

# Curriculum Matters...

## Transformative Work by the Faculty and Students of SAU 21



**“The CCSS support cross-curricular literacy teaching.** These standards embrace the notion that literacy is everyone’s work. Social studies, science, and math teachers are all expected to support literacy. The same rich, provocative, critical reading and writing work that happens in ELA needs to be present across the curriculum”

*(Pathways to the Common Core, Calkins, Ehrenworth- pg. 12)*

The language arts vertical team has started this year off strong with a goal-setting meeting in October and a productive afternoon on our SAU-wide professional development day in November. This team is balanced with teachers from across the SAU and represents grades 6-12 in the area of literacy instruction. This group is committed to: reading and understanding the *Common Core State Standards* for literacy, using text-based protocols and common texts to digest the document and study the impact it has on teaching and learning, sharing and aligning our work with the *Common Core State Standards* (What do you we do now? How does it fit? What needs to change? How will we know-assessment?), finding common ground across the SAU regarding literacy goals and assessment (text complexity, use of non-fiction, writing using evidence, crafting an argument), sharing best practices from our classrooms with colleagues, and using protocols that will guide our study of student work. We look forward to at least four more meetings throughout the year: January, March, April (Early Release) and May. We have started a collaborative edmodo website to better share, document and continue discussions from our meetings in a digital format. Teachers are energized and moving forward. What a wonderful group of talented and dedicated educators we have in our SAU! Submitted by: *Lauren de Constant (Team facilitator, LA/SS teacher at North Hampton School)*



During the early release day the Visual Arts Vertical Team concentrated on the topic of assessment for the Visual Arts curriculum document. Representing SAU21 schools was Stacy Bellen, Lincoln Ackermann, Marsha Zavez and Sue Haight, North Hampton, Gail Paul and Andrea Souther from Seabrook, and from WHS was Jill Berry and Linda Varney.

### Assessment

We believe that standards, curriculum, instruction, and assessment should work together to evaluate students' knowledge, attitudes, and performance. Assessment encourages students to see the learning experience as a unified whole that seeks and creates connections to other disciplines and to the world.

The assessment measures a student's use of critical judgment as a way of understanding concepts. Assessment in the Visual Arts addresses both process and product and has the unique capacity to integrate intellect, emotions, and physical skills.

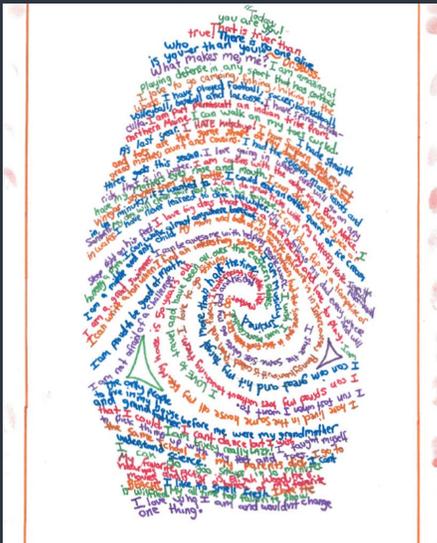
- Assessment measures a student’s understanding of curriculum.
- Assessment should be based on multiple measures of performance.
- Assessment should be developmentally appropriate.
- Assessment encourages critical thinking.
- Assessment criteria are clearly communicated to students.
- Assessment data should guide future instruction.

**Tools for Assessment include: Rubrics, Critiques, Digital Documentation, Sketchbooks, Self Evaluations, Portfolios, Quizzes, Tests, Research Projects, Observations, Art Exhibits, Written and Oral Peer Reflections, and Others!**



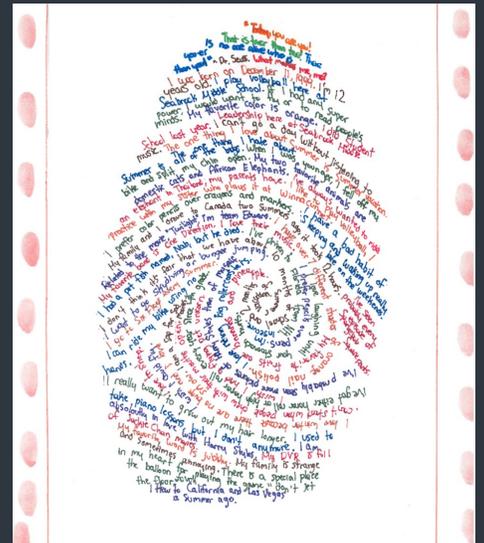
# Professional Learning

The Professional Learning Committee (PLC) has been hard at work throughout the summer and fall with the SAU21 start-up of My Learning Plan (MLP). This is a web-based system that provides paperless communication and sharing tools between all districts and teachers. Through the calendar system, workshops are shared between districts and staff can enroll online at any time. Teachers can electronically establish their professional goals, review with administrators, and maintain active portfolios that are easily accessible. The paperless system is saving personnel hours as users learn the system. Workshops being planned by the PLC include Writing SMART Goals and how to engage in the portfolio process for recertification. Kudos to the entire Professional Learning Committee for their work as they have held many training sessions in their respective schools and assisted others more personally in moving towards this paperless, electronic system. The new work ahead includes a focus on reflections, reporting, and writing a new SAU21 Master Plan (due in 2014) with an eye towards streamlining and refining the entire system. The representatives include: Anne Marie Grigus (SES), Denise Morrill (SMS), Amy Middleton (LAS), Jamie Marston & Karen Schweitzer (WHS), Stephanie Robinson (Barnard), and Dan Singer (NHS).



## “The Fabulous Fingerprint Project”

### Growing Student Identities with Character, Writing, and Substance!



Seabrook Middle School was ripe with creativity and laden with nonfiction writing, as the year began in 7<sup>th</sup> grade with a heavy focus on paragraph development, sentence structure, narrative and nonfiction writing. Students used the SAU #21 6-12 Cross-Curriculum Standards for Written Work and the “6 Traits Writing Rubric” to guide their efforts. They began by focusing on the importance of showing intrinsic pride in their work, carrying this pride over into their other classes and maintaining focus on the importance of details while writing. Although word choice and vocabulary is a year-long focus in 7<sup>th</sup> grade, special attention was given to using reference materials and gaining knowledge of Greek and Latin root words and affixes to improve their abilities to decipher unknown words and improve their vocabulary. This vocabulary development has been evident, not only in the student writing but also through conversations being heard in the hallways between students and staff.

Students embarked on their yearlong “Identity Binder” project by focusing on character development, writing conventions and sentence structure. The “Identity Binder” is a compilation of student work which will be revised later in the year to show growth in their writing. The Fabulous Fingerprint project was the first step in this continuum. It will show not only growth in writing but also growth in character. The year began with a “Fabulous Fingerprints” project where students were required to focus on conventions, sentence structures and “stretching”. Growth in sentence development was shown as students began using more precise words to convey their thoughts and experiences in their revised sentences. These projects were labor-intensive and required a great deal of thought and reflection by the students. The pride students felt at the culmination of the project was evident by their enthusiasm with the fantastic final products they passed in. Submitted by: *Rebecca Scherbon (7th Grade Language Arts, Seabrook Middle School)*





The Mathematics Vertical Team has met twice in this academic year to move forward implementing the Common Core Mathematics Standards. The team has charted grade level expectations for Algebra 1 and is working on deeper communications of students' skills as they progress from middle to high school. On November 6th the team learned more about the Performance Plus tools that can assist district to high school communications that support individual student learning. The team is working on a potential SAU-wide rubric that would assist greater depth in an understanding of individual student's strengths and challenges with Algebra.

## Common Core State Standards Key Points in Mathematics

- The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade. *(To Be Continued)*



## Telling the Stories of Conflict in Our World!

**Growing Student Perspectives with Research, Synthesis of Information and Opinion, Writing, and Thoughtfulness!**



It's one thing to read about war and conflicts in a text book. It's another to meet with those who served, hear their stories and write about their experiences. For the fourth year now, 7<sup>th</sup> and 8<sup>th</sup> graders in Hampton Falls met with veterans spanning from World War II to today's most recent conflicts. It is an opportunity for students to work on their communication and note-taking skills but obviously they gain so much more than that.

While two grades of students participate in this event, the preparation and the follow up lessons differ greatly. Seventh graders spent time preparing questions and thinking about ways to ask follow up questions that deliver intriguing answers. As a class we discussed and debated the importance of oral history and the unique opportunity they had to interview a World War II veteran, as our country sadly loses more and more each day. After the visit, seventh graders wrote thank you cards and discussed the value of gratitude. They have begun thinking about the people in their lives who have helped shape who they are and pick someone they would like to honor. It's a written approach to gratitude. They have begun drafting vignettes that capture different moments that show the layers of the people they are honoring. Students will consider voice and mood as they record themselves reading the vignettes out loud and set instrumental music in the background using GarageBand. These will be burned to a CD to give to the person they are honoring.

As the seventh graders personalize gratitude, eighth graders are taking on a more global approach. To prepare for the visit, students were given a foundation of knowledge on the conflicts and then independently researched specific conflicts. They created Web sites that explored the basics of the different conflicts, as well as a perspective piece where students explored the different viewpoints on the same war. Please check out these sites by visiting my class Web page: <https://sites.google.com/site/mrsszeligasclasspage/>. As a follow up to the visit, students have been "commissioned" to design a memorial for one of the conflicts. Calling on their memories from their trip to Washington D.C. last year, students design a symbolic or abstract representation that is meant to be both respectful and impartial. This is a hands-on, construction-like project that allows kids to not only understand symbolism through reading but find ways to create it on their own.

Submitted by: *Liz Szeliga (Language Arts 7<sup>th</sup> and 8<sup>th</sup> grade teacher at Lincoln Akerman School, Hampton Falls)*





# SCIENCE



# Tech Engineering

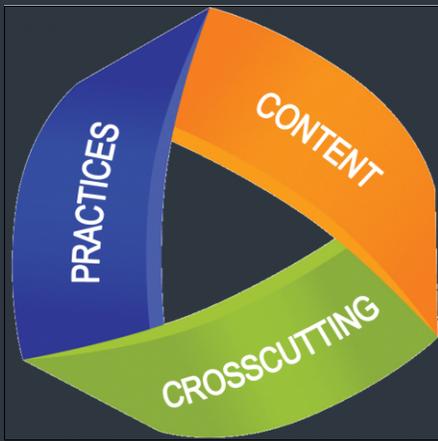
Stay tuned for more on Tech & Engineering in the February edition of Curriculum Matters!

The Science Vertical Team has met twice this year and is excited about the work ahead! Team members will focus on sharing students' inquiry work with each other and the community at large through the creation of videos that can be shared between schools and online. The videos will focus on how students grow in their use of inquiry as an essential part of engagement in science learning. Inquiry is the driving force behind science and all problem solving. As science teachers we realize it is important that our students experience real science and have the opportunity to share their deepened learning more broadly. The **Next Generation Science Standards** place a greater role on inquiry through the balance of three specific areas: Practices, Crosscutting Ideas, and Content. As we grow our curriculum to address these areas, we will need to make decisions on how we prioritize and utilize our science learning time. We look forward to working on this and supporting each other during the **process**. Our next meeting is scheduled for the middle of December.

Submitted by: *Alison Boudreau (8th Grade North Hampton School)*

## Next Generation Science Standards

**The practices** describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The NRC uses the term practices instead of a term like "skills" to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. Part of the NRC's intent is to better explain and extend what is meant by "inquiry" in science and the range of cognitive, social, and



**Crosscutting concepts** have application across all domains of science. As such, they are a way of linking the different domains of science. They include: Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. The Framework emphasizes that these concepts need to be made explicit for students because they provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world.

**Disciplinary core ideas** have the power to focus K–12 science curriculum, instruction and assessments on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria and ideally all four:

- Have **broad importance** across multiple sciences or engineering disciplines or be a **key organizing concept** of a single discipline;
- Provide a **key tool** for understanding or investigating more complex ideas and solving problems;
- Relate to the **interests and life experiences of students** or be connected to **societal or personal concerns** that require scientific or technological knowledge;
- Be **teachable and learnable** over multiple grades at increasing levels of depth and sophistication.

Excerpts from <http://www.nextgenscience.org/> The NGSS will be completed in March of 2013.

The PE and Health Vertical Team met on November 6th and decided that it made sense for the group to split into two separate teams to address our individual (yet connected) areas. Pat Yeaton from North Hampton School is now heading the PE Vertical Team and Debra Vasconcellos from North Hampton School is heading up the Health Vertical Team. The teams will alternate meeting times so that the smaller schools can attend each focus. The following articulates some of the difference although students' personal wellness is the heart of both areas.



## Health Education

The Health Education Team is creating a questionnaire that will go to all sending schools to clarify the who, what and how of how Health is now being taught in the schools. This will also assist in updating the HECAT (Health Education Curriculum Assessment Tool) which is a national assessment of health education programming. They will then focus on the critical knowledge all 8th graders should have before they graduate from their sending schools to high school.



## MUSIC

The music vertical team met on November 6<sup>th</sup>, 2012. SAU 21 music teachers in attendance were Pat Moore and Tony Cyrus from Winnacunnet, Mary Oliver and Dan Singer from North Hampton, Matt Woolley and Katrina Mailman from Seabrook, and Sue Long from Lincoln Akerman school. SAU 90 music teachers were Gus Carlson from Centre School and Kim Reno and Jillian Cauthorn from Hampton Academy.

Discussion centered around identifying common standards across grade levels, specifically grade 4 and grade 8, and agreeing on one consensus standard which will be assessed across one grade level at all schools. As we complete this initiative, we will add additional standards and assessments. It is our hope that we can use data collected from these and future assessments to evaluate the current health of each music program and examine if the current music curriculum is effective and provides teachers with enough time to address each standard. One challenge would be to design a common rubric to be used by all teachers with the assessments (i.e. comparing "apples to apples"). From school to school, and sometimes from grade level to grade level, rubric scoring systems can vary greatly. In spite of the great variety of systems, we plan to develop our own common rubric for the sole purpose of having comparative data for all the schools.

One other discussion that came up during our meeting was that of common topics, vocabulary, etc. within the schools. Teachers, especially at the elementary level, are planning to come up with common vocabulary, musicians, and compositions engaging students at each level. Therefore teachers can align their curricula so that all students in school districts are learning similar material at the primary levels. This will ensure that our students have common experiences before they arrive at their middle schools and ultimately at Winnacunnet. We are also developing a sharing "bank" of successful lessons and assessments as a resource for all of our music teachers. Middle school teachers as well will be looking at what skill sets they would like students to develop to be prepared to participate in high school music courses. Lots of exciting discussions going on, with more to come down the road!



## Physical Education

The Physical Education Team is looking at what 8th graders should be able to do in the area of Fitness before they leave our schools. We are piloting journaling and conferencing with students on their individual fitness test results to encourage personal fitness and goal setting. The team established a benchmark that by the end of 8th grade all students will be able to create and implement their own personal fitness plan through an analysis of their fitness test results. This also provides opportunities to support some of the Common Core State Standards for Mathematics and Writing using evidence.

- **Reason abstractly and quantitatively.** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships.
- **Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.



## Library / Media

On November 6<sup>th</sup> this team met for the first time this year, welcoming two new members. The new members were presented with a summary from our previous meetings and reviewed items on our agenda. After discussing Lexiles and citation sources, we agreed that no further discussion is necessary in these two areas. We are all using MLA as our citation form and Lexiles can be added to our Destiny automation systems for a nominal fee. Linda Sherouse at North Hampton has already had that done to her database. It will continue to update as new titles are added.

eBooks was another area of discussion and while we shared information on several different ways to access them, we agreed that we need to continue sharing information on the availability of our technologies and the access allowed from various new vendors. Seabrook schools have added a Follett bookshelf to their Destiny product and like the interface. North Hampton makes theirs available via an eBoard and also via the Destiny catalog.

We have decided that we will approach our next common standard and focus on the use of EBSCO. We all have access to it through a shared purchase via our NH State Library. We will look at areas of this program and decide how best to coordinate our new standard with Common Core standards.

Time together is extremely valuable as we have many common interests and concerns. On Nov. 29<sup>th</sup>, the team will again meet at North Hampton and discuss favorite Youth/Adolescent literature as well as have Linda Sherouse share on her recently attended workshop, "THE BEST NEW YOUNG ADULT BOOKS OF 2012 & COMMON CORE NON-FICTION BOOKS FOR GRADES 6-12". Linda will also share a display of the selected books which she owns. Each team member will bring a few favorites to review for the group.



## Student Services SPED

This past summer, the SAU 21 Special Education Directors updated the SAU21 Special Education Policies and Procedures Manual so that it is aligned with changes to state and federal regulations. Final edits are being accomplished for publication in January, 2013.

The Winnacunnet Special Services Department has hosted three trainings for learning with assistive technology. The trainings were presented by Diana Petschauer, an assistive technology specialist and NH DOE coordinator for NH Accessible Instructional Materials (NHAIM). The first training on October 24<sup>th</sup> was designed to inform staff about the services available to print disabled students through NHAIM. The second training on November 15<sup>th</sup> featured "iPad and iPhone apps for reading, math, writing and organization". On November 28<sup>th</sup>, the third training focused on "Promethean (SMART) Board Activities for secondary students, engaging learners using interactive activities". Staff from across the SAU 21 attended and gave positive reviews of the presentations.

Special Education staff from across the SAU participated in a one – two day training in Crisis Prevention Intervention techniques on November 8&9. The trainings were led by Stephanie Robinson (Barnard School Special Education Director) and Maria Easton (Seabrook Social Worker), both certified CPI trainers. The goal of CPI is to provide training in safe, respectful, noninvasive methods for managing disruptive and assaultive behavior.

The Special Education Directors began hosting a series of parent trainings this school year. On October 3<sup>rd</sup> at the Barnard School in South Hampton, we offered a workshop on Executive Functioning presented by Tere Bowen-Irish, OTC. Then on October 23<sup>rd</sup> Beth Gagnon, LICSW and Joan Tavares, LICSW from Partners in Family Wellness, PLLC in Salem, NH met with a group of parents at the North Hampton School. The topic for the evening was "Stress Busters: Raising Stress-free Kids in a Stressful World". Participants were from our SAU21 and some additional guests from Greenland Central School. The presenters shared ideas, scenarios, and techniques designed to provide children and young adults with the coping mechanisms to deal with what they may be facing in today's world. Parent feedback was positive! The presenters allowed time for questions from the audience and engaged the group in a fun activity to end the evening. These were very successful events! There will also be another workshop at the Barnard School for parents of children of all ages on January 30<sup>th</sup> on the importance of play in preparing children for school! Check the SAU21 website for more information!



# Social Studies

## Reading Standards for Literacy in History & Social Studies

**Cite textual evidence** to support analysis of primary/secondary sources

Determine central ideas of primary/secondary sources; provide accurate summary of source

Identify key steps in a text's **description of a process** related to SS

Determine the **meaning of words/phrases/vocabulary** as used in related text

Describe how a **text presents information** (sequentially, comparatively, causally)

Identify aspects of a text that reveal an **author's point of view/purpose** (inclusion, avoidance)

Integrate **visual information** with print text (charts, graphs, videos, maps)

Distinguish among **fact, opinion, reasoned judgment** in a text

Analyze the **relationship between a primary and secondary source** on the same topic

Read and comprehend **SS texts** independently and proficiently

The Social Studies Vertical Team made up of 8 core members from across SAU 21, is continuing to build on their previous curriculum work. This year the team has two primary goals. First, **to develop a student evidence component** that accompanies the curriculum planner sheets developed last year by the team. These sheets include the Common Core State Standards identified by the team as essential to Social Studies learning targets. This evidence-based component will be a tool for both staff and students. For staff it will record and identify which Common Core standards are being addressed and at what level. For students it puts in the forefront the skills they need to know and has students reflect on their progress - how do I know I have met the standard? The team's second goal is **to identify a common core standard to probe** in an action research format. The common standard will be assessed with students separately, results shared amongst social studies teachers with professional feedback given and a determination/discussion of how well the standard has been met. This will assist us in measuring our successes, identifying challenges and sharing effective learning strategies for our students. More updates will be coming as the committee continues its work. The Common Core Standards are identified here.

## Writing Standards for Literacy in History & Social Studies

**Write arguments** focused on discipline-specific content

**Write informative, explanatory texts**, including the narration of historical events

Narrative writing (not required)

Produce **clear and coherent writing**; development, organization, style are appropriate to task, purpose, audience

**Develop and strengthen writing** as needed by planning, revising, editing, rewriting, trying new approach, focusing on purpose and audience

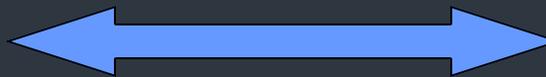
**Use technology** to produce and publish writing and present relationships between information and ideas clearly and efficiently

Conduct **short research projects** to answer a question (including self-generated) use several sources and generate additional questions for exploration

**Gather information** from multiple print/digital sources, use search terms effectively, assess credibility/accuracy of sources; quote/paraphrase data/conclusions, avoid plagiarism and use citations

**Draw evidence** from informational texts to support analysis, reflection, and research

**Write routinely** over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences



## What's Hot? *An ongoing feature from Carol Dugan (Reading Specialist at the Barnard School in South Hampton)*

### "College and Career Readiness Standards for Reading"

These standards include the overall goals of the Common Core State Standards (CCSS), calling for text complexity, and for student proficiency, independence and accelerated educational development. The CCSS are *not* a specific curriculum but are "standards" for a few concepts of great importance.





## World Languages

PRO SAEC VUL REDYX ET H SE AN EN  
TV DINE MEA SV SCIPI PER CONS VLES  
IS SAEP RECIPVT VIVO ME LINDOS AI  
CONS VLES PRIVATIM ETIAM ET MVNIC  
INARIA PRO VALETVDINE MEA SV PPLIC  
SALIARE CARMEN ET SACROSANCTVS  
SE FEIGE SANCTVM EST PONTIFEX M  
VM DEFERENTE MIHI QVOD PATER M  
ORTVO QVI ID TVM VLTVS OCCASIONE  
LTTVDINE QVANTA ROMAE NVNQ  
CONS VLIBVS ARAM FORT VNAE  
PRO REDITV MEO SENATVS CONSAGR  
ICIVM FACERE IVSSIT FO DIE QVO



## Reading / literacy



### Ten Great Reasons to Learn a Second Language

1. Higher test scores
2. Better and more advanced reading skills
3. Greater confidence
4. Gives brains a boost
5. Natural-sounding, native-like accent
6. Greater opportunities for college and careers
7. Bigger view of the world
8. Greater grasp of one's first language—including a bigger, richer vocabulary
9. Building and keeping cultural connections
10. An all-family activity

### Ten Small Ways to Add Language and Culture to Your Home

1. Watch an English language movie, and put on the subtitles in another language
2. Use your *Hulu* or *Netflix* account to search for streaming International films or TV shows
3. Load your iTunes or Pandora account with international music.
4. Get out of your town and see the world from a fresh perspective (another town, city, state, country...)
5. Change your cnn.com setting to the International Version to gain a global perspective on current events
6. NPR (National Public Radio) – Music “World Cafe” and The World “Geo-Quiz”
7. Change the language on your TV/Cell/iPod/ATM machine/GPS for a day
8. Check out the daily travel photo on *Nat Geo* at <http://travel.nationalgeographic.com/travel/365-photos>
9. Play word games – Crossword puzzles, Scrabble, Words with Friends...
10. Take advantage of free/cheap local music and cultural events (all over the seacoast)

The SAU21 Literacy Team focus, during our most recent Early Release Day, was two-fold: What impact will the Common Core (CC) have on the Response to Instruction (Rtl) process? How do we, as literacy teachers, best support mathematics instruction? This team's initial discussion, about the Common Core, was centered on the identification of students for literacy interventions, in each school in SAU 21. Discussion ensued surrounding the Rtl models that are currently in place for identifying and monitoring students, and the programming options available. The team addressed anticipated changes to our Rtl models that may be driven by the introduction of Common Core Standards, the methods by which each school is undertaking an evaluation of literacy programming to ensure alignment with the Common Core, and the greater impact these changes may have on our struggling readers. While we found that we are in philosophical agreement, our models for Rtl vary across the SAU, based on master schedules and personnel available to provide instruction in each individual school. In addition, all participants felt confident that our schools are attending carefully to the literacy demands that are presented by the Common Core.

The second question addressed by this team, was less focused on philosophy and more on practical implementation of strategy and skill lessons to support mathematics instruction. We sought feedback from other teams, gaining practical strategies to embed into reading instruction, and we shared a chapter from the book, *Literacy Strategies for Improving Mathematics Instruction*, the 2005 publication of Joan Kenney's, from the Association of Supervision and Curriculum Development. All participants confirmed the importance of explicit teaching of literacy strategies in all mathematics content, particularly because mathematics text differs so greatly from other text. The discussion concluded with this team identifying the need for continued SAU-wide sessions about the best practices in literacy instruction as we roll out the Common Core Standards.

**Curriculum Matters** is a communication tool for SAU 21 teachers, parents, and community members. It provides a mechanism for the Vertical Curriculum Teams to share their efforts to build a coordinated curriculum that enhances the learning opportunities and performance of all students. Please learn with us as we embark on these efforts and look for opportunities that align across disciplines. We encourage our larger community to follow some of the [web links](#) to see how our work is influenced and to help students understand how to do their very best in learning and performing. Please direct any questions or suggestions to the SAU 21 office at 926-8992 x105. We appreciate your input as we learn together. The next publication is scheduled for the winter of 2013.

