Summary of discussions and related documents

Contact Information:
Dr. Doris Santamaria-Makang—Frostburg State University
dsantamaria@frostburg.edu
Dr. Janet Wilson—Garrett County Public Schools
jwilson@ga.k12.md.us
Mrs. Karen Bundy—Allegany County Public Schools
karen.bundy@acps.k12.md.us
P-20 EXECUTIVE COUNCIL

March 14, 2013 Agenda

- Common Core Transition Plans — Follow-Up Update
  - Allegany County
    - ACPs Elementary
    - ACPs Secondary
  - Garrett County
    - GCPS Elementary
    - GCPS Secondary
  - Allegany College of Maryland
  - FSU — Higher Education
    - Undergraduate Teacher Preparation Programs
    - Graduate (M.Ed. and MAT Programs)

- FSU Programs Updates
  - Elementary Ed. Program: Elementary Specializations Revisions — Dr. Jodi Welsch
  - Middle School Program: Program Approval — Dr. Jodi Nichols
  - Secondary/P-12 Program: Forming a Focus Group — Dr. Todd Rosa
  - PDS Update: Procedures for graduate tuition waiver process. Interns roles and responsibilities during MSA/HAS Testing — Dr. Emily Milleson

- FSU Marketing and Recruitment
  - Graduate Enrollment and Recruitment Plan — Dr. Doris Santamaria-Makang
  - Ed.D. in Educational Leadership Program — Dr. Glenn Thompson
  - M.Ed. Revised Curriculum and Instruction Program — Dr. Doris Santamaria-Makang
  - MAT Secondary Program — Dr. Marcia Cushall

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Elementary Math Update

Allegany County’s Elementary Schools have fully implemented the Common Core Curriculum in grades Pre-K through 5. This implementation has occurred over a two-year transition. We conducted a gap analysis and identified specific grade level skills needing additional instruction at each grade level to be successful on MSA.

We have found that even with an adjusted pacing for Common Core instruction that teaching to conceptual understanding requires more time than allotted. We will be revisiting our pacing guides this spring and also aligning our benchmarks to the new adjustments.

Mr. Michael McGowan
Supervisor, Elementary/ Early Childhood Education

Secondary Math Update

Math 7 Course Overview (Appendix 1) – The math 7 course overview is for the 2013-2014 school year. The overview shows how the standards from the Maryland State Curriculum and the new Common Core Standards have been integrated to align topics. Standards highlighted in yellow are from the Common Core while those in fuchsia are from the Common Core. Test and quizzes are highlighted in green and at this point still need to be created.

Accelerated Math 7 (Appendix 2) –This document is a result of needing to develop a syllabus that addresses both Math 7 and Math 8 standards from the Common Core. It aligns standards that can be integrated into Units of Study. The class is to be offered to select 7th grade students that will enable them to take Algebra I in the 8th grade. If students are permitted to skip either the PARCC 7 or PARCC 8 tests, the standards will be integrated. In the event the students are required to take both PARCC 7 and PARCC 8 tests, then all of the Math 7 Common Core Standards will be taught in semester one with the 8th grade standards being taught in semester 2. This course will not be implemented until 2014-2015. We are in the process of determining some type of testing in grade 6 to help determine which students would be permitted to take this class in grade 7

Mr. Donald Knotts
Supervisor, Mathematics
Elementary ELA Update

ACPS has been focusing on writing in grades pre-k through grade 5 during the 2012-2013 school year. Model writing lessons have been created at each grade level, with one lesson being taught in the first semester and one in the second semester. These lessons integrate English Language Arts and Social Studies. They are lessons that focus on writing arguments, which are referred to as opinion pieces through grade 5. Exemplar answers and several different scoring rubrics accompany the writing lessons. ACSP hopes to refine these draft activities and have teachers begin to keep student samples as anchor papers for use with students in the future.

Writing text dependent questions has also been a job embedded professional development activity. The Treasures reading series is the jumping off point for this initiative. Reading Instructional Specialists have created one model for teachers at each grade level and shared these during team meetings. Then, they met with grade level teams to create questions for another story. Specialists have worked alongside teachers on this project. Finally, teacher began writing and sharing their own text dependent questions. Schools are sharing these questions to help teachers with the work load associated with such a time consuming activity.

Specialists have also distributed information on the Six + 1 Writing Traits and user friendly versions of the Common Core State Standards by grade level. Our next step is to focus teachers’ attention on Text Complexity. (Appendix 3)

Mrs. Dee Blank
Supervisor, Elementary Programs

Secondary ELA Update

It was decided by this committee to create units aligned to the CCSS based on the format of the model MSDE units. By the summer of 2012, each grade-level committee had written one instructional unit. Each unit is based on an essential question, has an Overview, a Unit at a Glance, and complete lesson plans for the entire unit (unlike MSDE, which only provides two complete lessons per unit; the others are lesson seeds). Each unit has an anchor text or texts, which is read by all students. These anchor texts provide a springboard for supplemental readings (both fiction and non-fiction) and explanatory and argumentative writing pieces. Several close reading activities for the anchor text and the supplemental texts are included in each unit. Each unit also has a research piece and addresses speaking and listening and language skills. The final part of the unit is a literature circle activity. This gives the teacher an excellent opportunity for differentiation, remediation and acceleration. All of the literature circle books relate in some way to the essential question. The units conclude with a performance-based culminating activity and a written unit assessment.

August 2012-November 2012 – All middle school teachers were introduced to the new units during the beginning-of-the-year professional development days. They were asked to teach these units during the first 9 weeks, so we would have time for feedback in order to make adjustments for next year. The units had a very favorable reception from teachers and students and we are currently making adjustment to them based on teacher recommendation.

August-December, 2011 – Teachers had extensive professional development on the CCSS. This was a period of introduction and awareness.

January 2012-August 2012 – Middle School ELA curriculum committees were formed. Each grade-level committee consisted of several ELA teachers, a science teacher, social studies teacher, special education teacher and a media specialist.

December 2012-Present – Middle school teams of teachers are writing more instructional units. The plan is to have three ready for next school year. They are meeting today as a large group, which is why I’m not present at this meeting.

At the high school level work is just beginning. We have had one meeting of the full committee during which we looked at sample MSDE units as well as commercially produced units. We will follow the same procedure as middle school for unit development.

Mrs. Susan Hughes
Supervisor, ELA and World Languages
We are proud to share samples of grade level items that we have been working on in Garrett County to help us transition into the CCSS. The appendixes are just a sample of middle school Reading/English Language Arts and Math artifacts that have been developed. At each grade level, we have similar documents. Please know that we are willing to share specific grade items upon request.

Also, I have included a brief description of the enclosed attachments. The following documents highlight some of the transitional activities that have been completed, through a collaborative model of professional development, as Garrett County Transitions into the Common Core State Standards.

- **Appendix 4** provides an overview for six focus areas of professional development that Garrett County has been addressing as we transition to the CCSS.
- **Appendix 5** contains 6-8 ELA SCOPE AND SEQUENCE STANDARDS
- **Appendix 6** contains a Unit Plan Template that we have been using in our middle school courses.
- **Appendix 7** contains a 6th grade curriculum map.
- **Appendix 8** contains an overview of 1st term of 6th grade scope and sequence.
- **Appendix 9** contains the 6th grade (unit 1-3) planning guide.

Mrs. Jane Wildesen  
Director, Elementary/ Middle School
Common Core Transition Plan Updates

Allegany College of Maryland

It would be apt to say that ACM’s transition to CCSS parallels the transitions being made by MSDE, ACPS and FSU but with a time lag. At ACM we also need to keep three factors in mind:

- our students are “pre-phase”, at the introductory or foundational stage, and we don’t want to bury them in specifics (or scare them away with details),
- our students may not necessarily transfer to a Maryland four-year school, or intern at a Maryland school, or be hired by a Maryland school district, and
- a certain percentage of our students intend to be paraprofessionals or childcare providers and the associates degree is a terminal degree.

Keeping those three parameters in mind our transition might be viewed as having three-overlapping stages.

**Stage One** (CCSS adoption to present) (all education classes) Faculty will:

1. introduce CCSS history, impetus for development, timeline and importance,
2. present general CCSS information such as: how they were developed and who was involved, what subjects are covered, states that have adopted CCSS, etc.
3. build familiarity with CCSS language and acronyms,
4. dialogue about what CCSS means to students, teachers, parents and the community.

**Stage Two** (present to 2013-2014 school year) (all education classes) Faculty will:

1. delineate the role of CCSS within the teaching/learning cycle (standards/objectives, pre-assessment, teaching, scaffolded practice and tiered intervention, assessment, re-teaching)
2. explore CCSS ELA and Math at different grade levels,
3. introduce Maryland’s adoption of CCSS and the development of the dual components, Curriculum Framework and Online Curriculum Toolkit,
4. develop familiarity with the new Maryland yearly assessment process, the instruments used and the roles of various school personnel before, during and after yearly assessments,
5. introduce a new lesson plan format based on Maryland CCSS parameters.

**Stage Three** (initiation at the end of 2013-2014 school end) (specialized education classes such as EDUC204 (Psychology of teaching and learning), EDUC252 ECH Learning Environments, EDUC 195 Introduction to Emergent Reading, EDUC 295 Process and Acquisition of Reading, EDUC 296 Special and Multicultural Education, and classes from other disciplines that use lesson plans such as Visual Imagery, Music and Creative Integration etc.

Students will:

1. compare/contrast new lesson plan format with older/other lesson plans from published teacher resources, the Internet, education texts etc.
2. build connections/links with standards, objectives, activities and assessments,
3. develop lesson plans in a four-stage process—first draft and peer review, second draft and peer review, third draft and whole class and instructor reviewed presentation or demonstration, final draft incorporating instructor and class constructive criticism,
4. develop a lesson plan resource with critiqued lesson plans, valid lesson plan websites and resources, lists of teacher materials and supplies etc.

Although these three stages are originally meant to be a timeline to transition into CCSS, my hope would like to permanently weave the three-stages into the curriculum so that each student passes through each stage.

**Mrs. Maureen Brown**
Liaison, ACM and Early Childhood Programs
Elementary Education Program

The P-8 program is continuing to meet the transition goals developed and adopted in the fall of 2012. The existing draft of the frameworks for R/E/LA and Math are being utilized in the methods courses and candidates are expected to include these standards, as well as the existing State Curriculum in their lesson planning. The various lesson plan templates are also presented in classes. Candidates have also received information about UDL, the PARCC assessment and the new elements of the teacher evaluation system. There is also an increased focus on writing instruction and assessment, as well as creation and use of text dependent question in the four reading courses. A STEM focus is also being utilized in the Science and Math methods courses. Faculty members have taken part in local and regional sessions and workshops on the Common Core, PARCC and the design of Student Learning Outcomes. The P-8 faculty will review and update the transition plan at the end of the Spring 2013 semester, in preparation for the fall and the full implementation of the MD Common Core Frameworks at the P-12 level.

Dr. Jodi Welsch
Coordinator, Elementary Education Programs

See also: Appendix 10– Proposed Transition Plan

MAT Secondary/ P12 Program

Familiarization with CCSS began with the last cohort and will continue with subsequent cohorts. Candidates begin work with CCSS in the general methods course, the specific methods courses, and their first reading course. It is expected that candidates use the CCSS when planning lessons and units. Familiarization with SLOs began in the assessment course for the current cohort but will begin in the methods courses for the new cohort in May 2013. Familiarization with the toolkits will begin in the methods courses for the new cohort currently being formed and STEM standards will be introduced in the mathematics and science methods courses.

The lesson plan format and the unit plan format were not revised. Additions were made to the current formats to include CCSS, UDL, and SLOs. This year the lesson and unit plan formats will be revised with the assistance of the MAT Advisory Council. Work on the formats will begin at such a time as we have a better understanding of the formats that will be used in Allegany and Garrett counties.

Formative assessment will again be the focus of the assessment course with some assignments being tied into a study of the PARCC prototypes and structure and design of SLOs.

Dr. Marcia Cushall
Coordinator, MAT Secondary Program

Curriculum and Instruction Program

An applied program designed as on-going professional development for on-the-job teachers, Curriculum & Instruction is designed for the classroom teacher who may also have, or want to pursue, curricular and/or instructional leadership, such as department or grade level heads and professional development leaders.

By offering an applied M.Ed. program that is commensurate with on-going professional development for on-the-job teachers, the program holds the promise of preparing them in the context of current education reform initiatives, such as the Common Core Standards.

Our program has recently been updated to address calls to re-examine and redesign Frostburg State University's masters programs to address the needs of the 21st century teacher. Our restructured professional core features three specialization tracks:

- National Board Certification
- Teacher Leadership
- Educational Technology

Dr. Doris Santamaria-Makang
Coordinator, C&I Program

See Also: Appendix 11– Curriculum & Instruction Transition Plan
Elementary Specialization Revision

An Elementary Specialization Revision committee has been formed from the P-8 faculty committee, with the charge of reviewing and revising the existing specialization areas: Language Arts, Science, Math and Social Studies. Goals for this revision include a more interdisciplinary perspective for the elementary generalist, greater choices and flexibility in course requirements to assist both native and transfer candidates and more courses offered within the Ed. Professions department and the phases of the programs. Currently, the committee has broken into smaller working groups around 5 possible new specialization areas:

- Language Arts
- Social Studies
- STEM
- Exceptional Learners
- Arts in Education

Each working group is presently developing a new course list for the specialization area and will be presenting a draft to the specialization committee during the month of April. Each group will then work with various advisory and focus groups (CLAS, Elementary Advisory, Early Childhood Advisory, PDS Councils) in the spring and summer to further develop the new specializations. An Elementary Specialization focus group from the P-20 council has been requested.

Dr. Jodi Welsch
Coordinator, Elementary Education Program

Middle School Program: Program Approval

On March 13, the Board of Regents of the Maryland Higher Education Commission unanimously voted to support the proposed dual elementary/middle school certification presented by Dr. Nichols. Hence, beginning in the fall of 2013, the new program will be in place. Students will have the opportunity to enroll in the new course, EDUC 320- Foundations of Middle Grades Education, in the fall semester. This will be available to any elementary major in Phase 1. The second middle school course will be offered during Block 2 with a field experience aligned with the course.

Dr. Jodi Nichols
Assistant Professor, Ed. Professions Dpt.
Secondary Education Working Group Proposal

The Education Unit at Frostburg State University is now completing the first phase of its re-accreditation process. My role in that process has been the production of accreditation reports for secondary English, Mathematics, Science, Social Studies, Spanish Language, and Science. As a result I have identified key weaknesses in our secondary teacher preparation program that must be remedied through a full revision of the secondary program.

I am requesting the establishment of a working group through the P-20 Executive Council to help me in this process of revision. The goal would be to have a proposal for a revised secondary undergraduate program moving through FSU university governance by fall 2013.

Areas of Focus

This working group would focus on several areas of weakness in the current secondary undergraduate program:

- Preparation of secondary candidates for middle school teaching excellence
- Stronger focus on the assessment of student learning
- Stronger emphasis on classroom management
- Development of early clinical practice experiences
- Stronger preparation of secondary candidates to work effectively with the Common Core standards and SLOs

Desired Composition of the Working Group

Given the need for comprehensive revision of the secondary program, I’d like there to be a balance across disciplines and across the grade band. So I’m requesting a mix of middle and high school teachers and administrators representing the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Spanish Language
- Middle and High School Administration

Dr. Todd Rosa
Coordinator, FSU Secondary Education Programs

PDS Update

Allegany County PDS Process for Application for Graduate Tuition Waivers

1. Each school will determine their own selection process that will ensure the same individual does not receive a course in back to back years.

2. Courses will be offered first to staff members who hold an APC. There are two reasons for this:
   a. Staff holding an SPC already get 6 credits of paid courses per year
   b. Only staff members who hold an APC are eligible to have a mentee from the university

3. If no staff member holding an APC wishes to take a course, the process will be open to staff holding a SPC.

4. Each school will receive one course with the remaining courses distributed to schools on a rotating basis.

Dr. Emily Milleson
Coordinator, Professional Development Schools (PDS)
Graduate Enrollment Management Committee

The Graduate Enrollment Management Committee (GEMC) has been formed to address recruitment and retention strategies for graduate education. This committee is an outgrowth of the University’s Enrollment Management Committee (EMC) that President Gibraltar developed to address issues of recruitment and retention for the university. GEMC will specifically address graduate enrollment strategies that are particular to each College (College of Education, College of Business, and College of Liberal Arts & Sciences).

The College of Education Team (COE-GEMC) includes representatives from each of its graduate programs (M.Ed., M.S., M.A.T., and Ed.D.) as well as PK-12 partners from area Public Schools. The involvement of these key stakeholders is critical in moving this committee forward as we develop marketing strategies for enrollment and retention in our Graduate Programs. COE-GEMC charge is to develop a plan that will be rolled into the university’s EMC plan within the context of the following Mission and Goals:

- MISSION: To identify, develop, implement, and track recruitment and retention strategies that will allow FSU to reach its fullest potential for graduate enrollment.
  - GOAL 1: Ensure a healthy institution by establishing program enrollment parameters, academic profile, targets and benchmarks
  - GOAL 2: Establish and implement recruitment strategies to achieve enrollment goals
  - GOAL 3: Establish and implement strategies to meet institutional persistence and completion goals
  - GOAL 4: Establish and implement strategies to address needs of the 21st century workforce

Dr. Doris Santamaria-Makang
Coordinator C&I Program, COE-GEMC Team Leader

See Also: Appendix 12—COE-GEMC

Ed.D. in Educational Leadership Program

As the Coordinator of the Frostburg Doctoral Program, I would like to make the program better known in the Allegany and Garrett County Communities. To that end, I would like to explore the possibility of becoming a guest speaker at one or more of the high school graduation ceremonies noting that he had several graduation speeches each under eight minutes long. In addition, recognizing that administrative retreats and teacher staff development activities often take place in the summer months, I would like to request if I could be notified of these so that I might attend and share information about the doctoral program.

The program is in its infancy but taking shape as it prepares to take in the next cohort of candidates at the Hagerstown campus.

Dr. Glenn Thompson
Coordinator, Educational Leadership Ed.D Program
FIRST QUARTER

I. Knowledge of Number Relationships and Computations
A. Identify and use the properties of addition and multiplication to simplify expressions: commutative, associative, and identity. (7.NS.1a)
B. Determine approximate sums, differences, products, and quotients; no more than 3 positive rational numbers. (7.NS.1b)
C. Express decimals in expanded form (7.NS.1c)
D. Determine equivalent forms of rational numbers expressed as fractions, mixed numbers, improper fractions, decimals, percents, and ratios (7.NS.1c)
E. Compare and order rational numbers (includes fractions, decimals, percents, and integers) (7.NS.1d)
F. Calculate powers of integers and square roots of perfect square whole numbers. (7.NS.1e)
G. Use the laws of exponents to simplify expressions (7.EE.1)
H. Add, subtract, and multiply positive fractions and mixed numbers (SC.7.6.A.10)

Part 1 - from old test 1 and BM2

II. Number System and Algebra
A. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, and represent addition and subtraction on a horizontal or vertical number line diagram. (7.NS.1)
B. Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers. (7.NS.2)
C. Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.3)
D. Write and evaluate algebraic expressions (SC.7.2.C.1.a, 1b)
E. Write and solve equations (SC.7.1.B.2a, 2b)
F. Write and solve inequalities (SC.7.1.B.2c)
G. Identify or graph solutions of inequalities on a number line. (SC.7.1.B.2d)
H. Apply given formulas to a problem solving situation (SC.7.1.B.2e)

Part 2 - 1st CC Part SC

III. Expressions and Equations
A. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients (7.EE.1)
B. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. (7.EE.2)

THIRD QUARTER

F. Determine the surface area of rectangular prisms (SC.7.3.C.1)
G. Construct a circle using a given line segment as the radius in whole number inches or centimeters (SC.7.2.C.4a)
H. Construct a line segment congruent to a given line segment. (SC.7.2.C.1b)
I. Construct a perpendicular bisector to a given line segment or a bisection of a given angle (SC.7.2.C.1c)

Test Benchmark Assessment V

VII. Probability and Statistics
A. Use measures of center and measure of variability for numerical data from random samples to draw informal comparative inferences about two populations. (SC.7.8.C.3 and 3b)
B. Organize and display data using back-to-back stem-and-leaf plots (SC.7.4.A.1a)
C. Recognize and analyze faulty interpretation or representation of data (SC.7.4.B.16)
D. Determine the best choice of a data display (SC.7.4.B.16)
E. Determine the number of outcomes (SC.7.1.B.2d)
F. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of an event occurring. (SC.7.7.E.1a) (7.SP.5)
G. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. (SC.7.5.C.1b) (7.SP.6)

Use some of BM VI removing compound event questions.

End of MSA material

IV. Unit VII Probability and Statistics (continued)
H. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (7.SP.1)
I. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. (7.SP.2)
J. 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. (7.SP.3)

Test or quiz post MSA common core material P&S

SECOND QUARTER

C. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using appropriate tools strategically; apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (7.EE.3)
D. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7.EE.4)

Test 4 - Unit III

IV. Ratios, Rates, and Proportions
A. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like and or different units. (SC.7.6.C.2a and 3b) (7.RP.1)
B. Recognize and represent proportional relationships between quantities. (7.RP.2a)
C. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.RP.2c)
D. Use proportional relationships to solve multistep ratio and percent problems. (7.RP.3)

BENCHMARK ASSESSMENT VII

V. Functions / Graphing in a Coordinate Plane
A. Complete a function table with a given two-operation rule. (SC.7.1.A.2a)
B. Identify and describe the change represented in a table of values. (SC.7.1.C.2b)

USE SOME BM IV AND EXPAND TO CC

VI. Geometry and Measurement
A. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7.G.5)
B. Determine the missing angle measurement using the sum of the interior angles of quadrilaterals. (SC.7.2.A.2c)
C. Determine the congruent parts of polygons. (SC.7.2.D.1a)
D. Estimate and determine the area of parallelograms and trapezoids (SC.7.3.C.1a)
E. Identify, describe, and plot the results of one transformation on a coordinate plane: (translation, reflection, or rotation) (SC.7.2.E.1a)

FOURTH QUARTER

VIII. Ratios and Proportional Relationships
A. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams and verbal descriptions of proportional relationships. (7.RP.2b)
B. Represent proportional relationships by equations. (7.RP.2c)
C. Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1,r) where r is the unit rate. (7.RP.2d)
D. Use proportional relationships to solve multistep ratio and percent problems. (7.RP.3)

BENCHMARK ASSESSMENT VIII

IX. Geometry
A. Draw (freehand, with a ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing (drawing!) triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. (7.G.2)
B. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in a plane sections of right rectangular prisms and right rectangular pyramids. (7.G.3)
C. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7.G.4)
D. Solve real-world and mathematical problems involving area, volume and surface area of two-and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7.G.6)

Complete transition to CC included in this overview

Statistics and Probability (if time permits)
A. Develop a probability model and use it to find probabilities of events; compare probabilities from a model to observed frequencies; and if the agreement is not good, explain possible sources of the discrepancy. (7.SP.7) (7a and 7b)
B. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8) (8a, 8b, and 8c)
Appendix 2

Math 7 - Advanced

Unit 1 – Rational Numbers and Exponents

Math 7 Cluster – Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

Math 8 Cluster – Know that there are numbers that are not rational, and approximate them by rational numbers

Math 8 Cluster – Work with radical and integer exponents

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Unit 2 – Proportionality and Linear Relationships

Math 7 Cluster – Analyze proportional relationships and use them to solve real-world and mathematical problems

Math 7 Cluster – Use properties of operations to generate equivalent expressions

Math 7 Cluster – Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Math 8 Cluster – Understand the connections between proportional relationships, lines, and linear equations

Math 8 Cluster – Analyze and solve linear equations and pairs of simultaneous linear equations

Math 8 Cluster – Understand and apply the Pythagorean Theorem

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Appendix 2 (cont.)

Unit 3 – Functions

Math 8 Cluster – Define, evaluate, and compare functions

Math 8 Cluster – Use functions to model relationships between quantities

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<th>Math 7 Standards</th>
<th>Math 8 Standards</th>
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</table>

Unit 4 – Introduction to Sampling and Inference

Math 7 Cluster – Use random sampling to draw inferences about a population

Math 7 Cluster – Draw informal comparative inferences about two populations

Math 7 Cluster – Investigate chance processes and develop, use, and evaluate probability models

Math 8 Cluster – Investigate patterns of association in bivariate data

<table>
<thead>
<tr>
<th>Math 7 Standards</th>
<th>Math 8 Standards</th>
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</thead>
<tbody>
<tr>
<td>7.SP.1 7.SP.2 7.SP.3 7.SP.4</td>
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</tr>
<tr>
<td>7.SP.5 7.SP.6 7.SP.7(a,b) 7.SP.8(a,b,c)</td>
<td>8.SP.1 8.SP.2 8.SP.3 8.SP.4</td>
</tr>
</tbody>
</table>

Unit 5 – Creating, Comparing, and Analyzing Geometric Figures

Math 7 Cluster – Draw, construct, and describe geometrical figures and describe the relationships between them

Math 7 Cluster – Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

Math 8 Cluster – Understand congruence and similarity using physical models, transparencies, or geometry software

Math 8 Cluster – Solve real-world and mathematical problem involving volume of cylinders, cones, and spheres.

<table>
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<tr>
<th>Math 7</th>
<th>Math 8</th>
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**Week 4 Main Selection “A Harbor Seal Pup Grows Up”**

**Question:**
Reread p. 104 - 109
How do the scientists determine the seal is ready to be on her own? Remember to use textual evidence to support your idea.

**Discussion Examples:**
The scientists are like doctors and check Sidney out from head to toe to make sure is growing and healthy. When all of the results are good, Sidney is ready to go out into the wild.

"Peter examines the pup. Her heartbeat is normal. So is her temperature. She is healthy."

"She becomes stronger."

"She swims faster and faster."

"Before long, Sidney wants to eat fish."

"The pup is gaining weight."

"She has a thick layer of fat. The fat will keep her warm in cold water."

"Sidney is ready to be on her own."

**Question:**
At the conclusion of the story:
How were humans a substitute for Sidney’s mother? Remember to use text evidence to support your ideas.

**Discussion Examples:**
Sidney’s mother didn’t come back from the really cold water and people noticed Sidney was alone. Scientists took care of her and made sure she was healthy, growing, and teaching her to take care of herself.

"People notice the seal pup. She is alone.” p. 98

"The people call for help. Sidney is rescued.” p. 99

"Sidney is weak from hunger. Peter knows just what to do. He puts a tube in Sidney’s mouth. Then Nicole pumps a drink into Sidney’s stomach. The drink is like a mother seal’s milk.” p. 101

"Sidney gets her drink 3 times a day.” p. 105

"A child’s plastic pool becomes Sidney’s playpen. She likes the water. She swims faster and faster.” p. 105

"Nicole does not give up. Day after day, she wiggles a fish in front of Sidney. Then one day, the pup swallows it.” p. 107
# Appendix 4

## Garrett County’s Plan to Achieve College and Career Readiness

<table>
<thead>
<tr>
<th>Align Curriculum (GC POS to CCSS)</th>
<th>Essential Skills Development</th>
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<tbody>
<tr>
<td><strong>Completed:</strong></td>
<td><strong>Completed:</strong></td>
</tr>
<tr>
<td>June/July 2012 – ELA (all grades)</td>
<td>Session 1: Oct/Nov 2012- ELA/MA</td>
</tr>
<tr>
<td>July 2012- Writing</td>
<td>Essential Skill Development MA &amp;ELA</td>
</tr>
<tr>
<td>August 2012 Financial Literacy</td>
<td>8th grade SS</td>
</tr>
<tr>
<td>November 2012 – MA (all grades)</td>
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<tr>
<td><strong>Still Ahead:</strong></td>
<td><strong>Still Ahead:</strong></td>
</tr>
<tr>
<td>December 2012- Reflect on 1st Q Scope &amp; Sequence (Did we have it right?)</td>
<td>Session 2: Nov/Dec Complete ELA Essential Skills Development (tweak Q 1 S&amp;S)</td>
</tr>
<tr>
<td>January 2013- Reflect on 2nd Q Scope &amp; Sequence (Did we have it right?)</td>
<td>Session 3: Jan, March review Q2, Q3 S&amp;S (tweak)</td>
</tr>
<tr>
<td>April 2013- Reflect on 2nd Q Scope &amp; Sequence (Did we have it right?)</td>
<td>Fall 2013 Essential Skills in SC &amp; SS</td>
</tr>
<tr>
<td>Summer 2013 SC (Next Gen) align with GC SC POS</td>
<td>Spring 2013 Discipline Literacy in all Content Areas - Essential Skills (S&amp;S)</td>
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<tr>
<td>Summer 2013 S align with GC SS POS</td>
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<thead>
<tr>
<th>Teacher Understand CCSS</th>
<th>Develop Assessment</th>
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<tr>
<td><strong>Completed:</strong></td>
<td><strong>Completed:</strong></td>
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<tr>
<td>April/May 2012- MA 6-8</td>
<td>October 2012- K</td>
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<tr>
<td>June 2012- EEA ELA/MA/ STEM Orientation YR 2</td>
<td>Oct/Nov 2012-ELA Benchmark I</td>
</tr>
<tr>
<td>July 2012- EEA ELA/MA/ STEM</td>
<td>November 2012-8th Social Studies Benchmark I</td>
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<tr>
<td>July 2012- Writing</td>
<td>November 2012- MA Benchmark I</td>
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<tr>
<td>August 2012 MA Summit Prek-12</td>
<td>November 2012- ART Benchmark I</td>
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<tr>
<td>August 22, 2012- All content Scope &amp; Sequence</td>
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<tr>
<td>September 2012-MA PreK-12 Classroom “look fors”</td>
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<tr>
<td>October 2012- 8th grade Social Studies</td>
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<tr>
<td>Oct/Nov 2012- ELA Grade Bands Groups</td>
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<tr>
<td>Nov 2012- MA Grade Bands PreK-8</td>
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<tr>
<td>November 2012 Art PreK-12</td>
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<tr>
<td><strong>Still Ahead:</strong></td>
<td><strong>Still Ahead:</strong></td>
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<tr>
<td>January 2012 Music Prek-12</td>
<td>December 2012- ELA &amp; 8th SS Benchmark II</td>
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<tr>
<td>Spring 2013 Discipline Literacy in all Content Areas</td>
<td>January 2013- Music Benchmark</td>
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<tr>
<td>Continue Content Collaborative work sessions</td>
<td>January 2013 Pre K</td>
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<td></td>
<td>January 2013-ELA &amp; 8th SS Benchmark III</td>
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<td>April 2013-ELA &amp; 8th SS Benchmark IV</td>
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<td></td>
<td>2013 Summer/Fall SC &amp; SS Benchmarks</td>
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</table>
# Garrett County's Plan to Achieve College and Career Readiness

<table>
<thead>
<tr>
<th>Teacher Tools, Professional Development</th>
<th>Teacher Use Data Formatively - Item Development, Analyze, and Review Assessment to guide instruction</th>
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<tbody>
<tr>
<td><strong>Completed:</strong></td>
<td><strong>Completed:</strong></td>
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<tr>
<td>How to Write Arguments</td>
<td>Elem Schools Developed ELA Benchmark I</td>
</tr>
<tr>
<td>Close Analytical Reading Activity</td>
<td>November 2012- Collect Data Benchmark I</td>
</tr>
<tr>
<td>Prek-12 Writing Rubrics</td>
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<tr>
<td>Text Complexity (book selection)</td>
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<tr>
<td>PLC</td>
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<tr>
<td>UDL</td>
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<tr>
<td><strong>Still Ahead:</strong></td>
<td><strong>Still Ahead:</strong></td>
</tr>
<tr>
<td>Writing Text Dependent Questions</td>
<td>Train teachers on how to use Scanner to collect data</td>
</tr>
<tr>
<td>Developing Student Learning Outcomes</td>
<td>Reflect on Q I Benchmark format (what format worked well?)</td>
</tr>
<tr>
<td>Content Essential Vocabulary (revise GC Content Vocabulary)</td>
<td>Assign ELA QII, QIII, QIV Benchmark and Rubric Tool</td>
</tr>
<tr>
<td>Content Share Best Practices Reading Strategies</td>
<td>Develop rubrics to grade QI Benchmark for QI (2013)</td>
</tr>
<tr>
<td>Smart board Training - Beginner, Advanced</td>
<td>December 2012-ELA/MA Analyze Benchmark I</td>
</tr>
<tr>
<td>Senteo Training</td>
<td>Jan, March, May 2013- Review Benchmark II, III, IV (each quarter)</td>
</tr>
<tr>
<td>PLC- Elementary</td>
<td>Develop SC &amp; SS QI, QII, QIII, QIV Benchmarks</td>
</tr>
<tr>
<td>How to Write Student Learning Objectives (SLOs)</td>
<td></td>
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</table>
TERM ONE

READING LITERATURE

- **6-7RL1** – Cite (7RL1...several pieces of...) textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RL1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **7-8RL2** - Determine a theme or central idea of a text and analyze its development over the course of the text (8RL2...including its relationships to the characters, setting, and plot...); provide an objective summary of the text.
- **6RL3** - Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **6RL4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **8RL5** – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **6RL6** - Explain how an author develops the point of view of the narrator or speaker in a text.
- **8RL6** – Analyze how the differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

READING: INFORMATIONAL TEXT

- **6,7RI1** - Cite (7RI1...several pieces of...) textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RI1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RI2** – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **6RI3** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **6,8RI4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (8RI4...analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.).
- **8RI5** – Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **8RI6** – Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
WRITING

- **6-8W3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **6,7W4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **6,7W5** - With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (7W5...focusing on how well purpose and audience have been addressed.).
- **7W9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **6W10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

- **6-8SL1** - Engage effectively in a range of collaborative discussions (7-8SL1...one-on-one, in groups, and teacher-led...) with diverse partners on grade 6-8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

LANGUAGE

- **6,8L1** - Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- **6,8L2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **6,8L3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **6-8L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-8 reading and content, choosing flexibly from a range of strategies.
- **6,8L5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **6,8L6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TERM TWO

READING LITERATURE

- **8RL1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **6RL2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
- **8RL3** – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
- **6,8RL4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice(s) on meaning and tone (8RL4...including analogies or allusions to other texts.).
- **6RL5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **8RL5** – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **7-8RL6** – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **7RL7** – Compare and contrast a written story, drama or poem to its audio, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

READING: INFORMATIONAL TEXT

- **6RI2** - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **7RI2** – Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **7RI3** – Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).
- **8RI3** – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **6,8RI4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (8RI4...analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.).
- **6RI5** - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **7RI5** – Analyze the structure an author uses to organize a text.
- **7RI9** – Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- **8RI9** – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Appendix 5 (cont.)

WRITING

- **7-W2** – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **6-W3** – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **6-W4** – Produce, clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **6-7-W5** - With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (7W5...focusing on how well purpose and audience have been addressed).
- **6-W10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- **7-W9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

- **7-SL2** – Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **6,8-SL6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- **6-L1** - Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- **6,8-L2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **6,8-L3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **6,8-L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 and 8 reading and content, choosing flexibly from a range of strategies.
- **6,8-L5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **6,8-L6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TERM THREE

READING LITERATURE

- **8RL1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RL2** – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **7RL3** – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).
- **8RL3** – Analyze how particular lines of dialogue or incidents in the story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **7RL4** – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **8RL4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **6RL5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **7RL5** – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contribute to its meaning.
- **8RL5** – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **8RL6** – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **6RL7** - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- **8RL9** – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious words such as the Bible, including describing how the material is rendered new.
READING: INFORMATIONAL TEXT

- **8RI1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RI2** – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **8RI3** – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **7-8RI4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice(s) on meaning and tone (*including analogies or allusions to other texts.*).
- **8RI5** – Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **6RI6** - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **7RI6** - Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **8RI6** - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **6RI8** - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **7RI8** – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

WRITING

- **6-8W1** - Write arguments to support claims with clear reasons and relevant evidence.
- **6W4** - Produce, clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **6W5** - With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **7W6** – Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **6W10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING

- **6SL3** - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **7-8SL3** - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (8SL3...and identifying when irrelevant evidence is introduced.).
- **6SL4** - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **7SL4** – Present claims and findings, emphasizing salient points in a focused coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **8SL4** - Present claims and findings, emphasizing salient points in a focused coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volumes, and clear pronunciation.

LANGUAGE

- **6,8L1** - Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- **6-8L2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **6-8L3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **6,8L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 and 8 reading and content, choosing flexibly from a range of strategies.
- **6-8L5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **6,8L6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
TERM FOUR

READING LITERATURE

- **8RL1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8RL3** – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **8RL4** – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **8RL5** – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **8RL6** – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **7RL7** – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- **6RL9** - Compare and contrast text in different forms or genres in terms of their approaches to similar themes and topics.
- **7RL9** – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **6,7RL10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

- **8RI1** – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **6RI7** - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- **7RI7** – Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **6RI9** - Compare and contrast one author’s presentation of events with that of another.
- **6,7RI10** - By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WRITING

- **6W6** - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **8W6** – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **6W7** - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **7-8W7** - Conduct short research projects to answer a question *(8W7...including a self-generated question...)*, drawing on several sources, and generating additional related, focused questions *(8W7...that allow for multiple avenues of exploration...)* for further research and investigation.
- **6W8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and proving basic bibliographic information for sources.
- **7-8W8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **6,8W9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **6-8W10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

- **6SL2** - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **8SL2** – Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **6-7SL5** - Include multimedia components and visual displays in presentations to clarify information *(7SL5...to clarify claims and findings and emphasize salient points...)*.
- **8SL5** – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **7SL6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- **6,8L1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **6,8L2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **6,8L3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **6,8L4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-8 reading and content, choosing flexibly from a range of strategies.
- **6,8L5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **6-8L6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
# 6th Grade Curriculum Map– Holt Mathematics Course

**Pre-Test - Garrett County End of Year exam with NO BCRs or ECRs during the first week of school**

## 1ST TERM:

### CHAPTER 1 - WHOLE NUMBERS AND PATTERNS / CHAPTER 3 - DECIMALS

| 1-1/3-1 Representing, Comparing and Ordering Whole Numbers and Decimals (6.A.1.d) | 6.NS.7.a,b |
| 1-2/3-2 Estimate with Whole Numbers and Decimals (6.C.2.a) |  |
| 3-3 Adding and Subtracting Decimals (6.C) | 6.NS.3 |
| 3-5 Multiplying Decimals (6.C.1.c) | 6.NS.3 |
| 3-6 Dividing Decimals by Whole Numbers (6.C.1.d) | 6.NS.2 |
| 1-3 Exponents (6.A.1.a) | 6.EE.1 |
| 1-4 Order of Operations (1.B.1.c) | 6.EE.1 5.OA.1 5.OA.2 |
| 1-5 Mental Math (Properties) (6.C.1.f) | 6.NS.4 6.EE.3 |
| 1-7 Patterns and Sequences (1.A.1.a) | 6.EE.9 |

Supplement: Exponential form powers of 10 (6.A.1.a) 6.EE.1 5.NBT.2

### CHAPTER 2 - INTRODUCTION TO ALGEBRA

| 2-1 Variables and Expressions (1.B.1.a.b) | 6.EE.2.a,c 6.EE.3 6.EE.4 6.EE.6 |
| 2-2 Translate Between Words and Math (1.B.1.a.b) | 6.EE.1 6.EE.2.b,c |
| 2-3 Translating Between Tables and Expressions (1.A.1.a.b.c.) | 6.EE.6 6.EE.9 |
| 2-4 Equations and Their Solutions (1.B.2.a.b) | 6.EE.5 |
| 2-5 Addition Equations (1.B.2.a.b) | 6.EE.7 6.EE.9 |
| 2-6 Subtraction Equations (1.B.2.a.b) | 6.EE.7 6.EE.9 |
| 2-7 Multiplication Equations (1.B.2.a.b) | 6.EE.7 6.EE.9 |
| 2-8 Division Equations (1.B.2.a.b) | 6.EE.7 6.EE.9 |
| 3-9 Solving Decimal Equations (1.B.2.b) | 6.EE.7 |

Extension: Inequalities (1.B.2.c) Solving 6.EE.5 6.EE.8

Supplement: Writing Inequalities (1.B.2.a) 6.EE.5 6.EE.8

### CHAPTER 4 - NUMBER THEORY AND FRACTIONS

| 4-1 Divisibility (6.B.1) | 6.NS.4 |
| 4-2 Factors and Prime Factorization (6.B.1.a) | 6.EE.3 6.NS.4 |
| 4-3 Greatest Common Factor (6.B.1) | 6.EE.3 (Review Distributive Property) 6.NS.4 |
| 4-4 Decimals and Fractions (Compare & Order 6.A.1.c.d) | 6.NS.7.a,b |

**Week of Oct. 24 give 1st Formative Assessment (include 1 BCR & 1 ECR)**

(includes VSC testable objectives from Chapters 1-4 (Lessons 4-1 through 4-4 only))

| 4-5 Equivalent Fractions (6.A.1.c) | 5.NF.1 |
| 4-6 Mixed Numbers and Improper Fractions (6.A.1.c) | 5.NF.1 |
| 4-7 Compare and Order Fractions (6.A.1.d) | 6.NS.7.a,b |
| 4-8 Adding and Subtracting with Like Denominators (6.C.1.a) | 4.NF.3.a |
## Appendix 7 (cont.)

### 2ND TERM:

#### CHAPTER 5 - FRACTION OPERATIONS

<p>| | | | | |</p>
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<tbody>
<tr>
<td>5-1</td>
<td>Least Common Multiple (6.B.1) 6.NS.4</td>
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<tr>
<td>5-2</td>
<td>Adding and Subtracting with Unlike Denominators (6.C.1.a) 5.NF.1</td>
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<tr>
<td>5-3</td>
<td>Adding and Subtracting Mixed Numbers (6.C.1.a) 7.NS.1</td>
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<tr>
<td>5-4</td>
<td>Regrouping to Subtract Mixed Numbers (6.C.1.a) 7.NS.1</td>
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<tr>
<td>5-6</td>
<td>Multiplying Fractions by Whole Numbers (6.C.1.b) 5.NF.4</td>
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<tr>
<td>5-7</td>
<td>Multiplying Fractions (6.C.1.b) 5.NF.4</td>
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<tr>
<td>5-8</td>
<td>Multiplying Mixed Numbers (6.C.1.b) 7.NS.2</td>
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<tr>
<td>5-9</td>
<td>Dividing Fractions and Mixed Numbers (6.C.1) 6.NS.1</td>
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#### CHAPTER 6 - COLLECTING AND DISPLAYING DATA

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>6-2</td>
<td>Mean, Median, Mode, and Range (4.B.2.a) 6.SP.3 6.SP.5.c</td>
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<tr>
<td>6-5</td>
<td>Frequency Table (4.A.1.a) 6.SP.4</td>
<td></td>
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<tr>
<td>6-6</td>
<td>Ordered Pairs (1.C.1.b) 5.G.1 5.G.2</td>
<td></td>
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<tr>
<td>6-9</td>
<td>Stem-and-Leaf Plots (4.A.1.b) 6.SP.4</td>
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</tbody>
</table>

Supplement: Identify and Describe the Change Represented in a Graph (1.C.2.a) 6.RP.3.c

Supplement: Read and Analyze a Circle Graph (4.B.1.b) 6.RP.3.c

Supplement: Interpret Frequency Tables (4.B.1.a) 6.SP.4

#### CHAPTER 7 - PROPORTIONAL RELATIONSHIPS

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<tr>
<td>7-7</td>
<td>Percents (6.A.1.c) 6.RP.3.c</td>
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<tr>
<td>7-8</td>
<td>Percents, Decimals, and Fractions (6.A.1.c) 6.RP.3.c 6.NS.7.b</td>
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<tr>
<td>7-9</td>
<td>Percent Problems (Percent of a Number 6.C.1.e) 6.RP.3.c</td>
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#### CHAPTER 11 - INTEGERS, GRAPHS, AND FUNCTIONS

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<tbody>
<tr>
<td>11-1</td>
<td>Integers in Real-World Situations (6.A.1.b) 6.NS.5 6.NS.7,b,c 6.NS.8</td>
<td></td>
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</tr>
<tr>
<td>11-2</td>
<td>Comparing and Ordering Integers (1.C.1.a) 6.NS.6.a 6.NS.7,a,b,d</td>
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<tr>
<td>11-3</td>
<td>The Coordinate Plane (1.C.1.b) 6.RP.3 6.NS.6.b,c 6.NS.8 6.G.3 5.G.1</td>
<td></td>
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<tr>
<td>11-3</td>
<td>The Coordinate Plane (1.C.1.b)</td>
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</tbody>
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**By Jan. 24th - Mid-Year Cumulative Formative Test (include 1 BCR & 1 ECR)**
### 3RD TERM:

#### CHAPTER 8 - GEOMETRIC RELATIONSHIPS

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-1 Building Blocks of Geometry (Vocabulary 2.A.1.a.b)</td>
<td>4.G.1</td>
</tr>
<tr>
<td>8-3 Angle Relationships (2.A.1.a)</td>
<td>4.G.1 4.G.2</td>
</tr>
<tr>
<td>8-4 Classifying Lines (2.A.1.b)</td>
<td>4.G.1</td>
</tr>
<tr>
<td>8-5 Triangles (2.A.2.a.b.c)</td>
<td>4.G.2 2.G.1</td>
</tr>
<tr>
<td>8-6 Quadrilaterals (2.C.1.b)</td>
<td>5.G.3 5.G.4</td>
</tr>
<tr>
<td>8-7 Polygons (2.C.1.b)</td>
<td>6.G.3 5.G.4 3.G.1 2.G.1</td>
</tr>
<tr>
<td>8-9 Congruence (2.D)</td>
<td>8.G.2</td>
</tr>
</tbody>
</table>

Supplement: Angle Bisectors (2.C.1.c)
Supplement: Perpendicular Bisectors (2.C.1.c.)
Supplement: Triangle Construction (SAS and ASA) (2.C.1.a.) 7.G.2

#### CHAPTER 9 - MEASUREMENT AND GEOMETRY

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1 Understanding Customary Units of Measure (3.B.1.a)</td>
<td>3.MD.4 4.MD.4</td>
</tr>
<tr>
<td>9-7 Perimeter (3.C.1)</td>
<td>3.MD.8 4.MD.3</td>
</tr>
<tr>
<td>9-8 Circles and Circumference (2.A.1.c; 2.A.2.d)</td>
<td>7.G.4</td>
</tr>
</tbody>
</table>

Supplement: Given the perimeter find a side measure (3.C.1.d) 3.MD.8

#### CHAPTER 10 - MEASUREMENT: AREA AND VOLUME

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1 Estimating and Finding Area (3.C.1)</td>
<td>6.G.1 4.MD.3</td>
</tr>
<tr>
<td>10-2 Area of Triangles and Trapezoids (3.C.1.a)</td>
<td>6.G.1</td>
</tr>
<tr>
<td>10-3 Area of Composite Figures (3.C.1.c)</td>
<td>6.G.1 3.MD.7</td>
</tr>
<tr>
<td>10-7 Volume of Prisms (3.C.1.b)</td>
<td>6.G.2 5.MD.3 5.MD.4 5.MD.5 8.G.9</td>
</tr>
<tr>
<td>10-9 Lab Modeling 3-D figures with a Net</td>
<td>6.G.4</td>
</tr>
</tbody>
</table>

Supplement: Given the area find a side measure (3.C.1.e) 3.MD.8 6.G.1

#### CHAPTER 12 PROBABILITY

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1 Introduction to Probability (5.B.1.a.b)</td>
<td>7.SP.5</td>
</tr>
<tr>
<td>12-2 Experimental Probability (5.C.1.a)</td>
<td>7.SP.6 7.Sp.7.b</td>
</tr>
<tr>
<td>12-4 Theoretical Probability (5.C.3)</td>
<td>7.SP.6 7.SP.7.a 7.SP.7.b</td>
</tr>
</tbody>
</table>

**MSA REVIEW** - (approximately 1 week)  MSA Study Guide
4TH TERM

General classes to review and reinforce basic skills & MSA testable objectives

Merit classes to review and reinforce basic skills or pre-teach for 7th grade as determined by Skills

PRE-TEACH FOR 7TH GRADE: Honors Classes
3-7 Dividing by Decimals (6.C.1.d)
5-5 Solving Fraction Equations: Addition and Subtraction (1.B.2)
5-10 Solving Fraction Equations: Multiplication and Division (1.B.2)
7-1 Ratios and Rates (6.C.3.a.b)
7-2 Using Tables to Explore Ratios and Rates (6.C.3.a.b)
7-3 Proportions (6.C.3.a.b)
7-10 Using Percents (6.C.3.a.b)
11-4 Add Integers (6.C)
11-5 Subtract Integers (6.C)
11-6 Multiplying Integers (6.C)
11-7 Dividing Integers (6.C)
11-8 Solving Integer Equations (6.C)
11-9 Tables and Functions (1.A)

ADDITIONAL TOPICS FOR HONORS CLASSES:
Chapter 2 - Extension Inequalities- Solving and Graphing
Chapter 3-4 Scientific Notation
Chapter 11- Extension- Integer Exponents

Post Test - Garrett County End of Year Exam with 2 BCRs and 1 ECR

Objectives highlighted in yellow and/or written in red are not 6th grade VSC testable objectives, but may be prerequisite skills for testable objectives and may appear on formative assessments.
# First Quarter– 6th Grade Math

## I. Number Relationships: Whole Numbers/Decimals
- A. Representing, Comparing and Order (5.NBT.3.a/b; 6.NS.7.a,b)
- B. Estimating (6.C.2.a)
- C. Add/Subtract/Multiply/Divide decimals (6.NS.2.3)
- D. Exponents (6.EE.1)
- E. Exponential form powers of 10 (5.NBT.2; 6.EE.1)
- F. Order of Operations (5.OA.1; 5.OA.2; 6.EE.1)
- G. Mental Math; Properties (6.NS.4)
- H. Patterns and Sequences (6.EE.9)

## II. Patterns, Variables and Algebraic Thinking
- Variables and Expressions (6.EE.2.a,c; 6.EE.3; 6.EE.4; 6.EE.6)
- Translate between words and Math (6.EE.1; 6.EE.2.b,c)
- Translating between Tables and Expressions (6.EE.6; 6.EE.9)
- Equations and their solutions (6.EE.5)
- Add, Subtract, Multiply and Divide Equations (6.EE.7; 6.EE.9)
- Decimal equations (6.EE.5; 6.EE.8)
- Solving and Writing Inequalities (6.EE.5; 6.EE.8)

## III. Number Theory and Fractions
- Divisibility (6.NS.4)
- Factors and prime factorization (6.EE.3; 6.NS.4)
- GCF (6.EE.3; 6.NS.4)
- Decimals and Fractions (6.NS.7.a,b)
- FORMATIVE
  - Comparing and Ordering Fractions and Mixed Numbers (5.NF.1; 6.NS.7.a,b; 4.NF.3.a)
  - Adding and Subtracting using like denominators (4.NF.3.a)

## Vocabulary
- Partition Concept
- Distance Between
- Variable
- Expression
- Algebraic Expression
- Equation
- Solution
- Inequality
- Evaluate
- Properties
  - Commutative, Associative, Identity, Distributive, Multiplicative Inverse,
  - GCF
  - Divisibility
  - Prime
  - Composite
  - Equivalent
  - Exponent
  - Decomposing
  - Composing

## Essential Questions
- When is estimation more appropriate than finding an exact number?
- How can I use models, words and expanded formats to order and compare numbers?
- How do you determine when the best answer is not the best solution?
- How can I use place value to decompose numbers to find sums or differences?
- How would you describe the Order of Operations?
- Where in the real-world am I going to find patterns?
- Are all halves the same?
CCS Domain
The Number System (NS)
Equations and Expressions (EE)

CCS Standard
5.OA.1,2   5.NBT.2   5.NBT.4 (transition gap)
6.NS.2
6.EE.1
6.NS.3
6.EE.3
6.NS.4
6.EE.9
6.NS.7.a.b

Is about…
Whole Numbers, Decimals and Patterns

Objective:
Represent compare and order whole numbers and decimals (Les 1-1,3-1)
(6.NS.7a.b) (5.NBT.3.a.b)

2. Estimate
3. Operations (+-x/)
4. Exponents and powers
5. Order of Operations
6. Properties
7. Patterns and sequences

Objective:
Evaluate numeric expressions using order of operations (Les 1-4), (6.EE.1)

Objective:
Represent whole numbers through expanded forms
Represent whole numbers using exponents
Estimate with whole numbers and decimals (5.NBT.4) (Les 1-3-2)

Objective:
Fluently divide whole numbers (6.NS.2)
Fluently add, subtract, multiply and divide decimals (6.NS.3)

Objective:
Identify and extend patterns in sequences.
(6.EE.9) (Les 1-7)

Objective:
Use number properties to compute mentally (6.NS.4, 6.EE.3) (Les 1-5)

Objective:
Represent whole numbers using exponents
Represent whole numbers through expanded form.

Appendix 9

Name: _____ __
Date: _______________Period: _Unit 1/3______

---

Unit Organizer
Activities

Pre test on decimals.

**Topic 1**
Students will collect data to order decimals.

**Topic 2**
Students will use real-life situations to determine appropriate estimates.

**Topic 3**
Students will practice fluency using basic math functions.

**Topic 4**
Students will view the distance of the planets and attempt to write the distance. The task will then be made into powers of ten to show the representation of large numbers. They will see how numbers come apart.

**Topic 5**
Students will practice fluency using basic math functions.

**Topic 6**
Students will see how properties help to give an order to numbers.

**Topic 7**
Have students draw a picture of the order they would back a cake or get ready in the morning. Then, put an expression on the board that could have multiple answers and have students come up with the answer. Discuss the different answers and why it is important to have rules to follow. Then, put an expression on the board that could have multiple answers and have students come up with the answer. Talk about the importance of order in real life. Then, put an expression on the board that could have multiple answers and have students come up with the answer. Discuss the different answers and why it is important to have rules to follow.

**Topic 8**
They will see how numbers come apart.

**Topic 9**
Task will then be made into powers of ten to show the representation of large numbers. They will see how numbers come apart.

**Topic 10**
Assessment

- Unit Essential Questions
- Real World Application
- Pre/Post on decimals (+/- order estimate, properties, exponents, patterns)

- Quizzes
- Daily Warm Ups

- What is the importance of following a specific order in the real world?
  - Estimating when shopping to make sure you have enough money.

- What is the correct order of performing mathematical operations?
  - For example, getting ready in the morning, traffic, baking, etc.

- Scientific notation as a representation of the distance of the planets.
- What methods do I use to identify and continue a sequence?
- How can I use models, words, and expanded form to order and compare decimals?

Appendix 9 (cont.)
Appendix 10

FSU Educational Professions Department
Maryland Common Core State Curriculum
Proposed Higher Education Transition Plan

Outcomes:

1. Provide opportunities for our candidates to navigate the curriculum toolkits using English Language Arts, Mathematics, and STEM model units, model lessons and other resources to support CCSC implementation.

2. Provide opportunities to increase the skills and knowledge of our candidates in the history/social studies, science and technology literacy standards, and the STEM Standards of Practice and Frameworks to support CCSC implementation.

3. Share PARCC and Smarter Balance assessment information regarding assessment development, design, and implementation timelines with candidates as new information becomes available.

4. Develop candidates’ awareness of Maryland Essential Skills and Knowledge, Student Learning Objectives (SLOs), as well as emerging information regarding new curriculum and instructional frameworks/templates (e.g., Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching, Teacher/Administrator’s Evaluation Framework, Universal Design for Learning-UDL, etc.) through inclusion in our academic electronic system (TaskStream), and candidate preparation for instructional planning.

5. Promote candidates’ skills and knowledge in writing instruction across content areas/the curriculum.

6. Establish and provide leadership opportunities for Education Faculty’s Professional Development: (1) Identify current resources, (2) Identify and share expertise within the faculty.
### Next Steps

*(To be discussed within each program at undergraduate and graduate levels)*

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Where <em>(in which program)</em> it should be incorporated?</th>
<th>When <em>(in which course/courses)</em> it should be implemented?</th>
<th>What specific activities should we include?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Block I - ELED 475 (M. Palardy)</td>
<td>Introduction to Toolkit on MSDE website for Social Studies</td>
</tr>
<tr>
<td>2</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Block I - ELED 471 &amp; 474 (Rankin and Rotruck)</td>
<td>STEM days – integration activities for Math/Science</td>
</tr>
<tr>
<td>4</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I - EDUC 376 (Pack)</td>
<td>Introduction to UDL; candidates create lesson plan in groups that includes UDL principles</td>
</tr>
<tr>
<td>4</td>
<td>Early Childhood/Elementary</td>
<td>Phase I/I - ECED 431/293 (Boyue)</td>
<td>Candidates develop awareness of the lesson plan template</td>
</tr>
<tr>
<td>4</td>
<td>Elementary</td>
<td>Phase II – ELED 443 (Nichols)</td>
<td>Candidates develop awareness of secondary lesson plan template</td>
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<tr>
<td>4</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I/II/III – Internship I and II ELED 494, 495</td>
<td>Candidates are encourage to include MSC and CC (RELA &amp; Math) in lesson plans</td>
</tr>
<tr>
<td>5</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I/II - REED 323 (Wheaton), REED 473 (Milleson), REED 420 (Welsch), REED 425 (Ornstein), ELED 443 (Nichols)</td>
<td>Writing instruction and assessment across reading courses and middle school methods</td>
</tr>
<tr>
<td>6</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>REED 473</td>
<td>Design of text dependent questions for comprehension assessment</td>
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<tr>
<td>7</td>
<td>Early Childhood/Elementary and Elementary faculty</td>
<td>Phase I/II/III</td>
<td>Workshop on PARCC assessment (Jennifer Rankin)</td>
</tr>
<tr>
<td>8</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>REED 420, ELED 422</td>
<td>Expose candidates to PARCC assessment sample questions and problems</td>
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<tr>
<td>9</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>ELED 422</td>
<td>Information about teacher evaluation reforms</td>
</tr>
<tr>
<td>10</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I/II/III faculty</td>
<td>Faculty members attend local and regional sessions from MSDE on Common Core, PARCC and SOLs</td>
</tr>
</tbody>
</table>
## Future Steps

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood/Elementary and Elementary</th>
<th>Phase II, Block I Methods Courses – ELED 471, 473, REED 473</th>
<th>Involve candidates in using Toolkit in designing lesson activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase II - ELED 471, 473, 475, REED 473, REED 420, ELED 443</td>
<td>Expose candidates to PARCC assessment sample questions and problems</td>
</tr>
<tr>
<td>3</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase II Block I Methods Courses – ELED 471, 473, 475, REED 473 MS Methods - ELED 443</td>
<td>Use appropriate lesson templates and curriculum standards in methods course instruction</td>
</tr>
<tr>
<td>4</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>EDUC 200, ELED 307, ELED 494, ELED 495</td>
<td>CC/ ESK Standards updates on TaskStream, Candidates include CC standards in lesson planning</td>
</tr>
<tr>
<td>3/4</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>EDUC 200, ELED 307, ELED 494, ELED 495</td>
<td>Adjust TS lesson plan format and unit plans to mirror CC lesson templates</td>
</tr>
<tr>
<td>5</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I EDUC 200</td>
<td>Allow candidates to utilize UDL Target Sets (TaskStream- Lesson Plans) (Beth)</td>
</tr>
<tr>
<td>6</td>
<td>Early Childhood/Elementary and Elementary</td>
<td>Phase I/II/III faculty</td>
<td>Faculty members are encouraged and supported in professional development activities regarding the Common Core implementation nationally and locally</td>
</tr>
</tbody>
</table>
Appendix 11

EDUCATIONAL PROFESSIONS DEPARTMENT
MARYLAND COMMON CORE STATE CURRICULUM
Curriculum & Instruction M.Ed. Program - Transition Plan

Outcomes:

1. Provide opportunities for our candidates to navigate the curriculum toolkits using English Language Arts, Mathematics, and STEM model units, model lessons and other resources to support CCSC implementation.

2. Provide opportunities to increase the skills and knowledge of our candidates in the history/social studies, science and technology literacy standards, and the STEM Standards of Practice and Frameworks to support CCSC implementation.

3. Share PARCC and Smarter Balance assessment information regarding assessment development, design, and implementation timelines with candidates as new information becomes available.

4. Develop candidates’ awareness of Maryland Essential Skills and Knowledge, Student Learning Objectives (SLOs), as well as emerging information regarding new curriculum and instructional frameworks/templates (e.g., Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching, Teacher/Administrator’s Evaluation Framework, Universal Design for Learning-UDL, etc.) through inclusion in our academic electronic system (TaskStream), and candidate preparation for instructional planning.

5. Promote candidates’ skills and knowledge in writing instruction across content areas/the curriculum.

6. Establish and provide leadership opportunities for Education Faculty’s Professional Development: (1) Identify current resources, (2) Identify and share expertise within the faculty.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Where (in which program) it should be incorporated?</th>
<th>When (in which course/courses) it should be implemented?</th>
<th>What specific activities should we include?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Curriculum &amp; Instruction</td>
<td>CUIN 650-Curriculum Leadership Models &amp; Strategies (D. Santamaria-Makang, and D. Hamlin)</td>
<td>Use of Curriculum Matrix to crosswalk the CCSS and learning expectations with state standards/assessments and essential skills and knowledge. Standards Crosswalk for ELA, MATH, STEM Review of models and samples from other States, besides MD. Introduction to the Rigor/Relevance Framework – Use of the R/R Framework to understand what is involved in moving to new standards and their related assessments.</td>
</tr>
<tr>
<td>1, 2, 4</td>
<td>Curriculum &amp; Instruction</td>
<td>CUIN 651-Instructional Design for Understanding (J. Wilson and D. Hamlin)</td>
<td>Use of Curriculum Mapping Tools to do standards gap-analysis; discuss curriculum coherence across grade levels and content areas, and relevance/appropriateness of instructional approaches. Use of curriculum frameworks in toolkit to study alignment with instruction, and instructional decisions. Universal Design for Learning (UDL) – Alignment with Standards and Instruction</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum &amp; Instruction</td>
<td>CUIN 652-Assessing for Understanding (D. Santamaria-Makang and M. Miller)</td>
<td>In-Depth study and analysis of PARCC: Types of Assessments. Smarter Balance (SBAG)– comparative analysis with PARCC Analysis of PARCC approach to Student Growth Model vs. Student Achievement Crosswalk alignment with optional assessments</td>
</tr>
<tr>
<td>Outcome</td>
<td>Curriculum &amp; Instruction</td>
<td>When (in which course/courses) it should be implemented?</td>
<td>What specific activities should we include?</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>5</td>
<td>Curriculum &amp; Instruction</td>
<td>Each and every course in the: C&amp;I Professional Core, NBPTS Track, Teacher Leadership Track, and Capstone Course (CUIN 700)</td>
<td>Courses across the program offer and require multiple activities and assignments to exercise rigor and relevance in reading, writing, research, use of data, and communication, including: Reflection papers, reaction papers; team-produced work, class presentations, class discussions, class debates, research and action research projects.</td>
</tr>
<tr>
<td>6</td>
<td>Curriculum &amp; Instruction</td>
<td></td>
<td>Attending Educator Effectiveness Academies through the P-20 Council Team-up with MSDE and PK-12 Schools experts to: Learn from them about current initiatives in P-12 Schools, and Bring our initiatives to the schools</td>
</tr>
</tbody>
</table>
Appendix 12

Frostburg State University
Graduate Enrollment Management Committee (GEMC)
College of Education (COE)

COE – Graduate Programs

⇒ Master of Education (M.Ed.)
  ◦ Administration & Supervision
  ◦ Curriculum & Instruction
  ◦ Reading
  ◦ Special Education
  ◦ School Counseling

⇒ Master of Science in Recreation and Parks Management (M.S.)

⇒ Master of Arts in Teaching (M.A.T.)
  ◦ Elementary
  ◦ Secondary

⇒ Doctor of Education in Educational Leadership (Ed.D.)

COE-GEMC Membership Team

- Dr. William AuMiller ... (Former PK-12 Public School Superintendent)
- Dr. William Childs ... (College of Education, Associate Dean)
- Dr. Marcia Cushall ... (M.A.T. Programs)
- Dr. Karla Diehl ... (School Counseling)
- Dr. Maureen Dougherty ... (M.S. Program)
- Penny Proudfoot ... (K-12 – Garrett County Public Schools)
- Dr. Kim Rotruck ... (Department of Educational Professions, Chair)
- Dr. Doris Santamaria-Makang* ... (M.Ed. Programs)
- Dr. Molly Stewart ... (K-12 – Allegany County Public Schools)
- Dr. John Stoothoff ... (Frostburg Programs at UMHC)
- Dr. Glenn Thompson ... (Ed.D. Program)
- Vickie Mazer ... (Graduate Education Services, ad-hoc member)

*Team Leader