Curriculum and Instruction Overview

2019-2020

1.
Curriculum

*Instructional Materials
*Curriculum Documents

Instructional Materials used in District 23

Curricular Area	FY Adopted	Series	Curriculum Review	FY Adoption & Implementation
Math (K-5)	2019-20	Ready Math & iReady	2018-19	2019-20
Math (6-8)	2019-20	Ready Math & iReady, Algebra 1	2018-19	2019-20
LMC	2019-20	Teacher Created	2018-19	2019-20
Reading/LA	2012-13	Pearson – Reading Street, Calle de Lectura, and My Sidewalks; Prentice Hall 6-8	2020-21	2021-22
STEM/Ind. Tech	2014-15	Teacher Created	2021-22	2022-23
Spanish	2014-15	Vista Learning- Descubre@2013	2021-22	2022-23
Art	2014-15	Teacher Created	2021-22	2022-23
Music	2014-15	Quaver.com	2021-22	2022-23
Family and Consumer Sciences	2014-15	Teacher Created	2021-22	2022-23
Social Emotional Learning (SEL)	2014-15	Common Sense Media, Social Thinking, Expect Respect, PBS	2021-22	2022-23
Physical Education	2014-15	Spark, FitnessGram, Teacher Created	2021-22	2022-23
Health	2009-10	Teen Health Course 3 Glencoe@2009	2021-22	2022-23
Social Studies	2015-16	TCI 2013-16 Gr. 4-8 Pearson MyWorld 2013 Gr. 2-3 Teacher Created Gr. K-1	2022-23	2023-24
Science	2016-17	Mystery Science K-5 STEMScopes, 6-8 (2015 adoption)	2023-24	2024-25
Early Childhood	2016-17	Creative Curriculum – Teaching Strategies Gold	2023-24	2024-25

Curriculum Review Cycle

Curriculum Documents

Will now be found on the District 23 Website under Curriculum and Instruction

PROSPECT HEIGHTS SCHOOL DISTRICT 23

Departments

Our District
About D23
Board of Education
Departments
Curriculum and Instruction
Student Services
Technology Department
Business Services
Human Resources
Facilities
EDP

Curriculum

Business

Science Curriculum Document

D23 Science Curriculum ☆ 📁

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4th Grade

4th Grade

	Trimester I	Trimester 2	Trimester 3	
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Human Machine	The Birth of Rocks	Waves of Sound	Energizing Everything
Essential Question	How is the human body like a machine with moving parts and sensors?	How and why is the Earth constantly changing?	How are waves used to transfer information?	How is energy transferred and conserved?
Standard	4-LS1-1 4-LS1-2 4-PS4-2	4-ESS1-1 4-ESS2-1 4-ESS2-2 4-ESS3-2	4-PS4-1 4-PS4-3	4-PS3-1 4-PS3-3 4-PS3-4 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3
	Life Sciences	Earth and Space Sciences	Physical Sciences	Physical Sciences
	Physical Sciences			Engineering, Technology, and Application of Science
	Muscles & Skeleton Eyes & Vision	Volcanoes, Rock Cycle & Earth's Surface	Sound & Vibrations Sound, Vibrations & Waves	Speed & Energy Stored Energy, Speed, Collisions

Math Curriculum Document

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	Trimester 1		Trimester 2		Trimester 3	
	12 Weeks 60 days		12 Weeks		12 Weeks	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 4	Unit 5
Title	Whole Numbers: Place Value, Comparison, Addition, and Subtraction	Operations: Multiplication, Division, and Algebraic Thinking	Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area	Fractions and Decimals: Addition, Subtraction, Multiplication and Time, Money, and Length	Unit 4 con't	Geometry and Measurement: Figures, Classification, and Symmetry
Purpose *Why is this topic and skill set important?*	Add & subtract whole numbers	Multiplication and division whole numbers	Multi-digit operations and measurement	Operations with fractions and decimals		Geometry and Measurement
Goals & Outcomes *"Students will be able to..."*	Read and write numbers using number names; read and write numbers using expanded form; compare multi-digit whole numbers; round multi-digit whole numbers; add multi-digit whole numbers; subtract multi-digit whole numbers.	Multiply and divide to solve comparison problems; identify factor pairs for a number; identify multiples of a number; identify prime or composite numbers; describe rule in number and shape patterns; model adn solve multi-step word problems.	Multiply a four-digit number by one-digit number; multiply a two-digit number by a two-digit number; use multiplication to convert measurements; divide a three digit number by a one-digit number; divide a four-digit number by a one-digit number; use the perimeter formulas for rectangles; use the area formula for rectangles.	Compare fractions with unlike denominators; add and subtract fractions and mixed numbers; add and subtract fractions in line plots; multiply a fraction by a whole number; write decimals as fractions and write fractions as decimals; compare decimals; solve problems about time and money; solve problems about length, liquid volume, mass, and weight.		Identify points, line, line segamnts, rays, and perpendicular and parallel lines; measure angles using a protractor; add and subtract angle measures to solve problems; classify two-dimensional figures based on sides and angles; draw and identify lines of symmetry in shapes.
Standards *List only the standards which will be explicitly taught and assessed*	4.NBT.A.1 A.2 A.3 4. NBT.B.4	4.OA.A.1 A.2 A.3 B.4 C.5 4.NBT.B.4	4.NBT.B.5 B.6 4.MD.A.1 A.3 4.OA.A.3	4.NF.A.1 A.2 4.NF.B.3 B.3a 3b 3c 3d 4a 4b 4c	4.NF.C.5 C.6 C.7 4.MD.A.2	4.MD.C.5 5a 5c C.6 C.7 4.G.A.1 4.G.A.2 4.G.A.3
Topics Covered *Chapters, Lessons, etc.*	Understand Place Value Compare Whole Numbers Round Whole Numbers Add Whole Numbers Subtract whole Numbers	Understand Multilplication as a Comparison Multiplcation and Division in Word Problems Multiples and Factors Number and Shape Patterns Model and Solve Multi-step	Multiply by one and two digit numbers Use multiplication to convert measurements Divide three and four digit numbers Perimeter and Area	Understand equivalent fractions Compare fractions Understand fraction addion and subtraction Add and Subtract Fractions Add and Subtract Mixed Numbers	Fractions as Tenths and Hundredths Relate Decimals and Fractions Compare Decimals Problems About Time and Money Problems About Length, Liquid Volume, Mass and Weight	Points, Lines, Rays and Angles Add and Subtract with Angles Classify Two Dimensional Figures Symmetry

Library Media Tech Curriculum Document

D23 Library Media Curriculum Map | 4th

File Edit View Insert Format Tools Add-ons Help   See new changes

4th Grade Library Media Curriculum Map*

Vision
The Library Media Centers in District 23 first, and foremost, serve the needs of our students as they are engaged in meaningful and rigorous learning opportunities. The LMCs are flexible and dynamic spaces that serve as the hub of information and technology in each faculty and as a resource to students. They support a love of reading and literature, engage students in active research, provide access to technology, and are aligned with State and National Standards for Library instruction and curriculum.

District 23 Portrait of a Graduate
- Academically skilled and Prepared for High School
- Problem Solvers and Critical Thinkers
- Growth Minded and Resilient
- Personally and Socially responsible
- Kind, Caring and Empathetic
- Flexible and Creative Thinkers
- Well-Rounded and Actively Involved
- Communicators and Collaborators

21st Century Student Outcomes
4Cs
- Critical Thinking
- Communication
- Collaboration
- Creativity

Best Practices in Technology, Library Media Education
Best instructional practices in the classrooms should:
- Support and provide reliable, secure, and sustainable access to resources that promote stud
- Adapt to advancing educational technology resources
- Select appropriate technology tools and content for personalized learning
- Integrate appropriate technologies to achieve instructional objectives
- Collaborate to explore and share new tools and learning approaches
- Develop critical thinking skills and promote information literacy
- Empower students with opportunities to explore creative solutions
- Instill the practices of responsible digital citizenship
- Encourage a love of reading
- Develop effective consumers of technology, information, and ideas
- Foster students who are effective producers of information

ISTE Standards
Standard 1: EMPOWERED LEARNER
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. Build networks and customize their learning environments in ways that support the learning process.
c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Standard 2: DIGITAL CITIZEN
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:
a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Standard 3: KNOWLEDGE CONSTRUCTOR
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:
a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Standard 4: INNOVATIVE DESIGNER

ISAIL Standards
Standard 1:
Students access information efficiently and effectively to inquire, think critically, and gain knowledge
- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2:
Students evaluate information critically and competently. Students:
- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3:
Student use information accurately, creatively, and ethically to share knowledge and to participate c
member of a democratic society. Students:
- Organize information for practical application
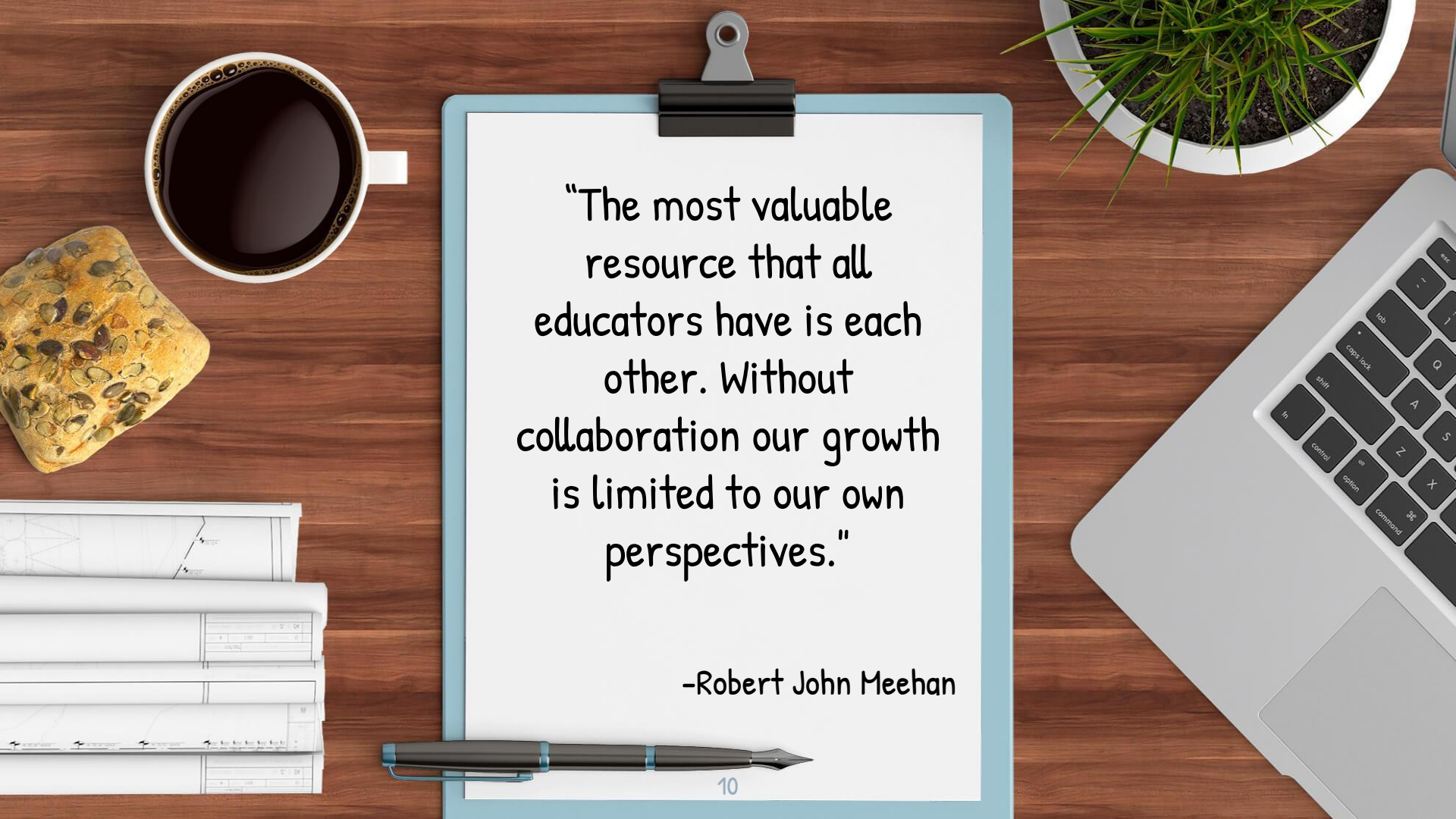- Integrate new information into own schema

2.
INSTRUCTION

*Committees
*Professional Development

"The most valuable resource that all educators have is each other. Without collaboration our growth is limited to our own perspectives."

-Robert John Meehan

Committee Work

> Bilingual Committee
> Teaching Learning and Technology (TLT) Committee
> District Improvement Team (DIT)
> Math Committee
> ELA Committee
> Positive Behavior Intervention Support (PBIS) Team
> Multi Tiered System of Support (MTSS) Team

Professional Development Themes

Math

*Using the Ready Math program with fidelity

*Understanding the Standards for Math Practice

ELA

*Studying the shifts in the Standards which include:

1. Complexity: Practice regularly with complex text and its academic language.

2. Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.

3. Knowledge: Build knowledge through content-rich nonfiction.

MTSS

*Academic

*Positive Behavior Interventions and Support (PBIS)

*Building a Data Culture through Professional Learning Communities (PLC)s

3.

Assessment

Assessment Focus

> Updated Balanced Assessment System Schedule
> FastBridge Assessment (Fall, Winter and Spring)
> Focus on using data more effectively through Professional Learning Communities (PLC)s
> K-2 Report Card Update

Analyze class data!

Thanks!

Any questions?

Contact me @ Azaher@d23.org

Dr. Amy M. Zaher – Assistant Superintendent

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

> Presentation template by SlidesCarnival

> Photographs by Unsplash