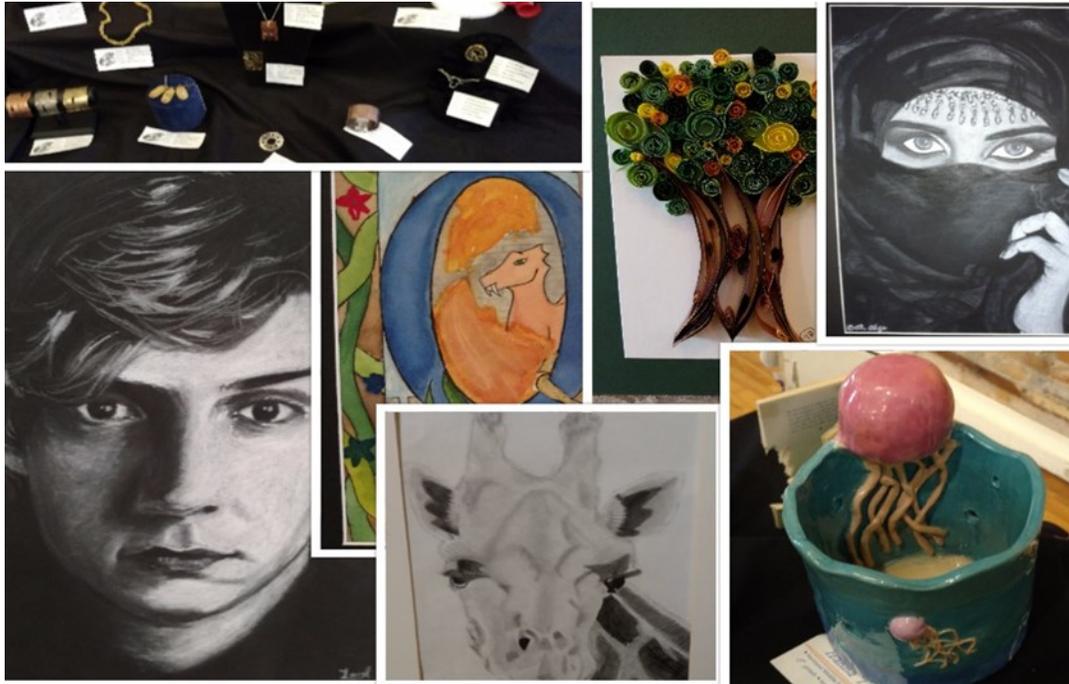
Why are State Assessments Important?

These assessments are required by both state and federal law in order to ensure all children are learning and receiving a high-quality education. As we engage students in taking the state assessments between April 11th and May 27th, we hope that all students work hard to demonstrate their learning. Please see specific building schedules to better understand when your children will be testing. You can refer back to the March Curriculum Newsletter for the state schedule.



This chart represents the percentage of students (latest graduation rate data) who graduated from their high school within four years. Hartland High School has the highest graduation rate. **CONGRATULATIONS!**

2016 GOT ART



High School and Middle School students submitted art that was displayed at the Howell Opera House. Above are just a few of the many pieces submitted by Hartland.

“You can't use up creativity. The more you use, the more you have.”
— *Maya Angelou*



Hartland teachers and administrators discuss Reading Recovery training being provided by an Early Literacy Grant. Up to eight teachers will receive this training in 2016-17.