



GVC Overview





Objectives

To provide PPS School Board members with an update on the GVC Implementation

- Components and Process Development
- Training and Instructional Supports
- Implementation Status





Why a Guaranteed and Viable Curriculum?

A Guaranteed and Viable Curriculum gives students access to a comprehensive, equitable, rigorous, and standards-based education.





What is a Guaranteed and Viable Curriculum?



Definition:

A Guaranteed and Viable Curriculum (GVC) is the construct that articulates how each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas.

A Guaranteed and Viable Curriculum is the intersection of Opportunity to Learn and Time.

Guaranteed means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content.

Viable means that the amount of content is teachable in the time available for instruction.





Components



PPS CORE CURRICULUM

Standards-Based
Scope and Sequence

Curriculum Map

Assessments

Key Instructional
Strategies (coming in 18-19)

MTSS

Daily Lesson Planning

Instructional Delivery

Instructional Materials
and Resources

System-Wide
Expectations

School-Based
Decisions



Sequence of Grade 5 Units Aligned with the Oregon Standards

Year at a Glance

Unit	Priority Standards	Sessions and Approximate Dates
1. Operations with Whole Numbers	5.NBT.A.1, 5.NBT.A.2, 5.NBT.B.5, 5.NBT.B.6, 5.NF.B.3, 5.OA.A.1, 5.OA.A.2	25 sessions; Sept. 3 - Oct. 5
2. Using Multiplication and Division in Volume	5.MD.C.3, 5.MD.C.4	25 sessions; Oct. 8 - Nov. 9
3. Fractions, Decimals, & Percents	5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.7, 5.NF.A.1, 5.NF.A.2	20 sessions; Nov. 9 - Dec. 14
4. Extending Operations to Include Multiplication and Division with Decimals	5.NBT.B.7, 5.MD.A.1, 5.NBT.A.2	20 sessions; Dec. 17 - Jan. 25
5. Operations with Fractions & Mixed Numbers	5.NF.B.4, 5.NF.B.5, 5.NF.B.6, 5.NF.B.7	30 sessions; Jan. 28 - March 8
6. Dimensional Geometry & the Coordinate Plane	5.OA.B.3, 5.G.A.1, 5.G.A.2, 5.G.B.3, 5.G.B.4	30 sessions; March 11 - April 26

Critical Areas

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions
– concepts, skills and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication

Math Practice Standards

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Written Components of PPS Core Curriculum

UNIT MAP	
Curriculum Map Grade 4	
Unit 3: Multiplication and Division Models (unifying theme)	
20 Days (unit timeframe)	
Enduring Understanding(s)	Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.
Essential Question(s)	Questions that provoke thought or lead to inquiry
Learning Target(s)	Lesson-sized chunks of knowledge, skills, and reasoning processes that students will come to know deeply
Unit Description	Unit overview
Priority Standards	

Written Components of PPS Core Curriculum

Curriculum Map Grade 4	
<u>Unit 3: Multiplication and Division Models</u>	
20 Days	
Enduring Understanding	Multiplication and division are inverse operations, representing the combination of equal groups to produce a quantity and the deconstruction of a quantity into equal groups.
Essential Question(s)	<ul style="list-style-type: none"> • How are multiplication and division related? • How can different strategies be helpful when solving a multiplication or division problem?
Learning Target(s)	<ul style="list-style-type: none"> • I can multiply and divide a one- or two-digit whole number by a one-digit whole number. • I can represent and explain multiplication and division using rectangular arrays, area models, partial products, quick sketches, and the standard algorithm.
Unit Description	In this unit, students will deepen their understanding of the relationship between multiplication and division by exploring new models (e.g., rectangular arrays, area models, partial products, quick sketches, the standard algorithm).
Priority Standards	
<p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	



Accomplishments





Current GVC Development

	Creation	Continuous Improvement (Feedback and Revisions)	Common Assessments	Professional Learning
English Language Arts (ELA)	Spring 2017 - Summer 2018	December 2018 - March 2019	March 2019 - June 2019	Ongoing
Math	Spring 2017 - Summer 2018	January 2018 - March 2019 via the formation of the District Math Network	Spring 2017 - Summer 2018. Additional assessments March 2019 through June 2019	Ongoing
Science	K-5 Created Developmental Rubric for the Science and Engineering Practices 6-12 Spring 2017- Summer 2018	9-12: Four sessions throughout the year from each content area of new HS science sequence	6-8 Created as part of the work to align SEPUP to NGSS 9-12 Embedded in the HS science redesigned courses	Ongoing
Health	Spring 2017 through Summer 2018	December 2018 - March 2019	March 2019 - June 2019	Ongoing



Continued GVC Development

	Team Identification	Creation	Common Assessments	Revisions/ Updates	PD
Social Sciences and Ethnic Studies	Winter 2019	Scope & Sequence Year 1: Spring 2019 through June 2019 Curricular Units Year 2: Dates TBD	Projected Spring 2020 through Summer 2020	TBD	Projected to begin Summer 2020
World Language	Winter 2019	Scope & Sequence Year 1: Spring 2019 through June 2019 Curricular Units Year 2: Dates TBD	Projected Spring 2020 through Summer 2020	TBD	Projected to begin Summer 2020
Visual and Performing Arts	Winter 2019	Year 1: K-12 Dance & Visual Art Spring 2019 through Summer 2019 Year 2: K-12 Music & Theatre Fall 2020 through Summer 2021	Performance Tasks created in line with GVC	TBD	Ongoing by content area as GVC created



Elementary Literacy Update: EBBL Overview

Beliefs:

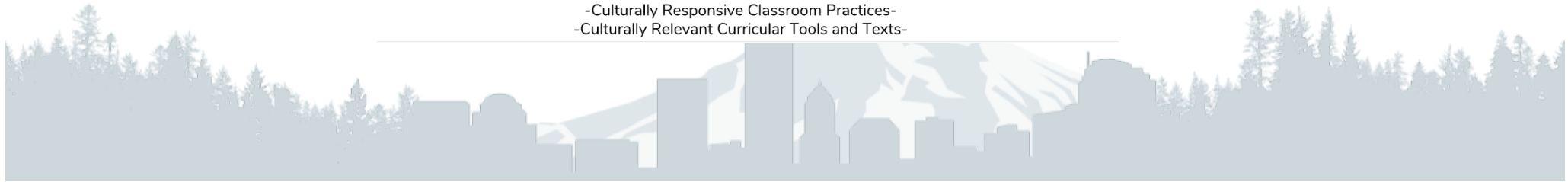
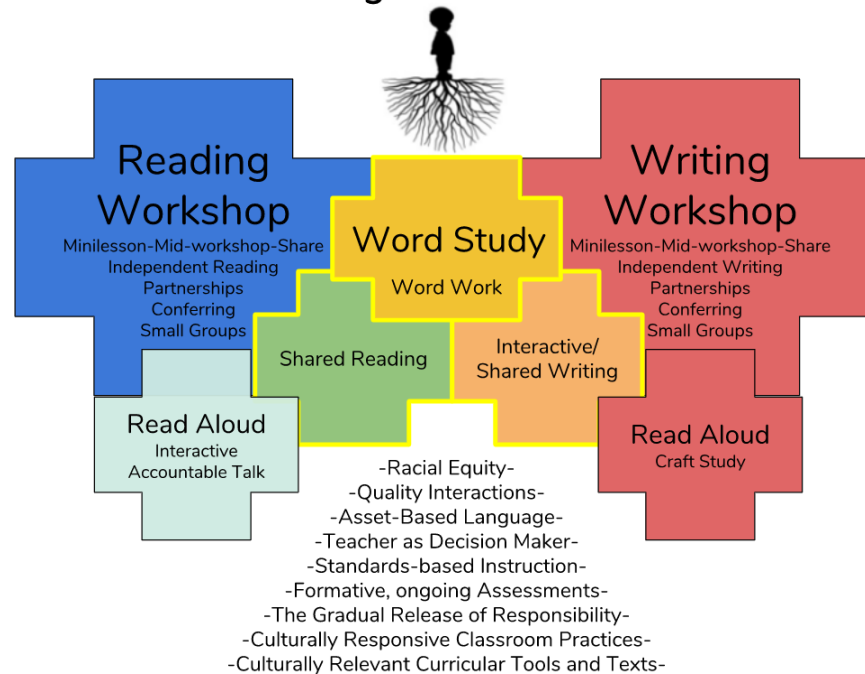
- All students enter school with diverse cultural, linguistic, and literacy experiences that are honored and expanded through responsive and personalized instruction.
- Teachers, students, families, and communities act as partners to build upon these assets in order to cultivate active, responsible, lifelong learners.
- The EBBL design emphasizes a scaffolded, gradual release approach to teaching reading and writing, opportunities for students to interact and learn with a variety of quality literature materials.





Elementary Literacy Update: EBBL Overview

Equity-Based Balanced Literacy and Biliteracy
-Cultivating Literate Identities-





EBBL Implementation Update

Cohort 1 2016-17 implementation

- 10 Schools
- Both content areas fully implemented
- Received 1:1 coach and ongoing training in the workshop model and materials.

Cohort 2 2017-18 Implementation

- Includes 10 more schools
- Implemented 1 content fully and are implementing the other content this year.
- Sy 17-18 they had a 1:1 coach who provided ongoing support and training, this year they share their coach with 4 other schools.

Cohort 3 2018-19 Implementation

- 41 schools are implementing 1 content area this year.
- 2 days of training in the summer or 1 day in September depending on teacher availability.
- 10 coaches and 2 TOSA for all 61 schools.
- Next year cohort 3 schools will finish implementing the adoption by rolling out their second content area
- GVC orientation





Literacy Updates: Systemic Development

Area of Focus	Implementation Goal	Initial Implementation
Early Learning	Pre-K standards Alignment grades PK-3 Establish Early Learning Task Force	Spring 2019
Leadership Development	Leadership Instructional Guides to Provide Onsite Instructional Leadership Supports Literacy Observation and Feedback Development Development of Principal Cadre	Winter 2019
Instructional Supports	Matrix of Blended Learning Supports (virtual, onsite, regional) Differentiated Professional Learning (novice to mastery capacity building) Establish demonstration classrooms	Summer 2019
Improvement Science	Network Learning Opportunities for Continued Improvement (NICs) Fully Articulated Literacy System (PK-5) Establish Model School Sites - Learning Labs	Fall 2019



Questions & Answers

