

# Guaranteed and Viable Curriculum



TIMPANOGOS MIDDLE SCHOOL  
**HIGHLANDERS**  
CLIMB HIGHER

**What do we want our students to learn?**

# Essential Standards

2022-23 ▾

- ELA 6 Essential St...
- ELA 7 Essential St...
- ELA 8 Essential St...
- RISE Benchmark...
- TMS ELA Essentia...
- Utah Standards -...
- RISE PLD - Profici...
- Common ELA Voc...
- RISE Writing Rubric

Add page

## ELA 6 Essential Standards Planning

Monday, February 13, 2023 2:24 PM

### Identify the Essential Standards for your Content

Steps	Reflect			Notes
Analyze RISE Blueprints	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	Informational text!
<b>Identify team Essential Standards</b> <ul style="list-style-type: none"> <li>Individually assess what is essential (making sure they have endurance, leverage and readiness) (TA 84)</li> <li>Compare with team</li> <li>Analyze and highlight vertical differences</li> <li>Come to consensus and analyze any outlier standards agreed upon</li> <li>Repeat process with each additional strand</li> <li>Add identified essentials to <a href="#">collaborative standards chart</a></li> </ul>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<ul style="list-style-type: none"> <li>Good conversation about the difference between 5th grade saying "Main Idea" and 6th Grade saying "Central Idea" = Informational Text. Theme is used for Literature</li> <li>Realizing how standards mesh with each other and how something is essential if we know at what rigor level something is coming up again</li> <li>Writing discussion</li> <li>Language skills essentials mesh with informational or literature? Or pulled out separately in isolation?—how do we teach it, assess it, reteach it? 4a and 5c</li> </ul>
Proficiency Scale for each essential <ul style="list-style-type: none"> <li><a href="#">RISE PLD per grade</a></li> </ul>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	Look at the wording for the proficiency scale
Find examples of rigor <ul style="list-style-type: none"> <li><a href="#">RISE Benchmarks</a></li> <li><a href="#">Benchmark and Standard Alignment</a></li> </ul>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	
Prerequisite Skills <ul style="list-style-type: none"> <li>What prior knowledge</li> <li>What prior skills</li> <li>Vocabulary</li> </ul>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	Still working on getting in prerequisites and vocabulary.

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# Unit Plans

## Title: Unit Planning

### Elevator Pitch:

There is no way anything of value can be done without some framework. p. 105 TA



### Research

Effect Sizes:

- Collective Teacher Efficacy: 1.34
- RTI: .73
- Teacher Clarity: .85
- Clear goal intentions: .51
- Appropriately challenging goals: .60



> .4 accelerates student learning



### What's the Point?

- Boosts productivity with common language/process
- Tracks progress toward goal
- Ensure all members are moving forward collectively
- Forms foundation of Tier 1 instruction

### Teachers

- Use as a roadmap for instruction
- Ensures every lesson aligns with our shared essential standards and targets
- Guides our teaching and provide consistent learning experiences for **ALL** students
- Allows us to intervene and extend based on student needs



### Students

Well designed unit plans with clearly communicated, appropriately challenging goals will lead to increased student achievement for all students

### Checklist



- Identify Essentials
- Break down standards
- Create CSA's and CFA's
- Plan for unit instruction
- Align resources at appropriate rigor level with standards/targets to support the unit
- Reflect and modify for future use



### Want More?



[tiny url.com/TMSUnitPlanning](https://tinyurl.com/TMSUnitPlanning)

# Unit Plans

Learning Target (What they will know and do. Steps to proficiency, Student Friendly Language) (TA pg 91-96)	Self Assessment (Success Criteria) (How will students know their proficiency level) (TA pg 106)
<b>Learning Target</b>	This will outline for students to be able to express how they know where they are in their learning for each target.
1.1: I can recognize a statistical question that has variability in the data and recognize that data collected answers the question. (SP.1)	<p><b>1. Beginning-</b> I can recognize a statistical question from a list of questions.</p> <p><b>2. Approaching Proficient-</b> I can change a question from a non-statistical question to a statistical question.</p> <p><b>3. Proficient-</b> I can recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p><b>4. Mastery-</b> I can write a statistical question given a context or data set.</p>
1.2: I can describe patterns in a data distribution-center(cluster/peak), spread (skew), shape, outlier (gap). (SP.2)	<p><b>1. Beginning-</b> I can identify the corresponding graph from a given set of data or given a graph, I can identify its corresponding data.</p> <p><b>2. Approaching Proficient-</b> I understand that a set of data collected to answer a statistical question has a distribution which can be described by using measures of center and spread.</p> <p><b>3. Proficient-</b> I understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>4. Mastery-</b> I can create a set of data with a given center, spread, and shape.</p>
1.3: I can calculate measures of center: mean, median, mode. (SP.3)	<p><b>1. Beginning-</b> I can recognize that a measure of center is the mean, median, and mode</p> <p><b>2. Approaching Proficient-</b> I can recognize and calculate the mean, median, and/or mode.</p> <p><b>3. Proficient-</b> I can recognize that a measure of center for a numerical data set summarizes all its values with a single number and calculate each measure of center.</p> <p><b>4. Mastery-</b> I can determine how additional data points affect the measure of center in a numerical data set.</p>
1.4: I can calculate measures of variation: range, interquartile range (5 number summary), and outliers. (SP.3)	<p><b>1. Beginning-</b> I can recognize that a measure of variation is the range.</p> <p><b>2. Approaching Proficient-</b> I can calculate the 5-number summary of a data set.</p> <p><b>3. Proficient-</b> I can recognize that a measure of variation represents the spread of the data set. I can calculate the range and interquartile range.</p> <p><b>4. Mastery-</b> I can calculate the Mean Absolute Deviation (MAAD) of a data set.</p>
1.5: I can display numerical data in dot plots, histograms, and box plots (SP.4)	<p><b>1. Beginning-</b> I can identify an appropriate display of numerical data in plots on a number line, including dot plots or histograms or box plots.</p> <p><b>2. Approaching Proficient-</b> I can identify the correct box plot for a data set.</p> <p><b>3. Proficient-</b> I can display numerical data in box plots.</p> <p><b>4. Mastery-</b> I can construct a histogram or box plot from data displayed in a dot plot.</p>
2.1: I can use ratio language to describe a situation. (RP.1)	<p><b>1. Beginning-</b> I can describe the concept of ratio using one symbol or basic language notation.</p> <p><b>2. Approaching Proficient-</b> I can describe the concept of ratio using a limited variety of representations.</p> <p><b>3. Proficient-</b> I understand the concept of a ratio and uses ratio language and notation to describe a ratio.</p>

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Notes

1. Beginning: I can do some of the level 2 skills.

Sometimes non statistical questions can be changed to statistical simply by asking a broader group of people so there is more variability in the results.

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Focus for CFA #1 is LT 3

Difference between 2-3 is the ability to calculate all vs. some of the measures of center.

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## Potential Misconceptions

LT 1.1- As students encounter additional examples of statistical questions, expect to see several areas of confusion.

- Students might think that if the response to a question requires counting or some kind of analysis then the question is statistical. Though statistical questions do require analysis, help students see that the starting point for distinguishing a statistical question is to see whether the data used to answer it have variability, which would then determine if analysis is called for.

- Students may confuse statistical questions with survey questions. A survey question is what we use to collect data. A statistical question is what we are trying to answer using collected data. For instance, the question, "How old are you?" is a survey question, because it can be used to gather data about the ages of people in a group being studied. The question, "Are most residents of this building older or younger than 30?" is a statistical question, because answering it requires collecting and analyzing the ages of the residents.

- Related to the potential confusion about statistical and survey questions, students may mistakenly think that the number of possible answers to a question is what defines a statistical question. In other words, they may say that the question, "Which ice cream flavor is most popular in this class?" is not statistical because there is potentially only one answer (e.g. "chocolate is most popular"). Students may need to be reminded that answering the question requires surveying the students on their ice cream preferences, and that the responses are expected to have variability.

LT 1.2

- Some students may have trouble matching questions and data sets because they do not attend carefully to the range of possible solutions. For example, they may not notice that a data set with "11" as a data value cannot be a response to the first question about flipping a coin 10 times. Ask them to study the questions and data values more closely, and to look for values that seem unlikely or impossible for a given context.

LT 1.3

- Some students might find it challenging to tell where the center of a distribution could be just by looking at a single dot plot. The idea of center might be more apparent when presented in comparative terms.

- When determining the median, students might group multiple data points that have the same value and treat it as a single point, instead of counting each one separately.

LT 1.5

- When drawing dot plots, some students might use dots of different sizes or neglect to stack the dots in a straight column. Remind students to use uniform dots and to stack them vertically.

- When determining the frequencies of different sports students might lose track of their counting. If this happens, urge students to check off each sport as they account for them and then double-check their counts afterwards.

LT 2.1

- Students may write ratios with no descriptive words this may be a good start, but part of writing a ratio is stating what those numbers mean using ratio language such as for every \_\_\_\_ there is \_\_\_\_.

LT 2.2

- Students might not draw discrete diagrams at first. They might be inclined to draw more detailed drawings. Emphasize that a diagram represents the number and type of objects, and does not need to represent details about the shapes of manipulatives.

- Students may not realize that the order of the words in the sentence must correspond with the terms within the ratio. Ears : paws : tails must correspond with the accurate number of each in that order.

LT 2.3

- Students may not attend to equivalent ratios using multiplicative reasoning and instead add the same amount to both quantities. This does not maintain the ratio relationship and therefore isn't an equivalent ratio.

- Double Number lines. Remind students that each number line represents a different quantity according to the given ratio. Students may not label tick marks with equal increments or may not align the tick marks.

- Ratio tables: students often assume that the entries in ratio tables must increase incrementally. While

## Term 1 2023-24 Data and Ratios

### ESSENTIAL STANDARD UNIT PLAN

#### Essential Skill: (Criteria for Selecting Essential Standards) (TA pg 87-91)

- I can summarize numerical data sets in relation to their context by calculating measures of center, measures of variation, and display data appropriately. (SP.5c)

#### Prior Standard

Standard 5.MD.2

Make a line plot to display a data set of measurements in fractions of a unit (halves, quarters, eighths). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given graduated cylinders with different measures of liquid in each, find the amount of liquid each cylinder would contain if the total amount in all the cylinders were redistributed equally.

#### Next Level Standard

Standard 7.SP.3

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, approximately twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Standard 7.SP.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Standard 5.ID.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Standard 5.ID.3

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). Calculate the weighted average of a distribution and interpret it as a measure of center.

- I can solve real world ratio & rate problems, including percent, using models (tables, double number lines, etc.) (RP.3)

#### Prior Standard

Standard 5.G.2

Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

#### Next Level Standard

Standard 7.RP.2

Recognize and represent proportional relationships between quantities.

Standard 7.RP.3

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Standard 5.NF.3

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve real-world problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, through the use of visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing three by four. *notina that 3/4 multialied by four*

# PLC Agendas

9/25 Agenda

<b>Mission (Taking Action pp 34-35 )</b>
<ul style="list-style-type: none"> <li>All students will achieve at high levels</li> <li>All students prepared to excel at Wasatch High School</li> </ul>
<b>School Goals (Learning By Doing pp 89-91)</b>
<ul style="list-style-type: none"> <li>80% of Non Impacted Students will be proficient on CFA's on first attempt (Tier 1 check)</li> <li>All students who were proficient last year will remain proficient</li> </ul>
<b>Collective Commitments (Taking Action pp.45-57)</b>
<ul style="list-style-type: none"> <li>We work <b>interdependently</b> for the success of all students</li> <li>We set <b>goals</b> and track our progress towards those goals</li> <li>We use <b>data</b> to guide our decisions and practices</li> <li>We intentionally involve students in activities that cultivate <b>high level literacy</b></li> </ul>
<b>Team SMART GOAL (Taking Action Learning By Doing pp 89-91)</b>

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Meeting Norms (Taking Action pp. 72-75)	Assessment Norms (Taking Action pp. 107)
<p><b>Review Mission, Goals, and Collective Commitments</b></p> <ul style="list-style-type: none"> <li>Be on time</li> <li>Stick to agenda</li> <li>Listen actively - not be on electronics</li> <li>Maintain a Judgement Free Zone</li> <li>Support each other's learning</li> <li>Maintain a focus of student achievement</li> </ul> <p><b>Collective Commitments</b></p> <ul style="list-style-type: none"> <li>Have our data ready and in the TMS Climb Form</li> <li>Consistently implement and maintain high expectations for students</li> <li>Use our resources and work together to maintain rigor levels consistent across all classes.</li> </ul>	<p>Give the test within two days of the scheduled PLC discussion</p> <ul style="list-style-type: none"> <li>All give same test</li> <li>Have common frontloading / pre-test instruction</li> </ul>




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Action Items	Notes								
<p>What is a positive from last week or an upcoming something you are looking forward to</p> <p>(5 minutes)</p>									
Review Action List from previous meeting.									
<p>What essential skill are we working on?</p> <p><input type="checkbox"/> Working on Unit Plan</p> <p><input type="checkbox"/> Building an assessment: <a href="#">(Skip to the Building portion)</a></p> <p><input checked="" type="checkbox"/> Analyzing assessment results <a href="#">(Skip to Analyzing portion)</a></p>	Plot elements Shield priority/Jen Howell								
<p><b>Building an assessment:</b></p> <p><b>Refer to Unit Plan</b></p> <ul style="list-style-type: none"> <li>How many questions are on this assessment?</li> <li>Is this a CFA or CSA?</li> <li><b>What</b> standards are you measuring?</li> <li><b>When</b> does it need to be given?</li> <li><b>Where</b> is this assessment housed?</li> <li><b>How</b> are we checking for success? (Rubric or Proficiency Scale)</li> </ul>									
<p><b>Analyzing Results:</b></p> <p>Which students did not master the skill? Enter student names here or in <a href="#">your TMS Climb form.</a></p>	<table border="1"> <thead> <tr> <th>Teacher 1</th> <th>Teacher 2</th> <th>Teacher 3</th> <th>Teacher 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Teacher 1	Teacher 2	Teacher 3	Teacher 4				
Teacher 1	Teacher 2	Teacher 3	Teacher 4						
	Plot elements using a story								
<ul style="list-style-type: none"> <li>How will we provide support for unlearned skills?</li> <li>What strategies will we use?</li> <li>How will we check for success of our actions?</li> </ul>	Not one class passed with 80% - so all teachers will be reteaching and testing in their own classroom.								

# SMART Goals

## What type of goal are you working on?

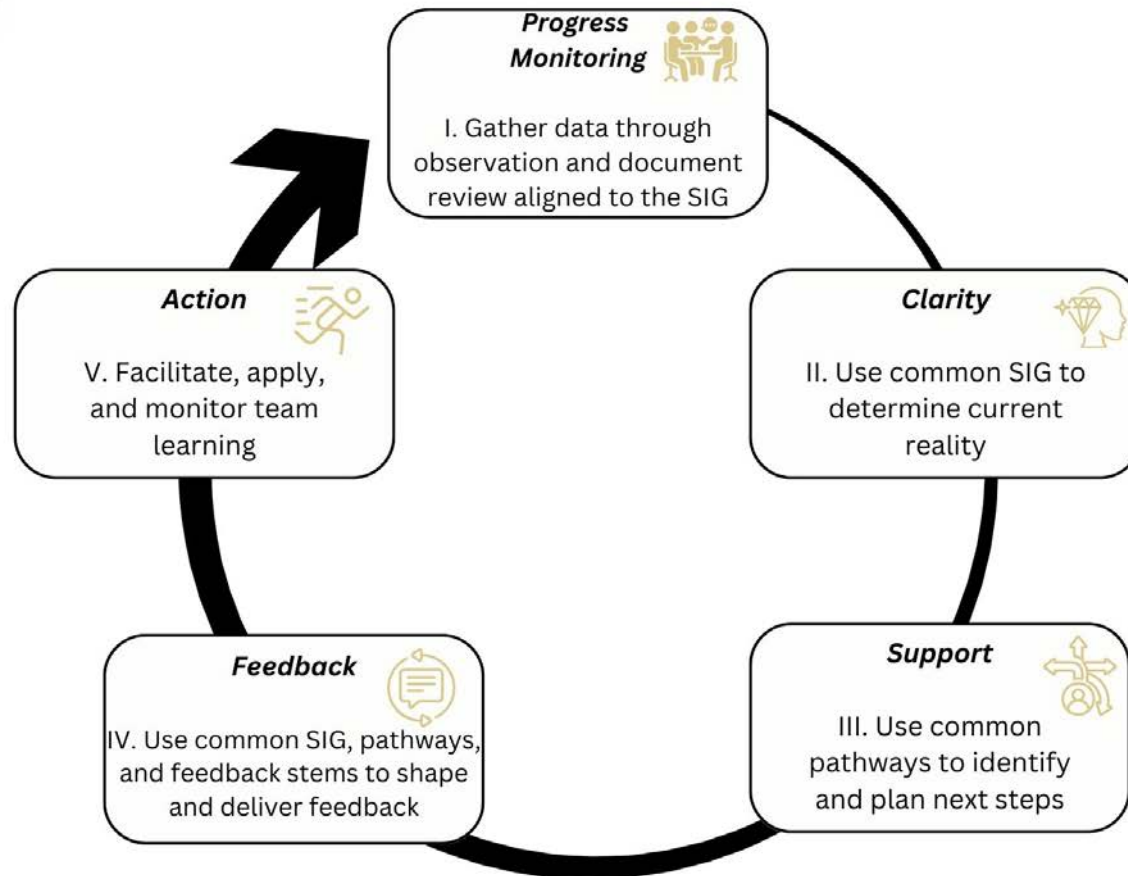
- Academic (*All kids achieve at high levels*)
- Behavioral (*All kids prepare to excel at Wasatch High School*)
- Relationship (*All kids connected to their community*)
- PLC Stages (*All PLC's are Climbing Higher*)

 <b>STRATEGIC SPECIFIC</b>	<ul style="list-style-type: none"> <li>What is our current reality?</li> <li>What do we want to happen?</li> </ul>	<p>Refine the proficiency scales associated with the learning targets as we progress through each unit.</p> <p>We want to increase student efficacy in achieving proficiency in their math skills.</p>
 <b>MEASUREABLE</b>	<ul style="list-style-type: none"> <li>How will I know when I have achieved my goal?</li> <li>What is your evidence/data? (Scoreboard)</li> </ul>	<p>We will know we have achieved the goal by measuring the increase in proficiency of each essential standards. Climb form</p> <p>Student portfolios.</p>
 <b>ATTAINABLE</b>	<ul style="list-style-type: none"> <li>Is the goal realistic?</li> <li>How will I accomplish it? (Action Steps)</li> <li>What support do I need?</li> </ul>	<p>Yes- we are climbing higher up the mountain by focusing on this part of our unit plan.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>Revised our learning targets and poster for student reference.</li> <li>As we work through each unit through the school year, we refine the proficiency scales at the essential standard level and at the learning target level (from PLD).</li> <li>Revise assessments to match our proficiency scales and align within MasteryConnect.</li> <li>Connect parents and students to <a href="#">MasteryPortal</a> to make sense of where they are at in their learning.</li> </ol>

		<p><u>Support</u></p> <ul style="list-style-type: none"> <li>PLC team time to do the refining of proficiency scales and assessments.</li> <li>Taking Action, Learning By Doing, Book Study, research on proficiency scales.</li> </ul>
 <b>RESULTS ORIENTED</b>	<ul style="list-style-type: none"> <li>What results do you expect?</li> <li>How does this goal align with our school's mission/goals?</li> <li>Will accomplishing this goal contribute to student's long-term success?</li> </ul>	<p>All students will be able to reference <a href="#">MasteryTracker</a> and be able to identify their proficiency level for the essential standards.</p> <p>Most students will be able to reference <a href="#">MasteryTracker</a> (or portfolio) and be able to identify AND explain the meaning of their proficiency level for the essential standards. (I am proficient at _____ skills because _____)</p>
 <b>TIMEBOUND</b>	<ul style="list-style-type: none"> <li>What is my deadline for this goal?</li> </ul>	<p>This is an ongoing, never ending, never stopping process...</p> <p>We will reflect at the end of the school year to have full implementation of proficiency scales with students for next school year.</p>
<p><b>My SMART Goal is:</b></p> <p>By [T], at least [R] of students will [S] as measured by [M]</p> <p>By the <b>end of the school year</b>, <b>all students will be able to identify (color their flags) and most will be able to explain the meaning of their proficiency level for each of the essential standards (student efficacy) as measured by their personal tracking and reflection in their portfolio.</b></p> <p>In essence...</p> <p>Having students track their own progress in math will increase student achievement.</p>		



## TMS Team Coaching Cycle



*Team Coaching Cycle adapted from Amplify Your Impact: Coaching Collaborative Teams in PLCs at Work® Workshop for work in Timpanogos Middle School*