



# Intentional and Purposeful Teaching through CCSS

Getting to the Core

May 23, 2013  
High School Department Chair Meeting  
Dr. Michelle Rodriguez

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# Today's Goals and Purpose

Provide input on  
2013-2014 CCSS  
Implementation  
Plan

Learn about the curriculum  
mapping process and provide  
general and content specific  
feedback

Discuss upcoming meetings  
on SAUSD's Assessment  
Transition Plan  
June 3, 2013 4:00 pm or  
June 12, 2013 3:45 pm

By content area,  
discuss possible  
timelines for 1<sup>st</sup>  
semester unit of  
study





# SAUSD's 2013-2014 Common Core Implementation

Draft  
5/21/13

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Superintendent of Schools

## K-12 Foundation

Summer 2013:  
Writing teams will develop additional units of study with Spec Ed addendums and curriculum maps in identified courses

CCSS Math Institute for Grades 4 & 7

August 2013:  
CLAS teachers will introduce Collaborative Conversations Professional Learning Module #2 to K-12 staff

Sept 2013-Jan 2014:  
Grade Level Leaders and Department Chairs will provide input on changes to District-wide assessments to mirror SBAC

Sept 2013-June 2014:  
All K-12 Staff will complete all six activities in Collaborative Conversations Professional Learning Module

Sept 2013-June 2014:  
CLAS teachers will provide job embedded coaching and support

## Elementary

Oct-Dec 2013:  
K-3: Train and implement revised Fall Common Core Unit of Study (ELA/Sci/SS)  
4-5: Train and implement revised Fall Common Core Unit of Study (Math)

Dec 2013-June 2014:  
Integrate Grades 3-5 Basal Alignment Project to implement OCR selections with text-dependent questions and development of academic language (Tier II and Tier III words)

Feb-March 2014:  
Train and implement unit of study developed by summer writing teams  
Full day training on unit of study with time built in for grade level/course level collaboration

May-June 2014:  
K-3: Implement revised Spring Common Core Unit of Study (ELA/Sci/SS)  
4-5: Implement revised Spring Common Core Unit of Study (Math)

## Secondary

Semester One:  
Implement unit of study developed by summer writing teams

Dec 2013-May 2014:  
Establish key strategies and elements of CCSS to use in both core and non-core classrooms. Key strategies will be determined by individual departments

Dec 2013-June 2014:  
Integrate Anthology Alignment Project to implement ELA selections with text-dependent questions and development of academic language (Tier II and Tier III words)

Semester Two:  
Implement revised Spring Common Core Units of Study

# Input on Implementation Plan



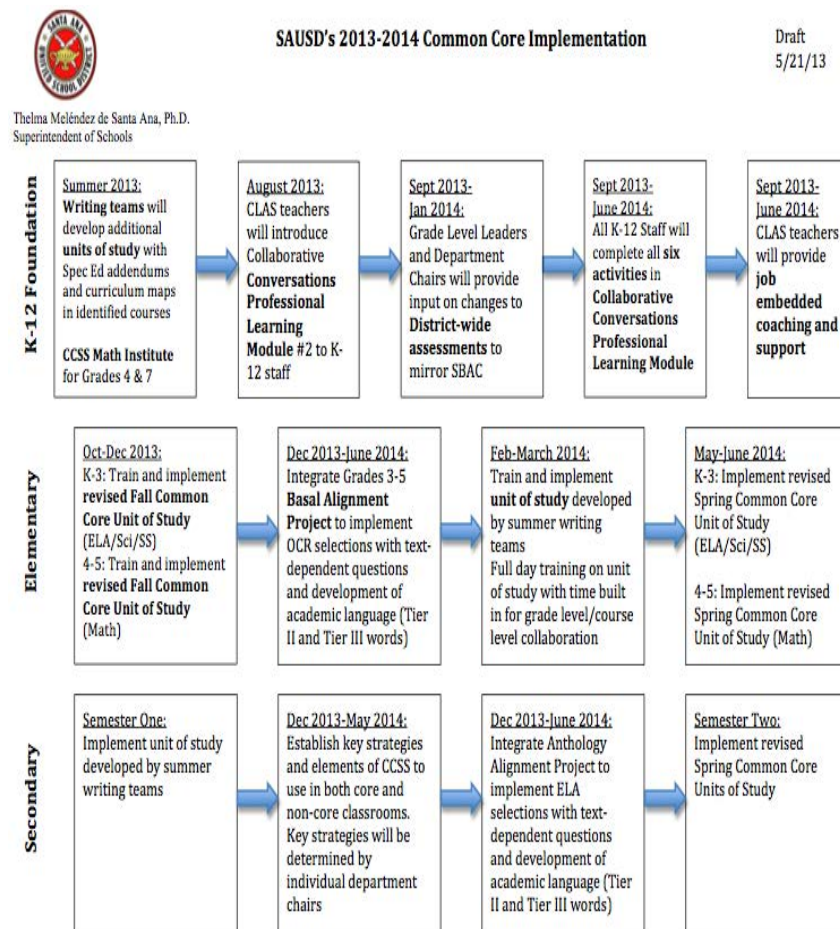
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- With a partner discuss the following three categories and write your information on a post-it note:
  - An insight regarding 2013-2014 implementation
  - Something that is confusing or you would like more information about
  - Question that you have about the implementation plan as a whole

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What are the differences between curriculum maps and pacing guides?

<b>A Curriculum Map...</b>	<b>Whereas a Pacing Guide...</b>	<b>Implications for Our Work</b>
Requires a results-focused design: evidence of specific learning outcomes.	Uses an Input-focused design: activity-oriented or content coverage (textbook, lessons).	Backwards planning of purposeful learning tasks leads to desired results. Big idea, essential questions, correlated CC standards, and authentic assessments (F&S) guide instruction.
Focuses on bundling of standards under a big idea and essential questions.	Generally focuses on discrete standards, not linked together.	Standards work together to build coherent, <b>meaningful</b> content knowledge and integration of skills guided by the Big Idea & essential questions.
Bundles literacy, content and ELD standards.	Concentrates on one set of standards.	Literacy and ELD Standards are bundled with the content standards to activate authentic content and language learning.
Provides flexibility and time to respond to student and curricular needs.	Is prescriptive and inflexible in timing.	Suggested time frames allow for depth, responsive teaching, and reflection.
Serves as a resource for all stake holders (students, parents, & school staff) to ensure that academic goals are met.	Shows what each teaching team plans to cover over the course of a term.	The on-going development of the map is shared, reflective, and dynamic.

## District Goals

Cross-disciplinary understandings, questions, habits of mind, skills, tasks, rubrics

## Content Standards

Arts	Science	History	Language Arts	Mathematics	P.E./ Health	Technology Ed.	World Languages
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Overarching Enduring Understandings

Program-level tasks & rubrics

Overarching Essential Questions

Course 1

Course 4

Course 7

Course 10

Course 2

Course 5

Course 8

Course 11

Course 3

Course 6

Course 9

Course 12

Course/Topical Understandings

Course/Topical Essential Questions

Course-level Tasks & Rubrics

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

G  
U Q  
K  
T L OE

Programs

Courses

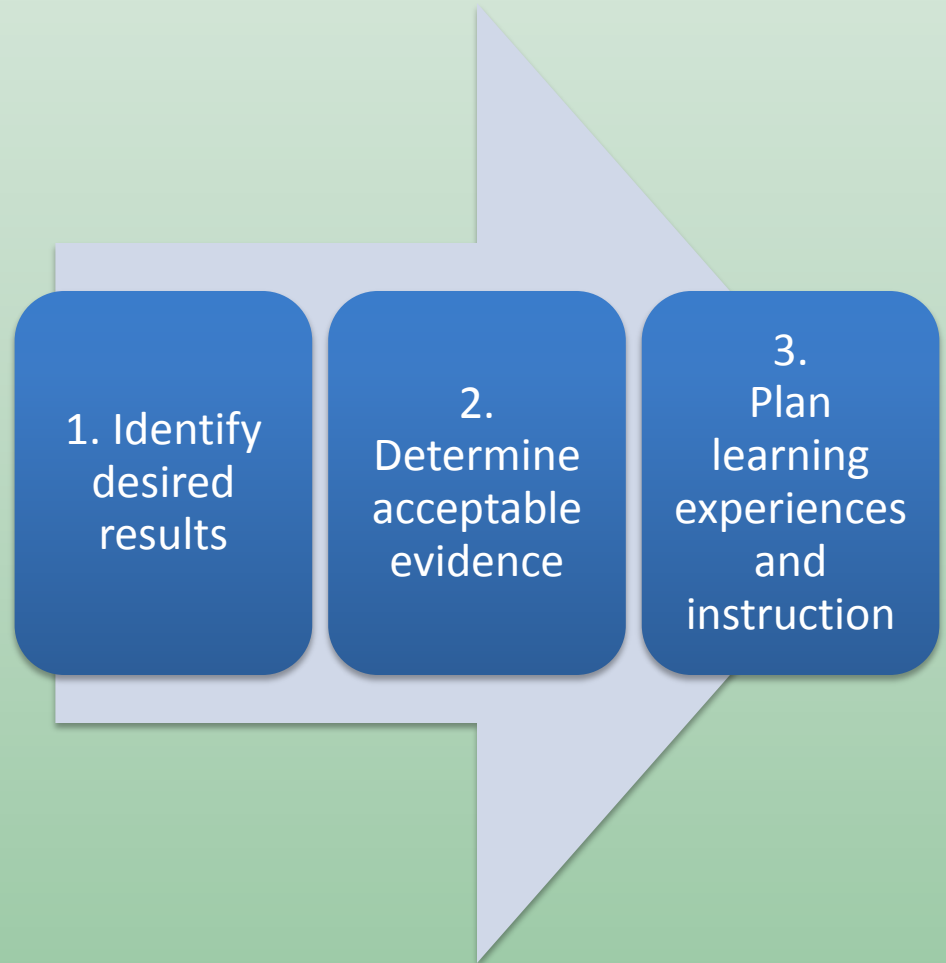
Units

# Stages of Backward Design

**Stage 1** – *Identify desired results (aka, the BIG IDEA, key standards). What do the students really need to understand?*

**Stage 2** – *Determine acceptable evidence. How will we know when the learner has achieved the desired results?*

**Stage 3** – *Plan experiences and instruction. What skills, concepts, principles, etc. will the learner need in order to achieve the desired results?*



# Building Off of CCSS Instructional Shifts



## SAUSD Common Core Aligned Curriculum Map: ELA Grade 11

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

Each unit provides several weeks of instruction. Each unit also includes various formative and summative assessments.

Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.

<p><b>Building knowledge through content-rich nonfiction</b></p>	<p><i>SAUSD's approach emphasizes effective literacy instruction integrated with content knowledge to engage students and promote inquiry. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> <li>• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.</li> <li>• Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.</li> <li>• The curriculum includes literacy standards, but these enhance rather than replace the currently adopted content area standards in Science and Social Science.</li> </ul>
<p><b>Reading, writing, and speaking grounded in evidence from text, both literary and informational</b></p>	<p><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> <li>• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.</li> <li>• Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.</li> <li>• All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students' engagement by asking them to do a more real-world task.</li> <li>• Performance tasks may include narratives, but emphasize informative and argumentative writing.</li> </ul>

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# Building Off of CCSS Instructional Shifts



## SAUSD Common Core Aligned Curriculum Map: High School Course 1 Mathematics

These curriculum maps are designed to address CCSS Mathematics and Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

Each unit provides several weeks of instruction. Each unit also includes various formative and summative assessments.

Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.

<p><b>Focus strongly where the Standards focus</b></p>	<p><i>SAUSD's approach emphasizes effective literacy instruction integrated with content knowledge to engage students and promote inquiry. The texts/tasks are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></p> <ul style="list-style-type: none"> <li>Focus at least 75% on grade level content, with remediation, extension, and application centered on grade level material.</li> <li>Supporting work engages students through cross-curricular concepts and application.</li> <li>Each unit focuses on implementation of the Math Practices in conjunction with math content.</li> </ul>
<p><b>Coherence: Think across grades, and link to major topics within grades</b></p>	<p><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></p> <ul style="list-style-type: none"> <li>Coherent connections within and across grade levels. Problems and activities connect clusters and domains.</li> <li>A purposeful sequence of lessons build meaning by moving from concrete to abstract, with new learning built upon prior knowledge.</li> <li>Opportunities are provided for remediation of unfinished learning and extensions for deeper learning within grade level work.</li> </ul>
<p><b>Rigor: In major topics, pursue conceptual understanding, procedural</b></p>	<p><i>SAUSD's approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></p> <ul style="list-style-type: none"> <li>Rigor—to pursue with equal intensity: conceptual understanding, procedural skills &amp; fluency, and applications, sometimes explicitly addressed separately, sometimes combined.</li> <li>Conceptual understanding underpins fluency; fluency is practiced in contextual applications; and applications build</li> </ul>

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# Progression of Learning



## SAUSD Common Core Aligned Curriculum Map: ELA Grade 11

### How to Read this Document

- The purpose of this document is to provide a high-level summary of each unit and name the standards each unit addresses.
- First, read each module overview paragraph. This describes the purpose for the unit the connections with previous and subsequent units.
- On the map, note the titles across the year: These show the progression of literacy skills.
- Note the distinction between standards in each unit vs. central for this unit.
  - Standards labeled in each unit are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year.
  - Standards central for this unit are the focus for that specific unit.
  - Standards formally assessed are in **bold**.
- Text: **Bold** indicates the core text for the unit.

Grade:	11 Spring Semester
Unit 5	<b>The Moderns and Modern American Fiction; Mid-century Voices and Moderns: Harlem Renaissance</b> ( <i>current pacing guide version</i> )
Unit 6	<b>Non-fiction</b> ( <i>current pacing guide version</i> )
Unit 7	<b>Contemporary Fiction and Contemporary Poetry</b> ( <i>current pacing guide version</i> ) This unit familiarizes students with the literature of the period from 1939-present in the context of the political, social, and economic milieu. Both literary and informative texts are used to reflect the impact of the times on American society. Students will analyze the text structures and literary/rhetorical devices used by contemporary authors to inform their own narrative writing.
Unit 8	<b>Do I Dare? Analyzing Beliefs and Writing a Personal Philosophy</b> The subject of the unit, exploring the relationship between personal beliefs and actions, prepares 11 <sup>th</sup> grade students to exit high school and enter their adult lives in the context of college, career, community, and family. By analyzing these relationships, students will recognize the role personal belief/philosophy plays in their own lives. The text selections progress from simple to highly complex, and the related activities require students to support their thinking with textual evidence.

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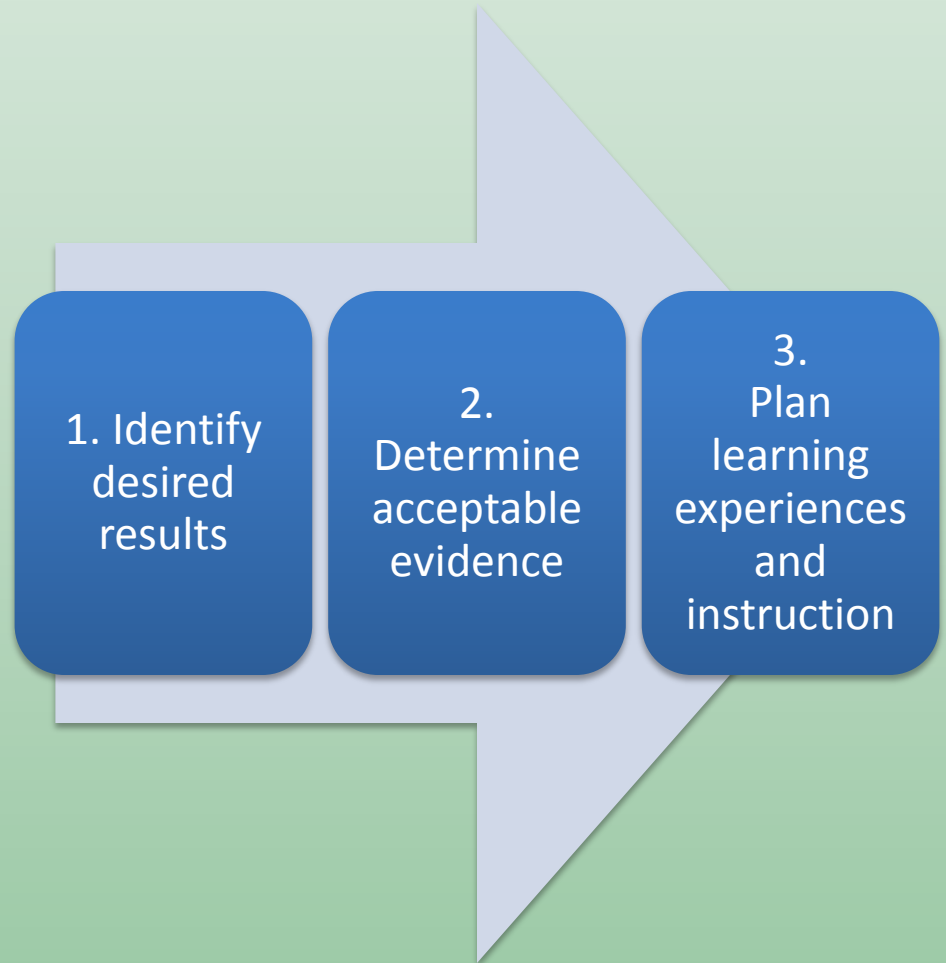
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# Stages of Backward Design

**Stage 1** – *Identify desired results (aka, the BIG IDEA). What do the students really need to understand?*

**Stage 2** – *Determine acceptable evidence. How will we know when the learner has achieved the desired results?*

**Stage 3** – *Plan experiences and instruction. What skills, concepts, principles, etc. will the learner need in order to achieve the desired results?*



# Backwards Planning: Stages 1 and 2



## SAUSD Common Core Aligned Curriculum Map: ELA Grade 11

TIMELINE	5 Weeks	5 Weeks	6 Weeks	2 Weeks
SECOND SEMESTER	UNIT 5	UNIT 6	UNIT 7	UNIT 8
TITLE	The Moderns and Modern American Fiction; Mid-century Voices and Moderns: Harlem Renaissance (current pacing guide version)	Non-fiction (current pacing guide version)	Contemporary Fiction and Contemporary Poetry (current pacing guide version)	Do I Dare? Analyzing Beliefs and Writing a Personal Philosophy
END OF UNIT PERFORMANCE TASK			Autobiographical narrative OR short story	This I Believe essay and podcast /presentation
BIG IDEAS AND ESSENTIAL QUESTION			BI: Change is linked to time. EQ's: *How did political and economic development shape people's lives in the second half of the twentieth century? *What lessons should society learn from the past? *How does contemporary writing reflect the mind-set of its time?	BI: You are what you believe. EQ's: *What influences beliefs? *How do beliefs affect thoughts and actions? *How do belief systems shape individuals? *What will I stand for?
COMPLEX TEXTS			Jackson, Robert H. "The Arrogance and Cruelty of Power" from Speech at the Nuremberg Trials, November 21, 1945. Pages 846-851 Márquez, Gabriel García. The Handsomest Drowned Man in the World. Pages 913-917	Sacchetti, Maria. Daughter aims high, hits target Sullivan, Deirdre. Always Go to the Funeral. Eliot, T.S. The Lovesong of J. Alfred Prufrock Page 584

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# Bundled Standards



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## World History SAUSD Common Core Aligned Curriculum Map

	UNIT 4a	UNIT 4b	UNIT 5a	UNIT 5b
CONTENT STANDARDS	<p>10.7 Students analyze the rise of totalitarian governments after the First World War.</p> <p>[In Unit 4a and 4 b: 22% OF CST]</p>	<p>10.8 Students analyze the causes and consequences of World War II.</p>	<p>10.9 Students analyze the international developments in the post-World War II world.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>[In Unit 5a and 5b: 16.5% OF CST]</p>	<p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>
READING LITERACY STANDARDS CENTRAL TO THIS UNIT			<p><b>Key Ideas &amp; Details</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop</p>	<p><b>Key Ideas &amp; Details</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop</p>

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# Bundled Standards



## SAUSD Common Core Aligned Curriculum Map HS Biology

	<ul style="list-style-type: none"> <li>Environmental and genetic causes of gene mutation</li> </ul>	theory of evolution	
<b>COMPLEX TEXTS</b>		Journal articles	Reading for PTL Jigsaw: Chupacabra The Real Deal!, The Dangers of Brain Freeze, Aquatic Ape Theory, Drinking Too Much Water Can Kill You! CDC Fact Sheets about HIV in Different Population Groups (Youth, Women, Latinos, MSM) CDC Fact Sheets on STDs (Pubic Lice, Gonorrhea, Chlamydia, HPV, Herpes, Syphilis, Hepatitis, bacterial vaginosis)
<b>OTHER TEXTS</b>	Glencoe Biology Text	Glencoe Biology Text	Glencoe Biology Text Red Cross Positive Prevention – Level B
<b>CONTENT STANDARDS</b> Next Generation Science Standards	Next Generation Science Standards: HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. HS-LS3-2. Make and defend a claim based on evidence that inheritable	Next Generation Science Standards: HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the	California EDUCATION CODE SECTION 51934 (HIV/AIDS Instruction) 51934.(a) A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in high school. Shall include the following: (1) Information on the nature of HIV/AIDS and its effects on the human body. (2) Information on the manner in which



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# Real World Connections



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## World History SAUSD Common Core Aligned Curriculum Map

	UNIT 4a	UNIT 4b	UNIT 5a	UNIT 5b
			<b>Condensing Ideas</b> 6. Connecting ideas 7. Condensing ideas	<b>Condensing Ideas</b> 6. Connecting ideas 7. Condensing ideas
<b>CROSS-CONTENT/                      REAL                      WORLD                      CONNECTIO                      NS</b>			Students will understand that there are multiple ways for problems to be resolved in a positive manner when there is conflict. By understanding the forces of nationalism and the significance and effects of nation building in the contemporary world, students will understand how variations in culture and religion play a role in the social, political and economic development of countries throughout the world.	Students will understand that globalization impacts all aspects of culture. Advances in technology and communication have changed our world in a variety of ways, some of which students will learn about in this unit. The technological revolution and increased globalization impacts economies around the world and, in turn, impacts individuals.

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# Current English 11 Pacing Guide



Getting to the Core

Content/Skills	Standards to Introduce/Emphasize	Reteaching Standards	Required Reading and Assignments	Strategic Support	Assessments	Notes
<b>Writing Applications and Strategies</b> Short Story Autobiographical Narrative	WS1.1 WS1.2 WS1.5 WA2.1a-e		<ul style="list-style-type: none"> <li>€ Choose an experience (964)</li> <li>€ Consider Purpose and Audience (964)</li> <li>€ Recall and Record Details (964-965)</li> <li>€ Think About Meaning (965)</li> <li>€ Practice and Apply (965)</li> <li>OR-</li> <li>€ Writing a Short Story (284-291)</li> <li>€ Consider Purpose and Audience (284)</li> <li>€ Imagine Character and Setting (284)</li> <li>€ Plot Your Story (285)</li> <li>€ Choose a Point of View (286)</li> <li>€ Consider Style (286)</li> <li>€ Writing (287-288)</li> <li>€ Revising (289-290)</li> <li>€ Publishing (291)</li> </ul>	<ul style="list-style-type: none"> <li>€ Lesson Plans for Language Development (181)</li> <li>€ Lesson Plans for Language Development (69-70)</li> </ul>	<input type="checkbox"/> Autobiographical Narrative or <input type="checkbox"/> Short Story	Autobiographical Narrative could be used as the UC personal statement  Recommended: Students should begin work on the resume.
<b>Holt Handbook: Chapter 15 Spelling</b>	WO1.1 WO1.2		<ul style="list-style-type: none"> <li>€ Good Spelling Habits (361-363)</li> <li>€ Spelling Rules (363-374)</li> </ul>	<ul style="list-style-type: none"> <li>€ Developmental Language &amp; Sentence Skills (167-180)</li> <li>€ Lesson Plans for Language Development (242-243)</li> </ul>	<input type="checkbox"/> Progress Assessment: Holt Handbook Chapter 15 test (29-30)	
<b>Vocabulary Development Analogies</b>	R1.3		<ul style="list-style-type: none"> <li>€ pg. 950</li> <li>€ Vocabulary: Analogies (950)</li> </ul>			
<b>Analyzing and Using Media</b>	LS1.1 LS1.2 LS1.3 LS1.4 LS2.4 LS2.5 WS.0 WA2.6		<ul style="list-style-type: none"> <li>€ Analyzing Media (1102-1104)</li> <li>€ Practice and Apply 1 (1104)</li> <li>€ Practice and Apply 2 (1108)</li> <li>€ Practice and Apply 3 (1109)</li> </ul>		<input type="checkbox"/> Speech and/or <input type="checkbox"/> Essay	Consider having the students deliver a speech in lieu of writing an essay.

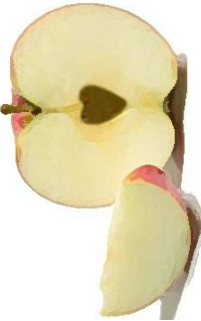
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# Current Algebra I Pacing Guide



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Week (days)	CA Algebra 1 Standards <i>Focus</i>	CA Algebra 1 Standards <i>Embedded</i>	Textbook sections	Teacher Notes
31 4/29 - 5/3			CST TESTING	
32 5/6 - 5/10	3.0 Solve equations and inequalities involving absolute values	4.0* 5.0	3.5 Compound Inequalities  3.6 Absolute Value Equations and Inequalities Quiz	
33 5/13 - 5/17	16.0 Students understand the concepts of a relation and a function and determine whether a relation is a function  17.0 Determine the domain and range defined by a graph, set of ordered pairs, or symbolic expression  18.0 Students determine whether a relation defined by a graph, set of ordered pairs, or symbolic expression is a function  14.0* Solve quadratic equations by completing the square 2.0*		4.1 Graphing on the Coordinate Plane  4.2 Relations and Functions  10.1 Simplifying Radicals  9.6 (if not previously covered) Completing the Square	Optional ALGEBRA 2 PREP

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# Current World History Pacing Guide



## Unit 8: Post-War World 10.9

State Content Standard	Essential Skills, Concepts, and Vocabulary	Textbook and Other Supplemental Materials
<p><b>10.9 Students analyze the international developments in the post-World War II world.</b></p> <p><b>10.9.1</b> Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p><b>10.9.2</b> Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> <p><b>10.9.3</b> Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> <p><b>10.9.4</b> Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Economic and military power shifts</li> <li>Economic recoveries</li> <li>Cold war</li> <li>Nuclear arms race</li> <li>Ideological conflicts</li> <li>Influence on the third world</li> <li>Expansion/containment of communism</li> <li>Death of European communism</li> <li>Nationalism in the Middle East</li> </ul> <p><b>Essential Skills:</b></p> <p><b>Historical Interpretation:</b> Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p><b>Historical figures:</b></p> <p>Mao Zedong, Jiang Jieshi, Ho Chi Minh, Ngo Dinh Diem, Fidel Castro, Nikita Khrushchev, Leonid Brezhnev, John Kennedy, Lyndon B. Johnson, Richard Nixon, Ronald Reagan, Anwar Sadat, Gold Meir, Yassir Arafat, Ayatollah Khomeini, Mikhail Gorbachev, Lech Walesa, Vaclav Havel, Boris Yeltsin, Helmut Kohl, Nicolai Ceausescu, Josef Broz Tito, Slobodan Milosevic</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Cold war</li> <li>Yalta conference</li> <li>United Nations</li> <li>Soviet satellites</li> <li>Iron curtain</li> </ul>	

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# Current Biology Pacing Guide



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## High School BIOLOGY Pacing Guide

Revised for 2012-13

**\*Due to limits of equipment teachers may need to cover subtopics out of sequence in a topic area.**

**Bold – Standards on SAUSD Science Benchmarks**

**Sixth<sup>th</sup>, seventh<sup>th</sup>, eighth<sup>th</sup> grade science and Biology<sup>th</sup> standards covered on 10<sup>th</sup> Grade Life Science CST**

Week Dates	Topic	CA Science Standards(98)	Next Generation Science Standards CCSS Literacy in Science	Text: Biology (Glencoe, 2007)
<b>Week 29</b> Apr 8-12	<b>Human Physiology</b> Bio 9. As a result of the eukaryotized structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. IE 1. Scientific progress is made by asking meaningful questions and conducting careful investigations.	<b><u>Nervous and Endocrine Systems</u></b> ★Bio 9.b Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. Bio 9.c Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body. Bio 9.d Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses. Bio 9.e Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response. IE 1.1 Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	<b>HS.LS-SFIP Structure, Function, and Information Processing</b> c. Develop and use models to explain the hierarchical organization of interacting systems working together to provide specific functions within multicellular organisms. d. Use modeling to explain the function of positive and negative feedback mechanisms in maintaining homeostasis that is essential for organisms. e. Use evidence to support explanations for the relationship between a region of the brain and the primary function of that region. f. Gather and communicate information to explain the integrated functioning of all parts of the brain for successful interpretation of inputs and generation of behaviors. <b>CCSS Literacy in Science</b> RST 9-10 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST 9-10 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<i>Nervous System</i> P. 962-3, 968-976  <i>Neurons</i> P. 962-967  <i>Endocrine System</i> P. 1031-1036  <i>Feedback loops</i> p. 1032, 1034, 1037  <i>Effects of drugs</i> P.977-981
<b>Week 30</b> Apr 15-19 Testing window starts Apr 18		<b><u>All body systems</u></b> ★Bio 9.a Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. IE 1.m Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	<b>HS.LS-SFIP Structure, Function, and Information Processing</b> c. Develop and use models to explain the hierarchical organization of interacting systems working together to provide specific functions within multicellular organisms. d. Use modeling to explain the function of positive and negative feedback mechanisms in maintaining homeostasis that is essential for organisms. <b>CCSS Literacy in Science</b> RST 9-10 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST 9-10 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<i>Respiratory System</i> P. 1000-1004  <i>Circulatory System</i> P. 992-999  <i>Digestive System</i> P. 1020-1024  <i>Nutrition</i> P. 1025-1030  <i>Excretory System</i> P. 1005-1009
<b>Week 31</b> Apr 22 - 26				

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# Feedback on Curriculum Mapping



Now, that you have had the opportunity to learn about the curriculum mapping process, provide on the chart paper:

- General Feedback
- Content Specific Feedback

Choose one person to share out one comment of general feedback and one comment on content specific feedback

Getting to the Core

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