

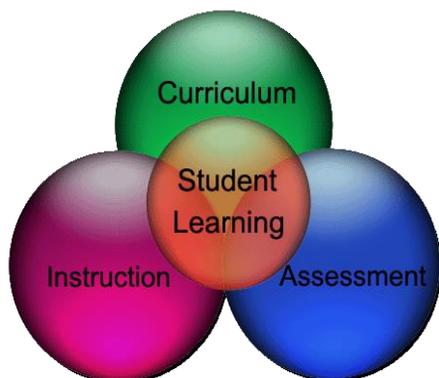
IDCS CURRICULUM DEVELOPMENT NEWSLETTER

VOLUME 1 / NUMBER 3



CURRICULUM DEVELOPMENT MISSION STATEMENT

Our mission is to ensure high-quality shared experiences, materials, and assessments across our school-wide community while preserving the IDCS philosophy and tenets. We will develop timelines for the creation and implementation of curriculum, analyze progress, and disseminate relevant information to stakeholders.



WINDING DOWN . . . A GREAT TIME FOR REFLECTION

The end of the school year generally brings up a lot of feelings for educators. We think about all those things we didn't get to despite our best intentions, and we also **reflect** on our successes as well as those of our students. Throughout the year teachers reflect continuously on our practice with students, how a lesson or unit went, and overall how effective we were. One of the beautiful things about teaching is that as we close out one year, our reflections lead us to great **anticipation** for the new year in the fall!

This past year has been a productive, **transformative** year at IDCS. Every grade level team as well as our specialists and support staff have worked tirelessly to make our school high-quality and responsive to the needs of our students and families. We have worked to **think more critically** about our teaching and to transform the lessons we teach. We have dedicated ourselves to creating an **integrated, multiage, critical curriculum** – and have challenged ourselves throughout the year to learn new content, implement new strategies, and pilot new materials. We have enhanced our students' learning by presenting information from **multiple perspectives**. While the change process is rarely an easy one, we all know that continuing to **embrace best practices and challenging ourselves as learners** will lead to continued growth and success for ourselves and our students!

Pause and Reflect . . .

Q: What are some things you accomplished this year that you are proud of?

Q: What is something you tried in your classroom this year for the first time? How did it go?

Q: What's the most valuable thing you learned this year?

Q: What new understandings do you have about the Common Core and our IDCS Curriculum?

Q: How have you worked to integrate the IDCS tenets through your classroom and practice this year?

Q: When was a time this year when you felt joyful and/or inspired about the work that you do?

Who dares to teach must never cease to learn. ~ John Cotton Dana

2014-2015 GRADE LEVEL PROGRESS AND SUCCESSES!

Grade Pre-K documented [lessons for each day of the year](#), as well as purchased some supporting books!

Grades K/1 created and piloted an IDCS ELA Task Analysis, IDCS Math Task Analysis, and ELA Integrated Performance Tasks. They created units on [Diversity in our Neighborhoods](#) and [Light and Sound Waves](#), in addition to purchasing supporting materials! Also documented the beginnings of other units, including drafting their ELA [Reading and Writing Workshops](#) for the year. The K/1 Team also created a draft for formative "snapshot" [assessments](#) for each math standard to be piloted next school year.

Grades 2/3 created and piloted IDCS ELA Integrated Performance Tasks. They created units on the [Civil Rights Movement](#), [Cinderella around the World](#), and [Forces and Interactions](#), as well as purchased supporting books! Also documented the beginnings of other units.

Grades 4/5 created and piloted IDCS ELA Integrated Performance Tasks. They created units on [The Tale of Despereaux](#), [Fractions and Decimals](#), [Stories of Human Rights](#), and [Matter](#), as well as purchased supporting books! Also documented the beginnings of other units.

Grade 6 created and piloted IDCS ELA Integrated Performance Tasks. They created units on [Earth, Sun and Moon](#), [Healthy Relationships and Sexuality](#), and [Slavery](#), as well as purchased supporting books! Grade 6 has also identified a new math program to pilot next school year: [digits](#) published by Pearson. The Grade 6 team also began to draft formative "snapshot" [assessments](#) for each math standard to be piloted next school year.

Grades 7/8 created and piloted IDCS ELA Integrated Performance Tasks. They created units on [Civil Discourse](#), [The Omnivore's Dilemma](#), [Utopia vs. Dystopia](#), [Environmental Justice](#), [Ratios and Proportional Reasoning](#), [Rational Numbers](#), [Expressions and Equations](#), and [Methods of Measurement and Experimental Design](#). Also documented the beginnings of other units. Grades 7/8 has also identified a new math program to pilot next school year: [digits](#) published by Pearson.

The IDCS Integrated Arts teachers, together with the grade level teams, have been integrating the arts across the grade levels. Numerous IDCS productions took place this year, including the grades 5-8 production of [Alice in Wonderland](#) and the [Empty Bowls](#) evening which invited the entire IDCS community to come together to help others. The new addition of the "Healthy Living" classes has been extremely well-received from teachers and students alike! The Integrated Arts team has also begun to [revise the current IDCS specials report card](#) to more closely align with IDCS expectations.

Other Developments from the Curriculum Office this year include:

- IDCS Curriculum Series Introductory Materials (K-8)
- IDCS Year A Vertical Overview (Pre K – 8; Integrated Arts)
 - IDCS Math Task Analysis (K-8)
 - IDCS ELA Task Analysis (K/1)
 - IDCS Math Problem Solving Rubric (K-8)
- IDCS Writing Rubrics – narrative, informational, argumentative (Pre-K – 8) and Task Scoring Guide
 - IDCS Unit/Lesson Planning Dashboard
 - Formative Assessments Overview Chart
- The Curriculum and Instruction Leadership Team has also drafted an assessment calendar and plan

Congratulations to the entire IDCS team for a productive year!

THE NEW YEAR WILL BE HERE BEFORE WE KNOW IT . . .

THE CURRICULUM COORDINATOR IS AVAILABLE TO MEET THIS SUMMER
WITH YOU AND YOUR TEAM!

WE CAN GET A HEAD START ON PLANS AS WE ANTICIPATE THE NEW YEAR!

I invite all of you to contribute summaries of ongoing activities and accomplishments at your grade level and/or area of expertise to help us stay connected! We want this newsletter to reflect all YOUR hard work!

**IF YOU
HAVE ANY
QUESTIONS,**

PLEASE CONTACT ANY MEMBER OF

THE CURRICULUM AND INSTRUCTION LEADERSHIP TEAM

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