



Welcome to Earhart Elementary / Middle School Curriculum Night 2020-2021



Literacy in the 21st Century

The overlapping and intersectional acts of:

Reading

Writing

Listening

Speaking

Collaborating

Problem Solving

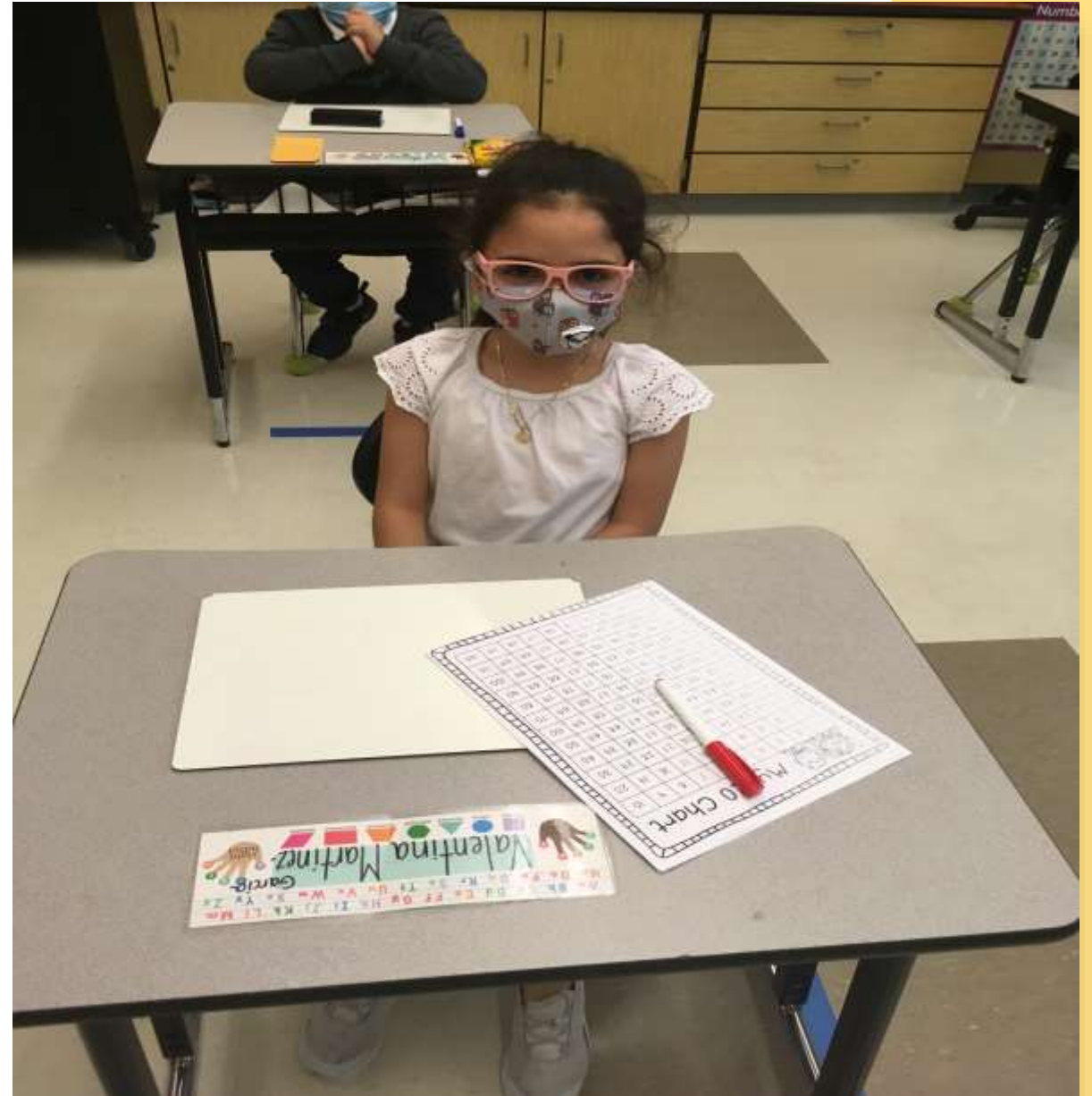
Using Technology

Critically Thinking

Presenting Information

Research says there are 10 good reasons to read:

- Builds Imagination
- Encourages Focus & Concentration
- Improves Memory
- Enhances Communication
- Entertains
- Provides Bonding Experiences
- Supports Language Development
- Free Education
- Builds Fluency
- Makes You Smarter!





- The basis for success in all classes
- Encourages Critical Thinking
- Builds Confident Learners
- Provides Entertainment
- Stokes Knowledge
- Facilitates College & Career Readiness



Top Notch Curriculum Supports Students and Teachers

"EL Education is transforming literacy education with an acclaimed curriculum, proven professional development, and a suite of resources that empower teachers to master their greatest aspirations and build equitable and inclusive learning opportunities for *all* students."



EL Curriculum & Technical Supports K-8

Strategic Moves for Teaching Through a Pandemic

This year has been like no other. To reduce stress on our teachers and students the District has enacted the following moves to provide rigorous instruction at a manageable pace:

1. Trained teachers and students in the use of our online platforms:



LearnZillion

2. Reduced the number of learning modules from 4 to 3 this instructional year.
3. Continued implementation of the First Edition of the EL Curriculum to minimize changes to core learning structures.
4. Provide ongoing, job-embedded, professional learning to teachers and technical support to students and families.



Earhart Elementary-Middle School

K-5 Literacy: Opening Doors of Wonder through Reading



EL Curriculum Builds Strong Readers!

EL K-2 Curriculum Structure



Focus on K-2 Foundational Skills Block

Phase 2:

Additional time for whole group instruction:

- Teacher-led and student-led small group instruction

Provides robust set of instructional supports:

- Daily practice of letter sounds
- Daily Practice of High Frequency Words
- Daily Practice of Decodable reader routines
- Daily Whole group independent practice

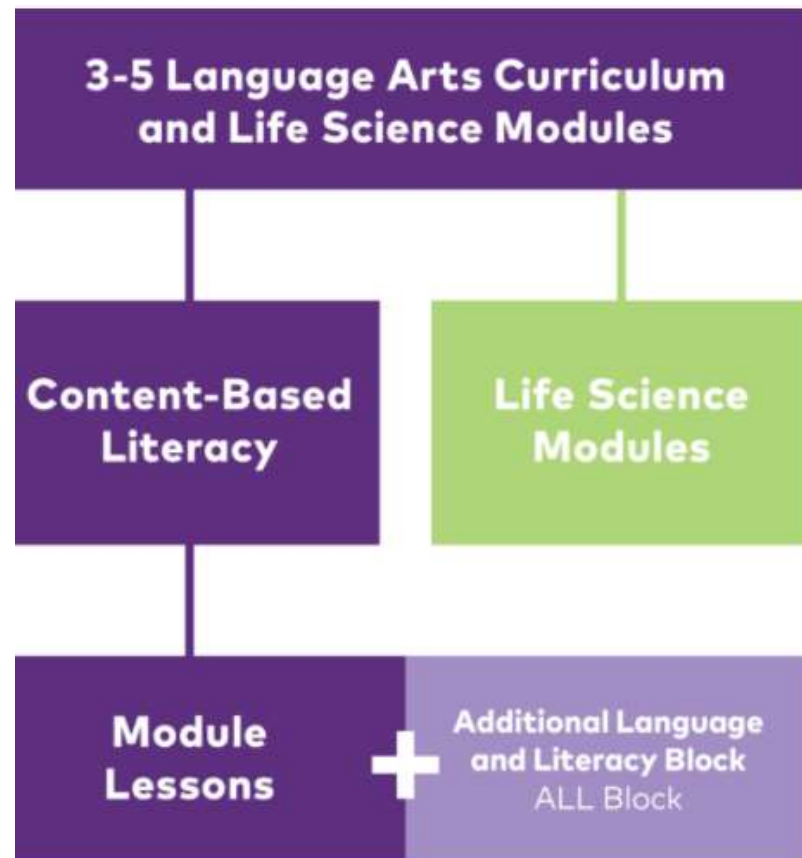
Phase 3:

- 2 teacher-led rotations (modEL Detroit)
- 2 student-led rotations (modEL Detroit)
- Foundational Skills Workbook for small

group instruction coming in November

EL Curriculum Builds Strong Readers!

EL 3-5 Curriculum Structure



Focus on 3rd -5th Grade Implementation

Standards: Academic standards addressed over the course of the lesson

Lesson Details: Specific guidance for teaching the condensed version (Flex), including specific suggestions for virtual and hybrid teaching where appropriate.

ALL Block: Specific guidance for teaching small-group differentiated instruction of the ALL Block

Formative Assessment: Specific materials used to monitor student progress.

Independent Practice: Interactive Work Pages for Students

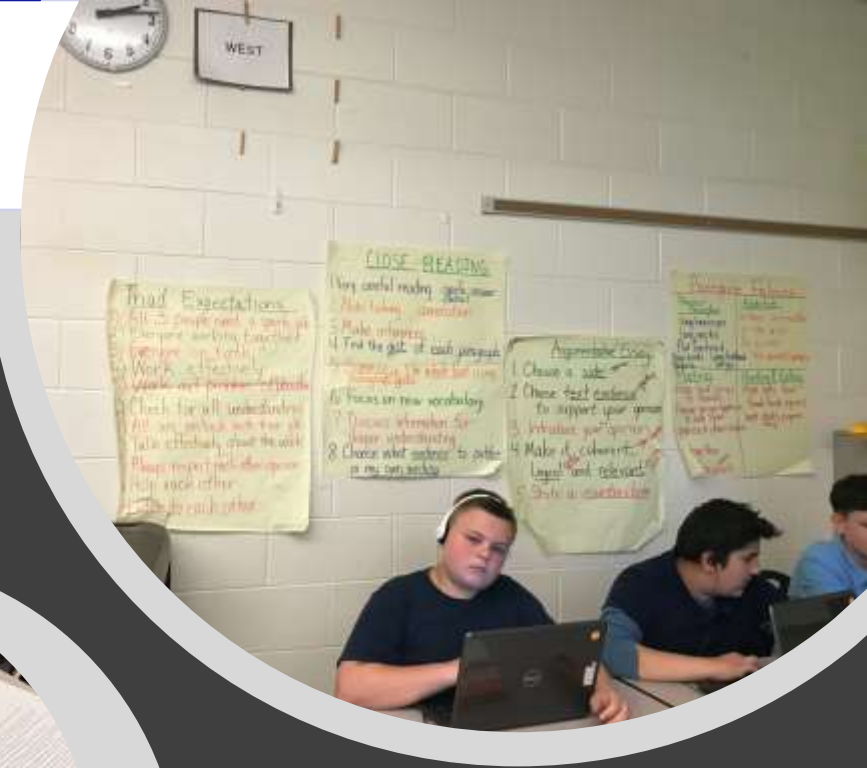
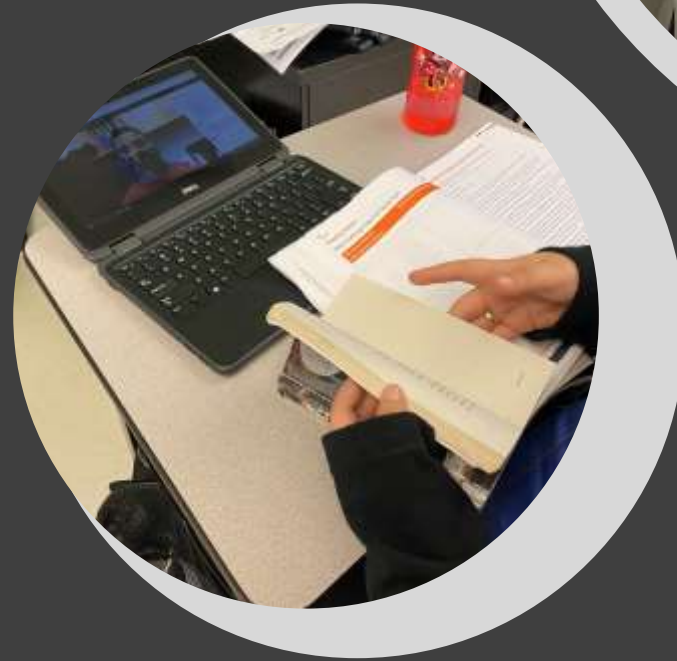
SEL: Social Emotional Learning is a major focus in our curriculum implementation this year. Helping students advocate for their health and well-being is the goal.

Amelia Earhart Elementary Middle School 6-8 Literacy:

- 6th – Mrs. Gorin - Virtual
- 7th – Mr. Gleiberman - Virtual
- 8th – Ms. Poag – Virtual
- 6th-8th – Mrs. Gonzalez – F2F
- Ms. Hoerres F2F



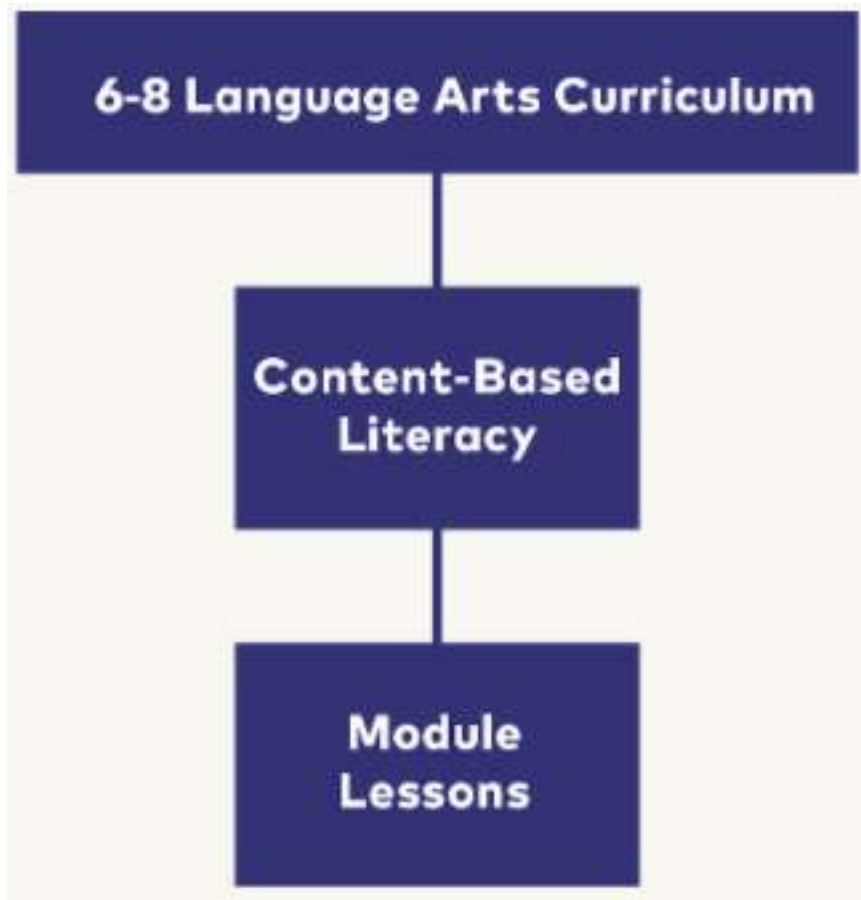
Students Rise. We All Rise.



EARHART K-8

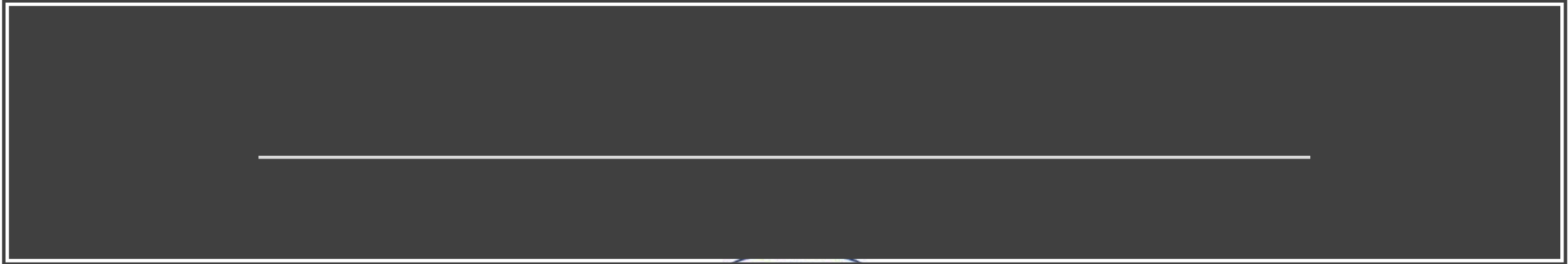
Strong Readers Become Great Leaders!

EL 6-8 Grade Curriculum



Focus on 6th – 8th Grade Implementation

- Middle School students are exposed to high level complex texts, preparing them for rigorous high school learning.
- Through their readings, students learn life lessons about integrity, perseverance, courage, justice and liberty.
- Engaging historical and fictional characters navigate triumph and tragedy, modeling for students how to navigate the nuanced world in which they live.
- Reading and analysis of complex texts shapes students as future leaders.
- Writing, discussion and collaboration sharpen students' communication skills.



6th - 598-653

7th - 609-669

8th 620-684

MODULE: 4
UNIT: 2
LESSON: 11
8th Grade

5 articles (WB)
3 articles you find online in your online notebook

MODULE: 4
UNIT: 2
LESSON: 6
7th Grade

All articles in WB.
3 - of your own in your online notebook with notes

MODULE: 4
UNIT: 2
LESSON: 8-14
8th Grade

Copy I can statements from board

Ready

WBPP
-837

RESEARCH - Due Thursday
Read and analyze research articles

1. WB p. 176, WB p. 178 #6-9
2. RESEARCH
3. - due Thursday
4. iReady

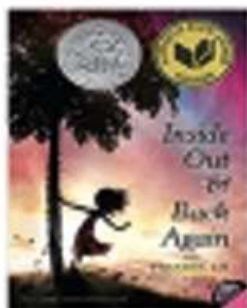
1. Review Research done
2. RESEARCH
3. iReady Due Thursday example p. 134

1. I can set a purpose to guide my research.
2. I can get the gist of informational text.
3. I can paraphrase.

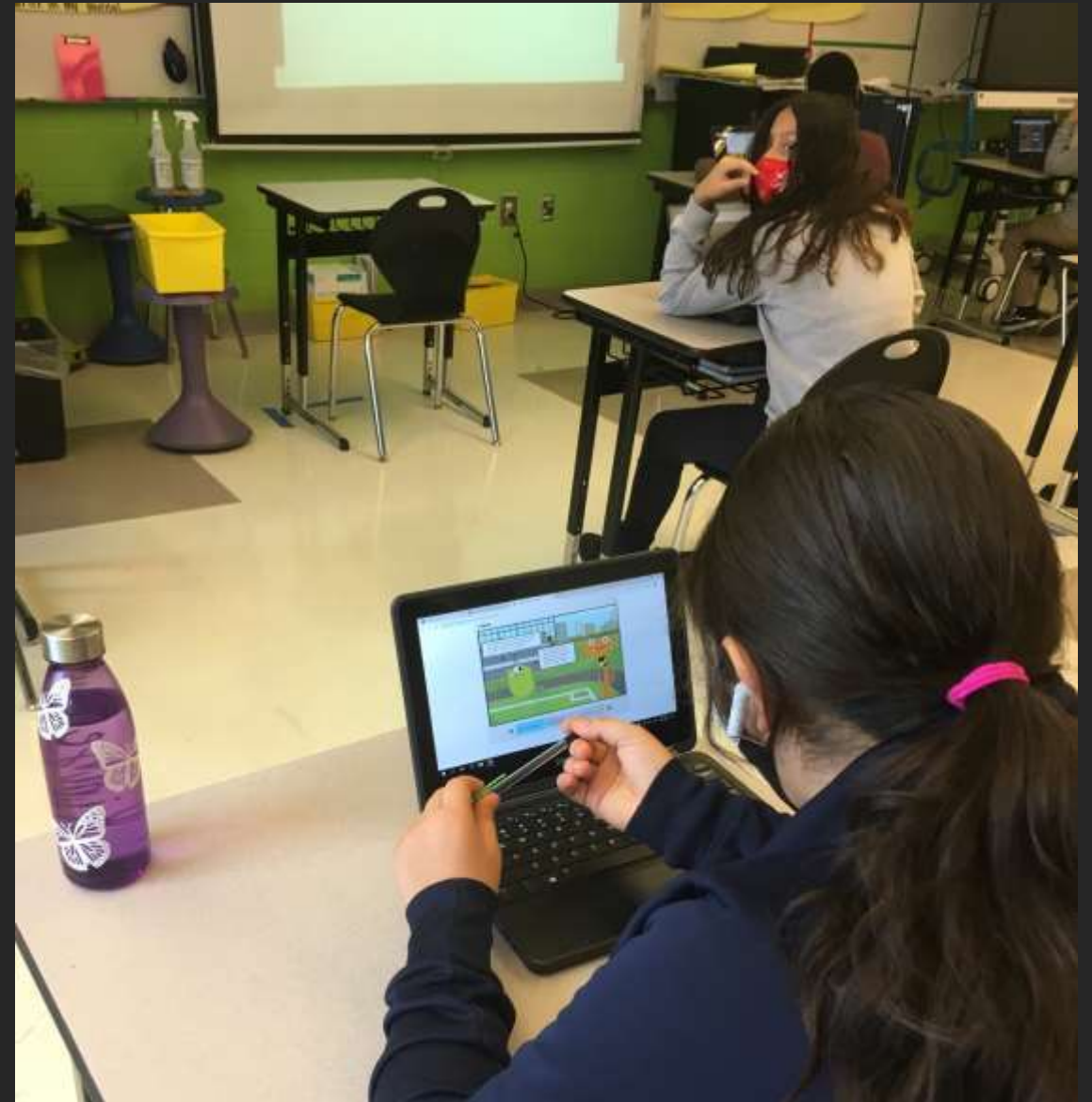
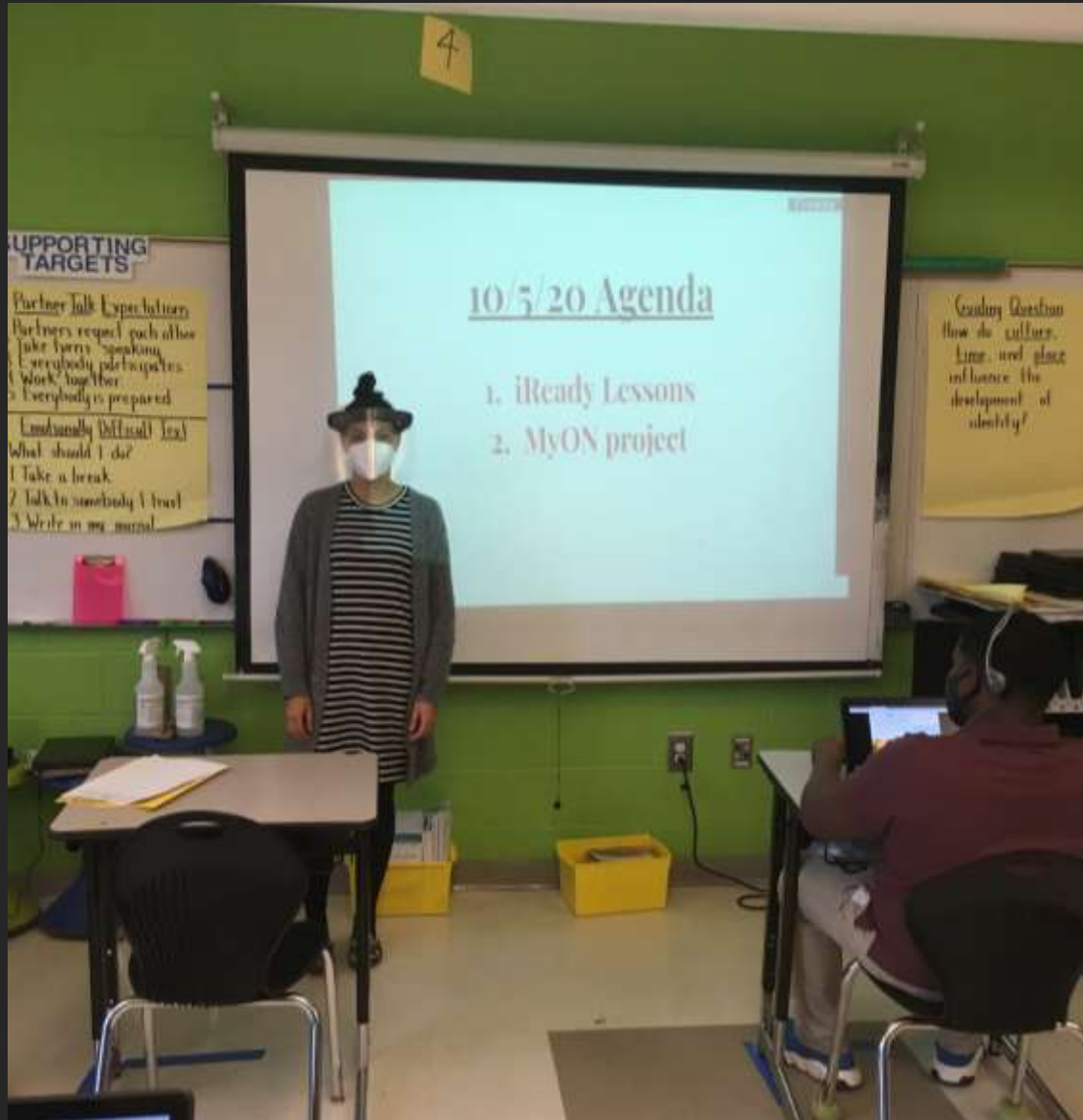
1. I can gather relevant evidence.
2. I can paraphrase

1. I can determine cascading consequences.
2. I can gather relevant evidence
3. I can paraphrase

Reading Journals



<i>Detail/Evidence</i> Information About Ha	<i>Page</i>	<i>Inference/Reasoning</i> What this shows about Ha's interests, traits, values, or beliefs





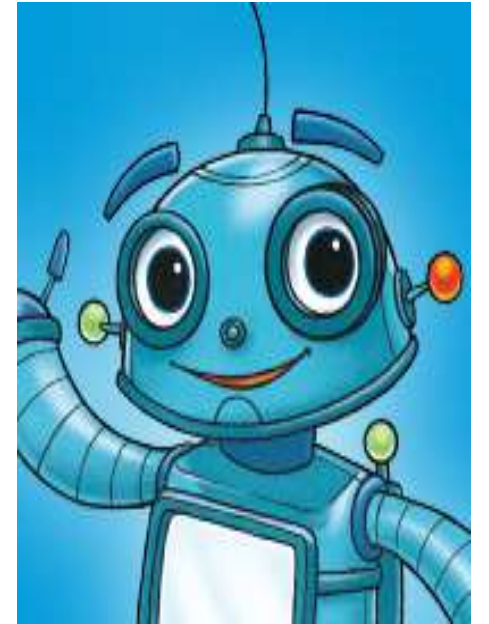
Reading Supports for Families



i-Ready



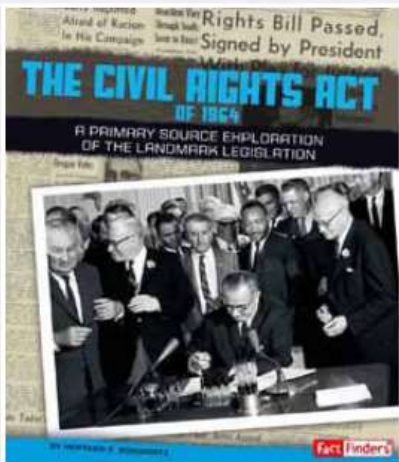
myON



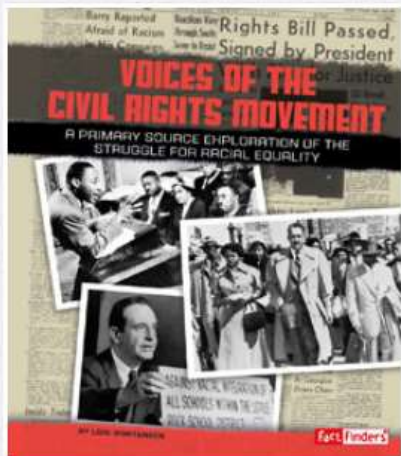
Imagine
Language and
Literacy



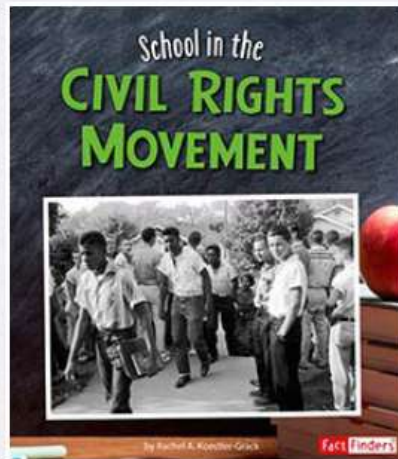
- MyON is now aligned to the EL Curriculum. Students have access to books with the vocabulary and concepts in each module they study. Whether for assignments or pleasure, students can read anytime!



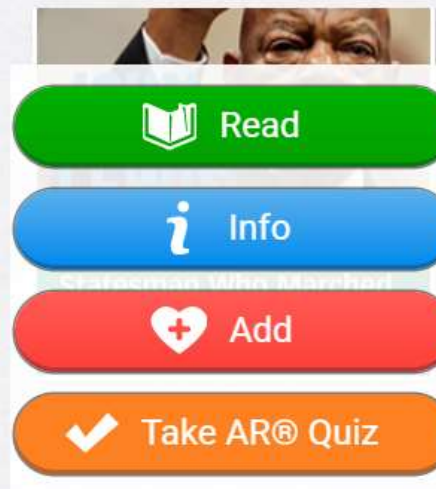
The Civil Rights Act of 1964:
A Primary Source
Exploration of the Landmark
Legislation



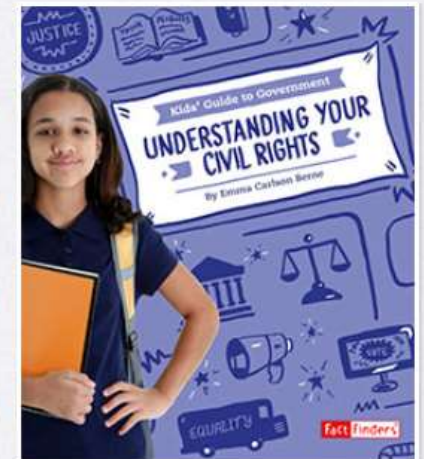
Voices of the Civil Rights
Movement: A Primary
Source Exploration of the
Struggle for Racial Equality



School in the Civil Rights
Movement



John Lewis: Get to Know the
Statesman Who Marched
for Civil Rights



Understanding Your Civil
Rights

Culture of Literacy Initiatives

The District hosts annual contests and events for all schools in DPSCD. Here's our lineup:

- **Rise Up, Read More** – Awards schools that read the most books outside of class each quarter.
- **HFW Whiz Kid Challenge** - A contest for K-2 students to learn every high frequency word to boost decoding, fluency and comprehension skills.
- **Scripps National Spelling Bee** – National spelling competition that begins in the classrooms and ends in Washington D.C. with other brilliant spellers from across the nation.
- **Celebrity Guest and Facebook Live Read Alouds** – Local celebrities and district staff will read their favorites on District social media platforms.
- **March is Reading Month** – National literacy is the focus in March, a full calendar of events promote daily reading.
- **Reading Extravaganza** – End of year celebration of literacy that features fun, food, arts and prizes to our top reading students and schools.

Reading Resources for Parents & Families

Early Learning Resources (0-5yrs)

[Britannica Fundamentals](#)

[PebbleGo](#)

[World Book Early Learning](#)

[StoryPlace: The Childrens Digital Library](#)

[Bedtime Math](#)

Elementary Resources (6-9 yrs)

[Bookopolis](#)

[WorldBook Kids](#)

[Novel Plus](#)

[Britannica Elementary](#)

[StoryOnline](#)

[StoryCorps](#)

[MiTechKids](#)

[Newsforkids](#)

[Time for Kids](#)

[Design Squad Global](#)

[DIY](#)

Middle School Resources (10-12 yrs)

[eBook K-8th Collection](#)

[Explora Middle School](#)

[Britannica Middle School](#)

[ReadIt!](#)

[Hobbies & Crafts](#)

[SchoolCenter:LearningExpress Library](#)

[Vocabulary.com](#)

[Novel Plus](#)

[Smithsonian TweenTribune](#)

[Engineering Games](#)

[Engineering Girl](#)

[FactMonster](#)

[BJ Pinchbeck's Homework Helper](#)



Earhart Elementary Middle School



Grades K – 5th



Common Core of State Standards for Mathematics (CCSSM)

- The CCSSM are more rigorous than previous standards
- “Old ways” are still taught, just not first.
- Previous Mathematics focus was on HOW you solve problems = Memorizing, Not Understanding.
- New Mathematics focus is on what you are doing to get the answer = Understanding Before Memorizing.
- Focus is beyond ONLY getting the correct answer.



Overview of Eureka Math Curriculum

Typical Eureka Lesson Components

- 1) Fluency Practice
- 2) Application Problem
- 3) Concept Development
- 4) Problem Set
- 5) Student Debrief
- 6) Exit ticket
- 7) Homework



Virtual Manipulatives



didax.com



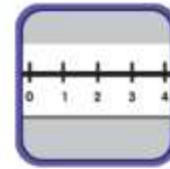
Unifix Cubes



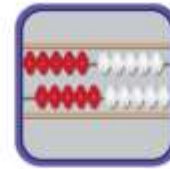
Ten-Frames, 1-20



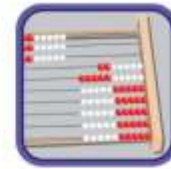
Ten-Frames, 1-100



Number Lines



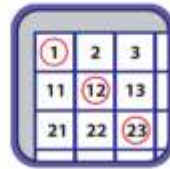
20-Bead Rekenrek



100-Bead Rekenrek



Two-Color Counters



120 Number Board



Color Tiles



Base Ten Blocks



Math Balance



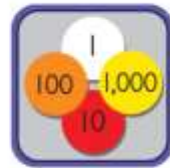
Dice



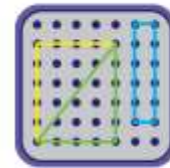
Spinners



Pattern Blocks



Place Value Disks



Geoboard



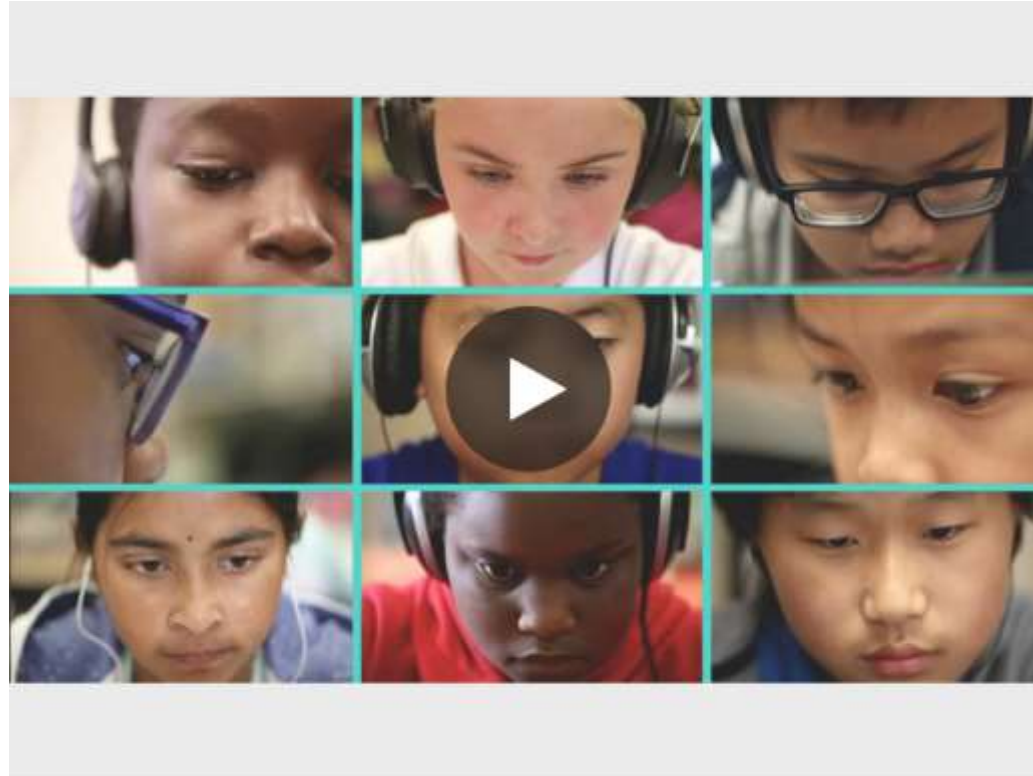
Prime Factor Tiles



Algebra Tiles



Assessing your Child at Home



**View the
Assessing
at Home Kit
PDF to learn
more!**



[Video: Introducing i-ready Assessment at Home for Families](#)

Where can you help...

- Build conceptual understanding through concrete experiences.
- Progress to visual and abstract representations over time.

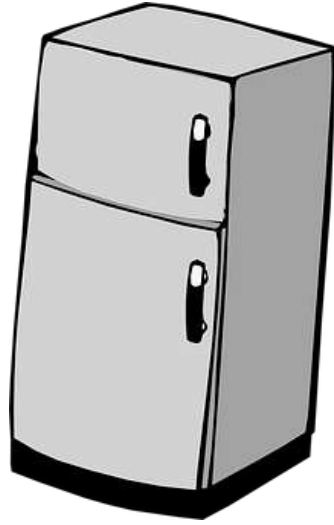


Visual

$$\frac{1}{2} + \frac{1}{3} = \frac{5}{6}$$

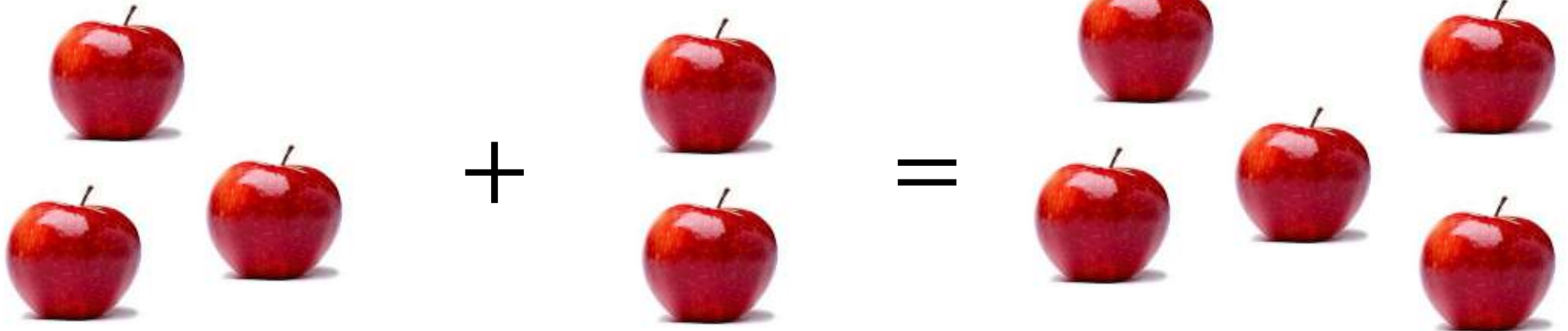
Abstract

Where can you help...Fluencies



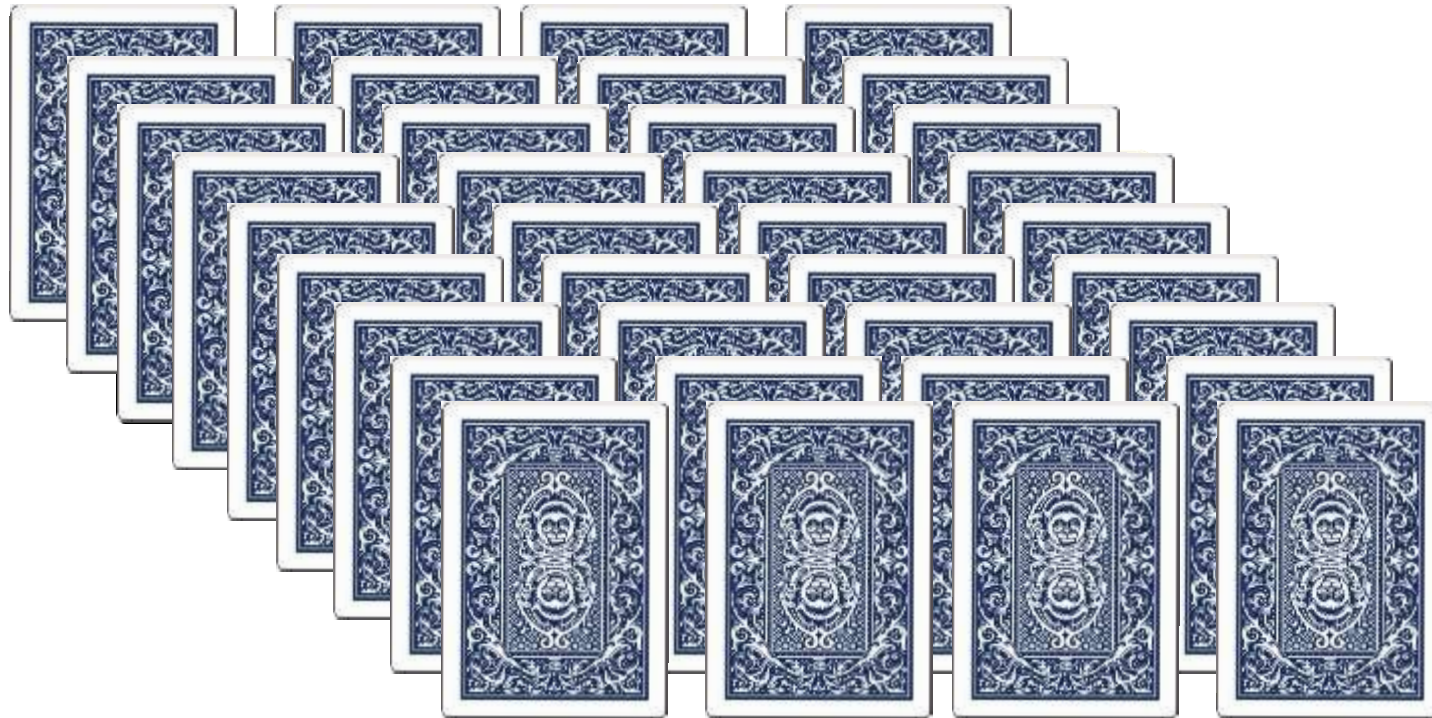
K

REQUIRED FLUENCIES FOR KINDERGARTEN	
K.OA.A.5	Add/subtract within 5



Where can you help...Fluencies ¹

REQUIRED FLUENCIES FOR GRADE 1	
1.OA.C.6	Add/subtract within 10



What numbers do I see?

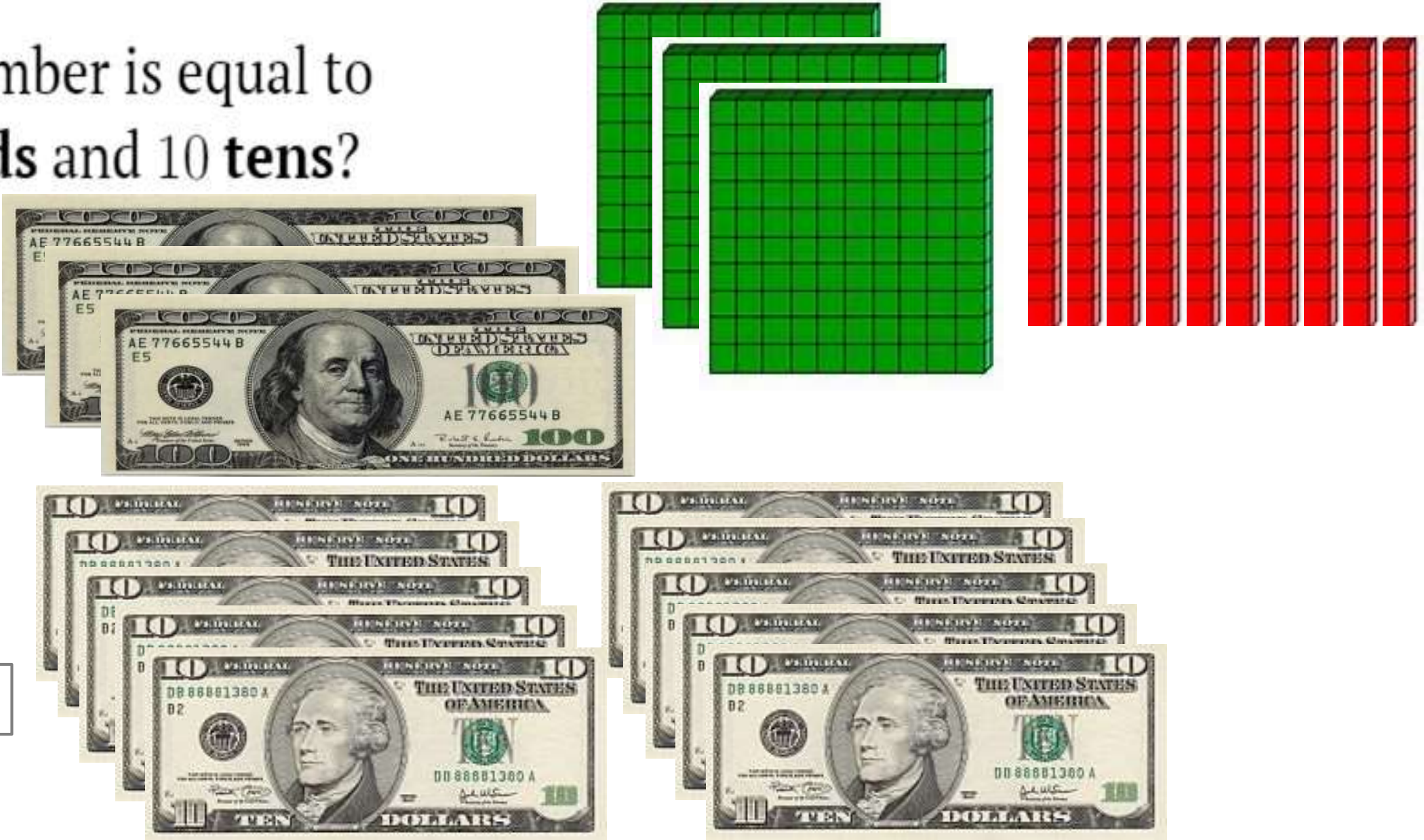
What is the result when I subtract the two numbers (8 – 6)?
Don't forget to use concrete models to reinforce understanding.

Where can you help...

Use Concrete Models to Reinforce Conceptual Understanding and Fluency

Which number is equal to 3 hundreds and 10 tens?

- A. 300
- B. 310
- C. 400



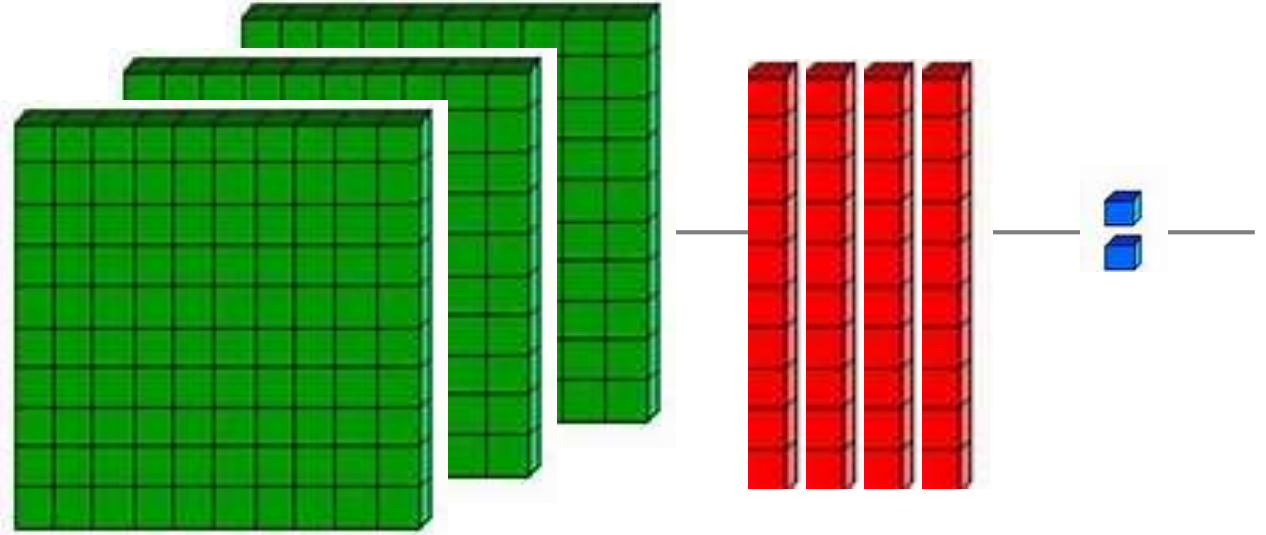
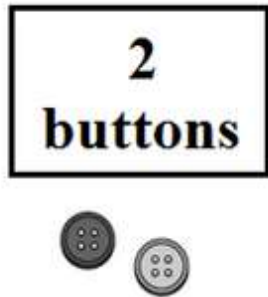
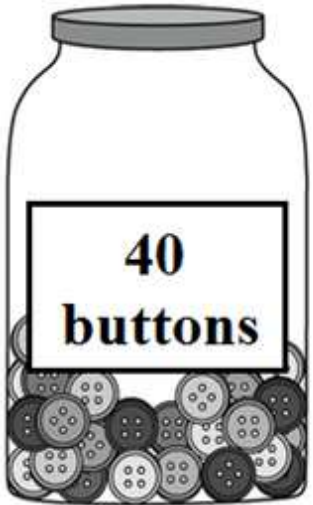
2.NBT.A.1b

Where can you help...

Use Concrete Models to Reinforce Conceptual Understanding and Fluency

2.NBT.B.7

Tony has the buttons shown in the picture below.



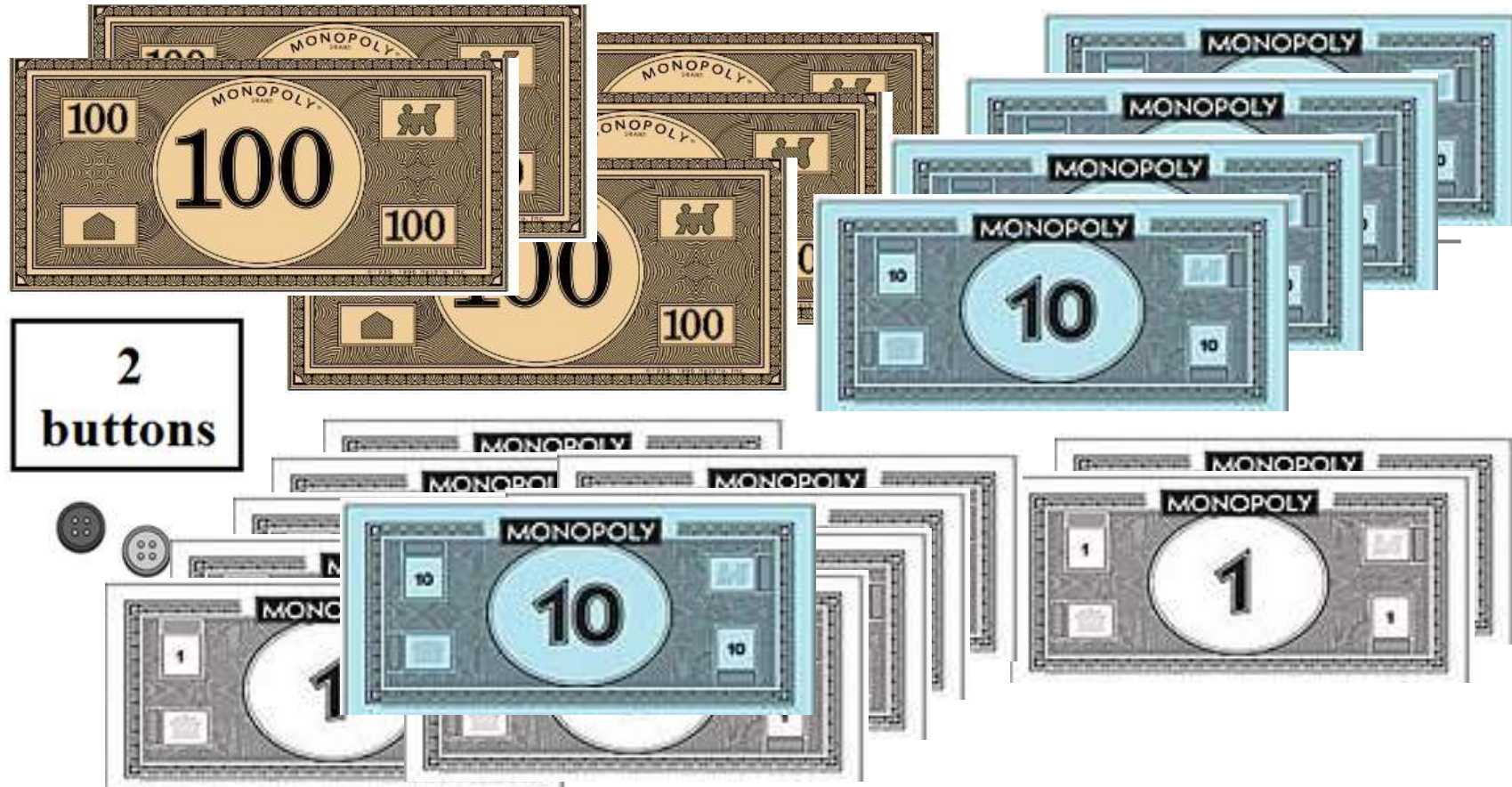
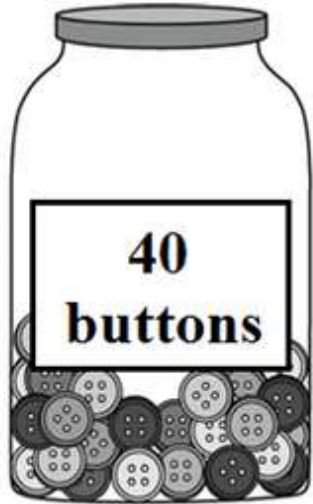
$$300 + 40 + 2 = 342$$

How many buttons does Tony have in total?

Where can you help...

Use Concrete Models to Reinforce Conceptual Understanding and Fluency

2.NBT.B.7



A. 371

B. 551

C. 632

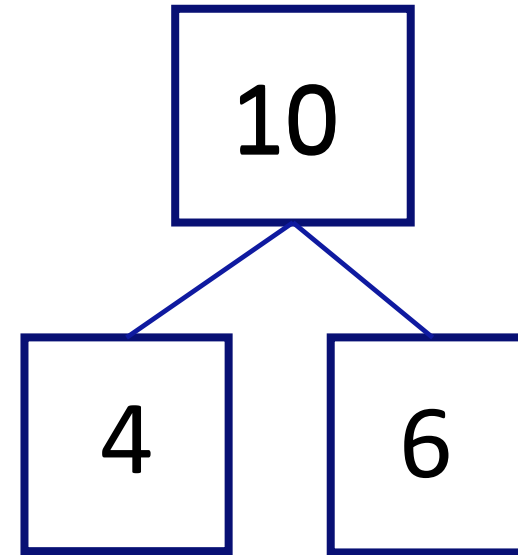
What number represents the amount he has after adding 2 hundred buttons and 9 buttons to the amount in the pictured?

$$\begin{array}{r} 300 \\ + 200 \\ \hline 500 \end{array} \quad \begin{array}{r} 40 \\ + 10 \\ \hline 50 \end{array} \quad \begin{array}{r} 2 \\ + 9 \\ \hline 11 \end{array} = 1 + 1 = 551$$

Strategies/Tools That Encourage Conceptual Understanding

Number Bonds

“Make 10” Strategy

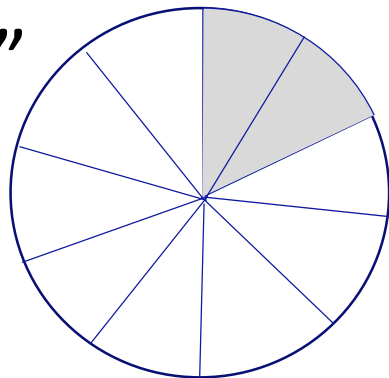


$$9 + ? = 10$$

$$? = 10 - 9 = 1$$

Strategies/Tools That Encourage Conceptual Understanding

“A Scaffold”



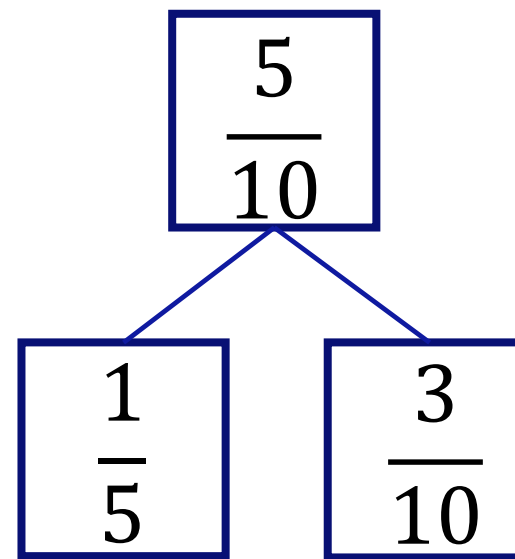
$$\frac{1}{5} = \frac{1}{5} \left(\frac{2}{2} \right) = \frac{2}{10}$$

3.NF.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- a. Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, (e.g. by using a visual fraction model).



Number Bonds

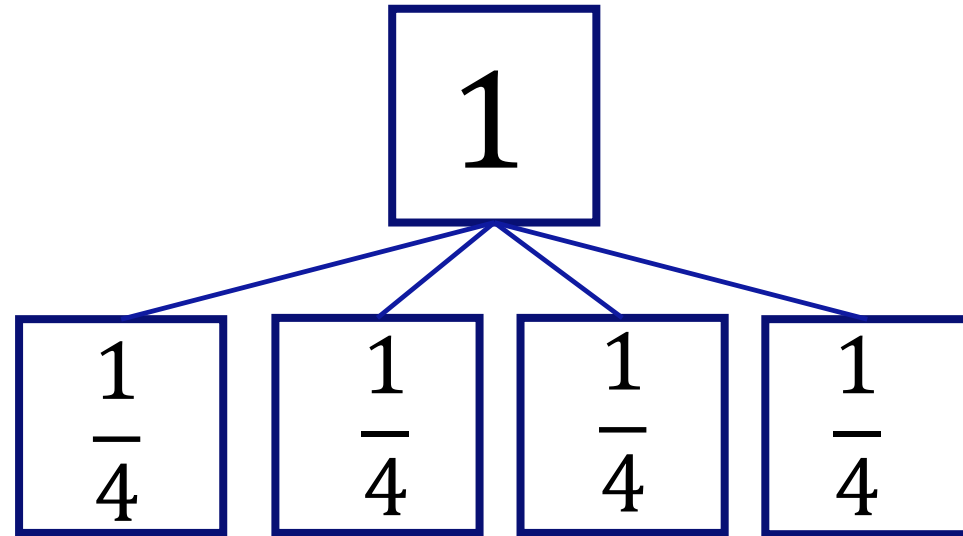


$$\frac{1}{5} + ? = \frac{5}{10}$$

$$? = \frac{5}{10} - \frac{2}{10} = \frac{3}{10}$$

Strategies/Tools That Encourage Conceptual Understanding

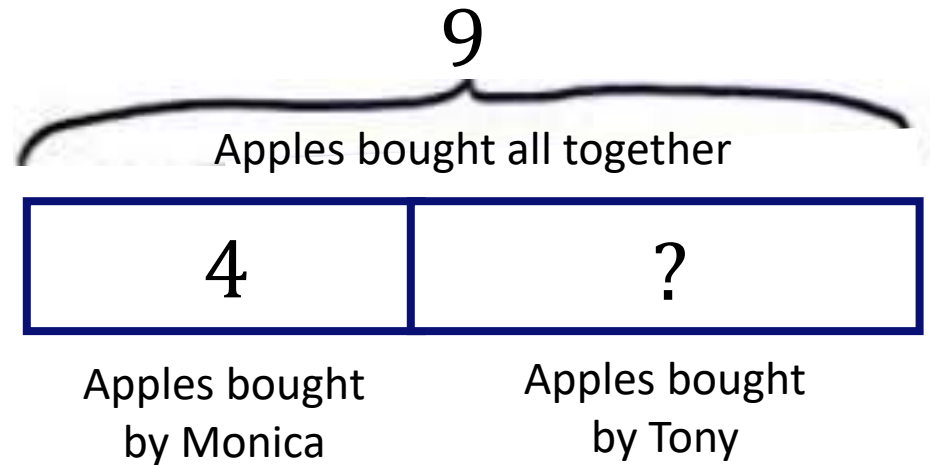
Number Bonds



Strategies/Tools That Encourage Conceptual Understanding

Tape Diagram

Suppose Estrella and Armando bought 9 apples all together. If Estrella bought 4 apples, how many apples did Armando purchase?



$$9 - 4 = 5$$

Tony bought 5 Apples

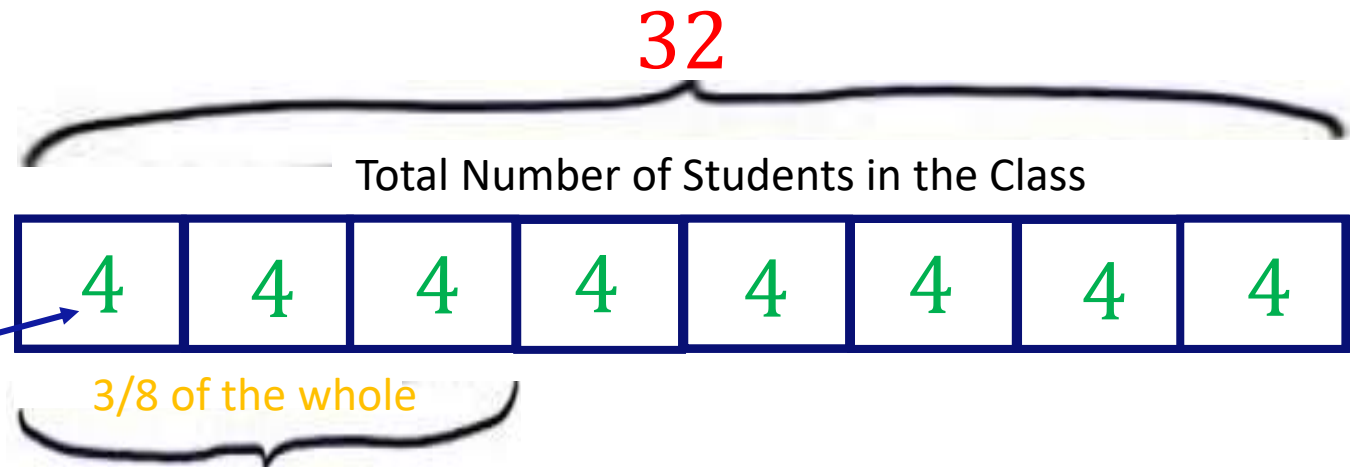
Strategies/Tools That Encourage Conceptual Understanding

Grade 5, Module 4, Lesson 6

Tape Diagram

There are 32 students in a class. Of the class, 3/8 bring their own lunch. How many students bring their lunch?

Each unit is $\frac{1}{8}$ of the whole



$$= 4 + 4 + 4$$
$$= 12$$

12 students bring their lunch

$$\left(\frac{1}{8}\right) 32 = 4 \text{ OR } 32 \div 8 = 4$$

Find the value of each unit



Parent Resources

Helping Parents Reinforce Learning at Home

Parent Resources




Homework Helper A Story of Ratios 6•1

G6-M1-Lesson 2: Ratios

Examples


1. Using the design below, create 4 different ratios related to the image. Describe the ratios and write the ratio in the form $A:B$ or the form A to B .



I see that there are 3 white tiles, 3 gray tiles, and 3 black tiles. I also see that there are 9 tiles altogether. I use these quantities with the words "for every," "for every," or "can also use a" to create ratios.

For every 9 tiles, there are 4 black tiles.
The ratio of the number of black tiles to the number of white tiles is 4 to 2.
The ratio of the number of gray tiles to the number of white tiles is 3:2.
There are 2 black tiles for each white tile.
Answers will vary.

2. Jaime wrote the ratio of the number of oranges to the number of pears as 2:3. Did he write the correct ratio? Why or why not?



I see that there are 3 oranges and 2 pears. The first value represents the oranges, so I write 3. The number 2 represents the pears, so I write 2. The ratio is 3:2.


Jaime is incorrect. There are three oranges and two pears. The ratio of the number of oranges to the number of pears is 3:2.

EUREKA MATH Lesson 2: Ratios

EUREKA MATH TIPS FOR PARENTS GRADE K | MODULE 1 | TOPIC C | LESSONS 7-11


KEY CONCEPT OVERVIEW

During the next week, our math class will learn about numbers to 5 as students count objects arranged in different **counting configurations** and answer the question, "How many?" Students will break apart the numbers 3, 4, and 5 and find their **hidden partners**. For example, "I see 4 cubes and 1 cube hiding inside the 5-cube stick." (See image.) Students will listen to simple number stories. ("There are 3 flowers. Two flowers are red, and 1 flower is yellow.") Then students will determine a matching expression: $2 + 1$ or $1 + 2$.



You can expect to see homework that asks your child to do the following:

- Count objects up to 5 in linear configurations (**5-group**) and determine the total.
- Color objects to find hidden partners inside groupings of 3, 4, and 5. For example, "There are 3 circles. 1 see 2 shaded circles and 1 unshaded circle hiding inside 3."





- Color shapes or draw lines to show an expression (e.g., $4 + 1$).

SAMPLE PROBLEM (From Lesson 10)

Color 2 stars to see the hidden partners.

Count the objects. Circle the total number.



Exit Ticket

Additional sample problems with detailed answer keys are found in the Eureka Math Homework Helper book. Learn more at [G5M.org](https://www.g5m.org).

<https://greatminds.org/math/parents>

Homework Helpers

Homework Helpers:

- allow students and parents to understand the “why” behind the math.
- Allow parents to more easily support their child at homework time.
- provide step-by-step explanations of how (and why!) to work problems similar to those completed in class.

There is a Homework Helper available for every homework assignment in Eureka Math.

The image shows the cover and content of a Homework Helper worksheet. The cover features the Eureka Math logo and the title "Homework Helpers". The content page is titled "Homework Helper" and "A Story of Units" 3•1. It includes a section for "G3-M1-Lesson 1" and two problems. Problem 1 asks students to label each number sentence and shows a picture of 12 triangles arranged in 3 groups of 4. A speech bubble explains that the picture shows equal groups because each group has the same number of triangles, and there are 3 equal groups of 4 triangles. Below the picture are the number sentences $3 \text{ groups of } 4 = 12$, $3 \text{ fours} = 12$, $4 + 4 + 4 = 12$, and $3 \times 4 = 12$. A second speech bubble explains that multiplication is the same as repeated addition, and 3 groups of 4 is the same as 3×4 , resulting in 12 total triangles. Problem 2 asks students to circle the picture that shows 3×2 . It shows two pictures: one with 3 groups of 2 objects (circled) and one with 2 groups of 3 objects. A speech bubble explains that the circled picture shows 3×2 because it has 3 groups of 2, and the groups are equal. Another speech bubble explains that the other picture does not show 3×2 because the groups are not equal: two of the groups contain 2 objects, but the other only has 1 object. The Eureka Math logo is at the bottom left of the page.

Accessing i-Ready from Anywhere



Parent/Student Activity:
Students, help us log in!



ENGLISH ESPAÑOL



Welcome!

The *i-Ready* Family Center is the place to learn how you can support and encourage your child's success with *i-Ready*.



What Is i-Ready?



FAQs



How can I support



Earhart Elementary Middle School



Grades 6th – 8th



Middle School Math Teachers

- Mr. Knaggs – Grade 6 - Virtual
- Ms. Jenkins – Grade 7 – Virtual
- Mrs. Segvich – Grade 8 – Virtual
- Mrs. Turner - Grade 7/SGI Grade 6 & 8 – F@F
- Mrs. Greenshields – Grade 6 & 8 Eureka Math – F2F


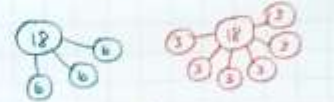
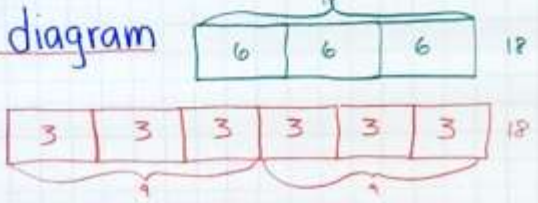

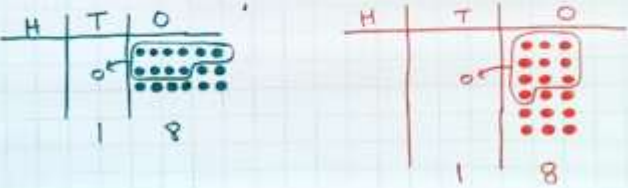
Why is Eureka so different?

- The Eureka curriculum helps build students' conceptual understanding of math.

Students...

- Think *flexibly* about numbers
- Understand *why* the steps work
- Know *when* to apply steps
- Know how to use *other strategies* when more efficient

A Story of Units uses **5 models** $3 \times 6 = 18$

- + Number line 
- + Number bond 
- + Tape diagram 
- + Array/Area Model 
- + Place value chart 

Common VIRTUAL RESOURCES for Middle School Math in CLEVER (clever.com/in/dpscd)



Students can access the Eureka Curriculum online, watch tutorial videos for every lesson, and take their AFFIRM quizzes and module assessments here.



ALL students are **REQUIRED** to do 45 minutes **EVERY WEEK** and **PASS** at least 1 lesson **EVERY WEEK**.

Students take 3 Diagnostics per year and lessons are assigned based on their level or assigned specifically by their teacher for a targeted practice skill.

Common VIRTUAL RESOURCES for Middle School Math in CLEVER (clever.com/in/dpscd)



Zearn

DISTRICT



BRAND NEW for 20-21 school year for 6th and 7th grade.

Students are to complete 30-minute lessons assigned by their teacher to enhance the Eureka lessons.



Khan Academy

DISTRICT



Mostly used by 8th Grade teachers to enhance the Eureka Curriculum and prepare students for the PSAT (in Spring).

Common Math APPs for Middle School Math in CLEVER (clever.com/in/dpscd)



XtraMath

Some teachers use this as a resource for students to practice fluency.

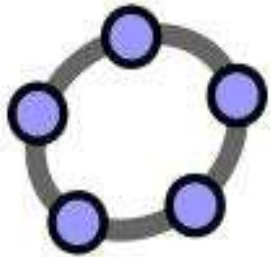


Math Manipulatives

DISTRICT

Great resource for ALL students and teachers to use to help model and visually represent math concepts.

Common Math APPs for Middle School Math in CLEVER (clever.com/in/dpscd)



GeoGebra

An online resource for graphing and practicing Algebra and Geometry concepts.



Imagine Math

DISTRICT



Individualized program that students can work on lessons at their level. Teachers assign a path geared to a student's strengths and weaknesses. Great resource for ESL students as well.

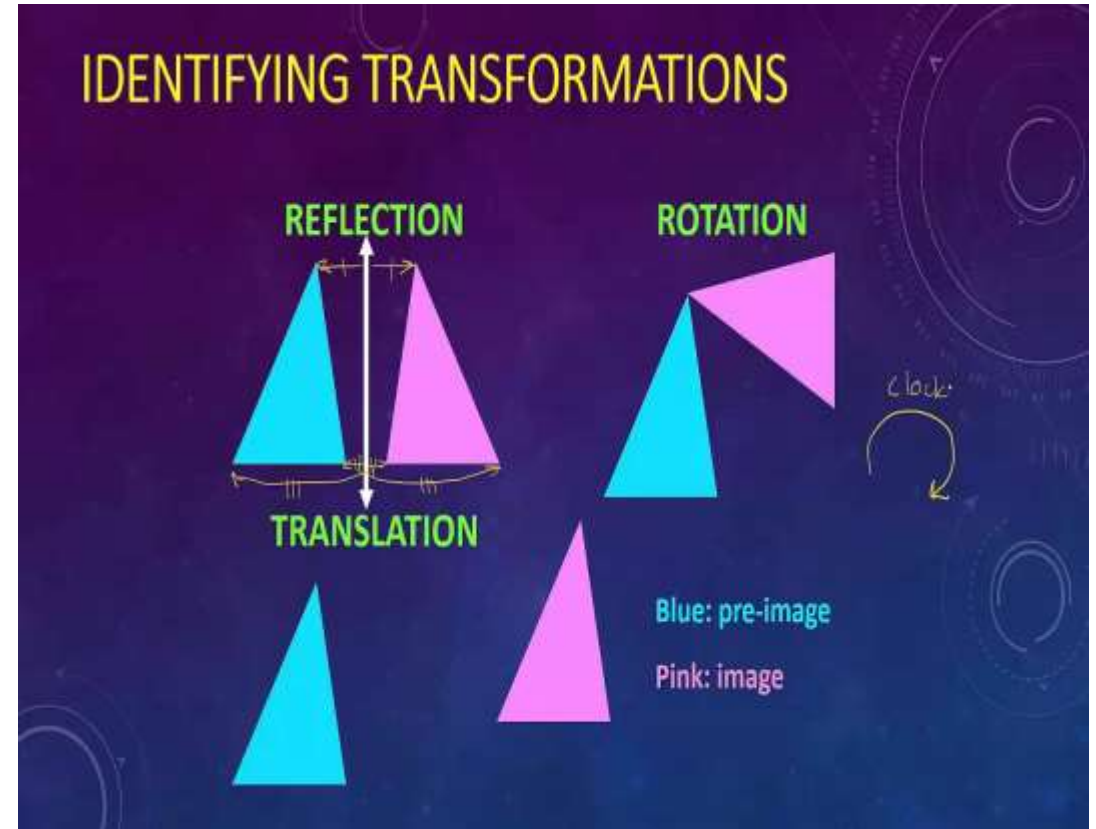
Quiziz/Kahoot/GimKit: Online Math Games

- **Joinmyquiz.com**
- Enter my class code and we will play a LIVE event as a sample some teachers use to motivate and engage students online.



GeoGebra

- <https://www.geogebra.org>
- Or Join using your student's Clever and searching for the app and opening from t

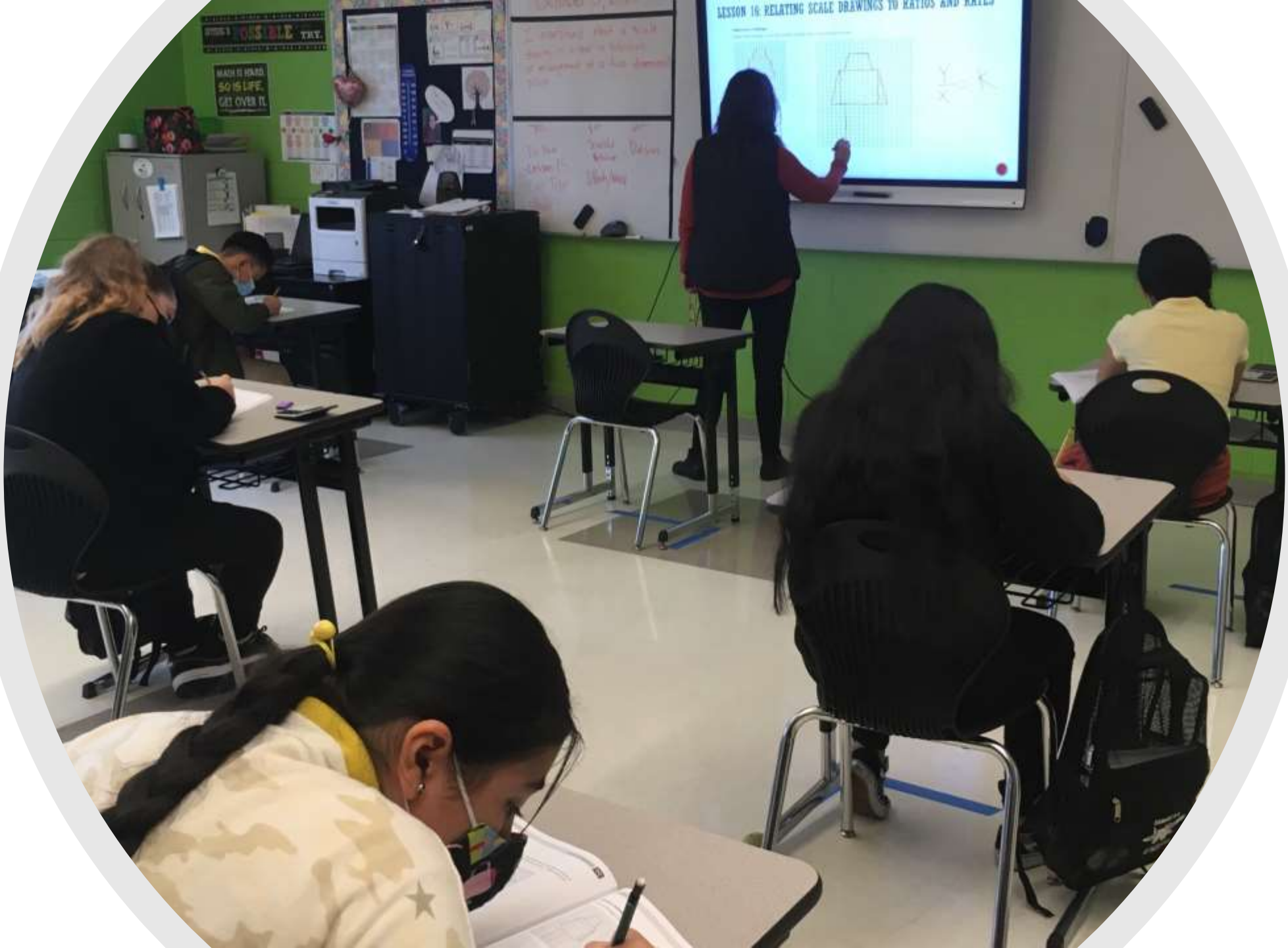


Upcoming Attractions

- **Eureka Math for Families-** parents and guardians join us to learn how to support your child with mathematics at home! bit.ly/2Sz0But
- **Make Math Matter (M³)** pronounced “M cubed” -*Social Media Competition*
 - Families engage in math challenges at home and submit a video for the win!
- **DPSCD Virtual Mathematics Bee**
 - Grades 1-2 get ready by practicing your addition and subtraction facts (through 20s).
 - Grades 3-5 get ready by practicing your multiplication and division facts (through the 20's).

www.detroitk12.org/math







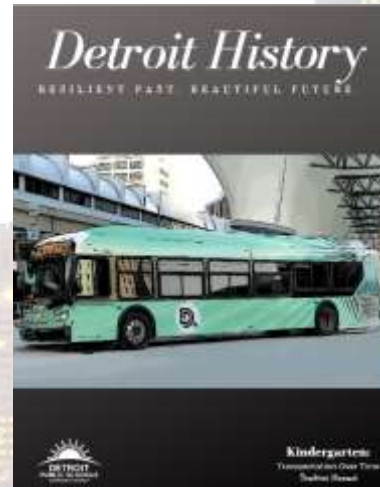
Overview of Social Studies Curriculum K-5



Social Studies Kindergarten

Kindergarten Materials:

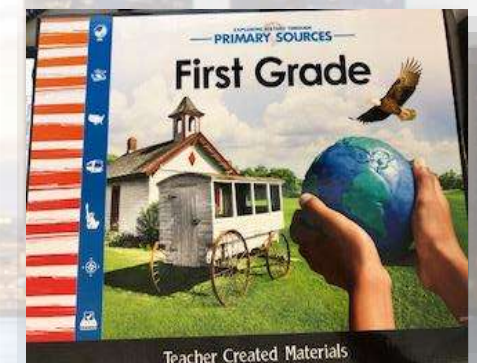
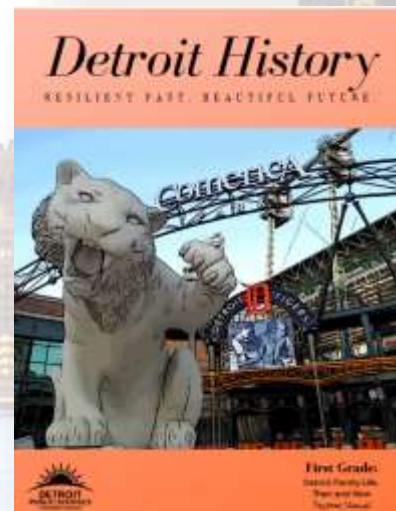
- Studies Weekly Paper Publication
- Studies Weekly Workbook
- Teacher Created Materials Primary Source Kit (Face to face only)
- Detroit History Workbook



Social Studies First Grade

First Grade Materials:

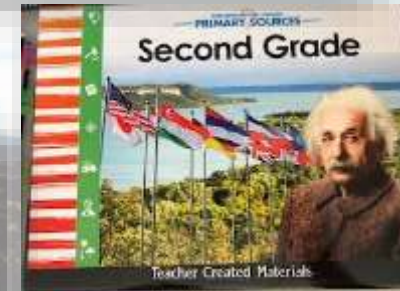
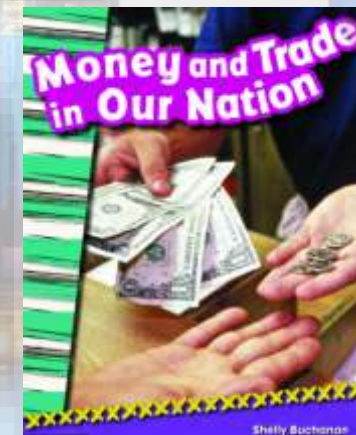
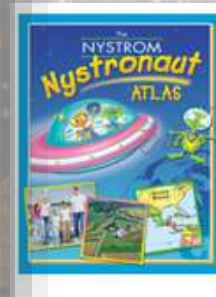
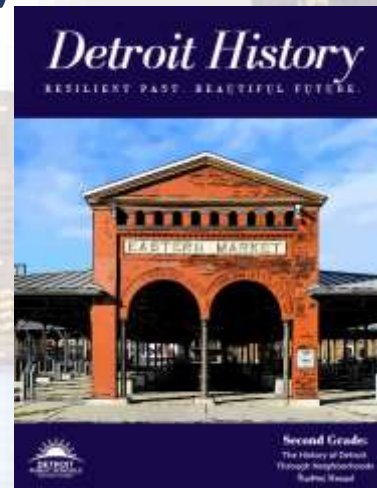
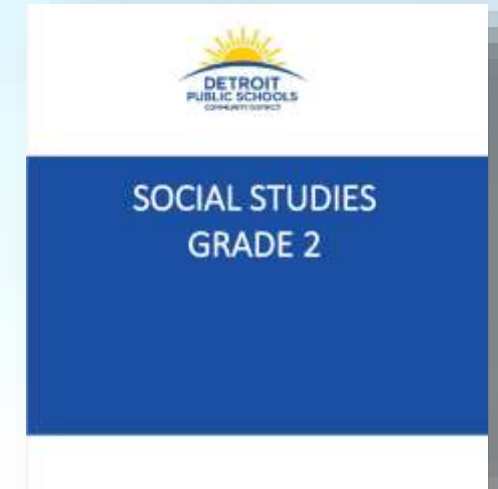
- Studies Weekly Paper Publication
- Studies Weekly Workbook
- Teacher Created Materials Primary Source Kit (Face to face only)
- Teacher Created Materials Reader: Who Makes the Rules? (Face to face only)
- Detroit History Workbook



Social Studies Second Grade

Second Grade Materials:

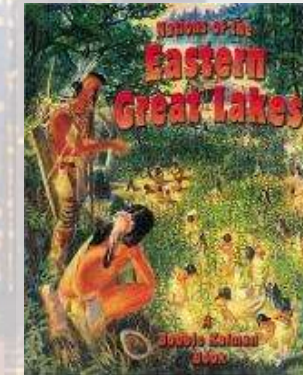
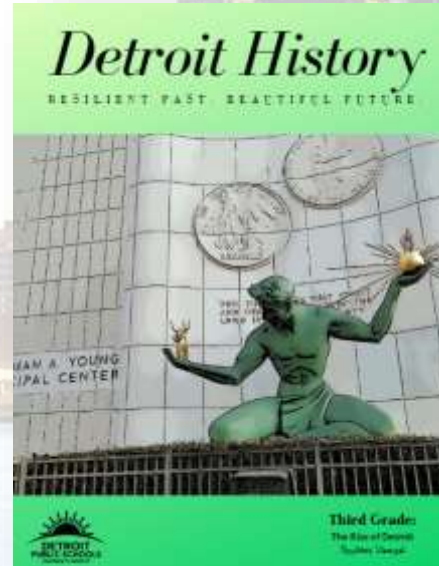
- Studies Weekly Paper Publication
- Studies Weekly Workbook
- Teacher Created Materials Primary Source Kit (Face to face only)
- Teacher Created Materials Reader: Money and Trade in our Nation (Face to face only)
- Nystrom Nystronaut Atlas (Face to face only)
- Detroit History Workbook



Social Studies Third Grade

Third Grade Materials:

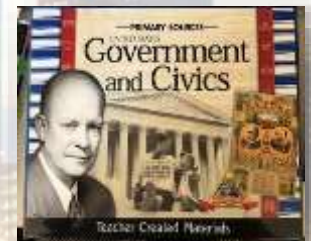
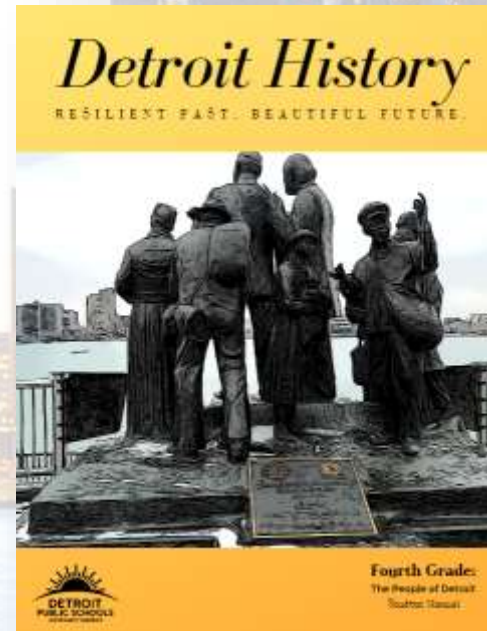
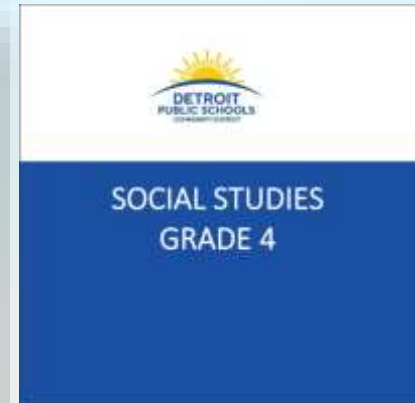
- Studies Weekly Paper Publication
- Studies Weekly Workbook
- Teacher Created Materials Primary Source Kit (Face to face only)
- Nation of the Eastern Great Lakes (Face to face only)
- Giant Michigan Map (Face to face only)
- Detroit History Workbook



Social Studies Fourth Grade

Fourth Grade Materials:

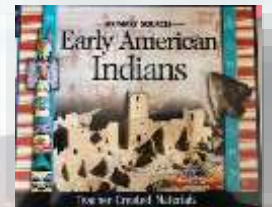
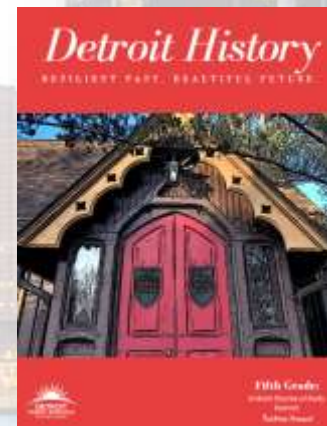
- Studies Weekly Paper Publication
- Studies Weekly Workbook
- Teacher Created Materials Primary Source Kit (Face to face only)
- United States Desk Map (Face to face only)
- Detroit History Workbook



Social Studies Fifth Grade

Fifth Grade Materials:

- Impact: US History Making a New Nation Research Companion
- Impact: US History Making a New Nation Inquiry Journal
- Teacher Created Materials Primary Source Kit (Face to face only)
- Teacher Created Materials Primary Source Readers
- United States Desk Map (Face to face only)
- DBQ Project
- Detroit History Workbook





Overview of Social Studies Curriculum 6-8

Mr. Costa –F2F

Ms. Kress – Virtual

Mr. Resor - Virtual

Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.

What do historians do?



- Historians investigate past historical events and look for the following ideas:
 - How and why do things change over time?
 - What perspectives are missing from the “traditional” story of a particular event?
 - What caused a historical event to happen?
 - What is the story behind a particular source: an image, a text, or some other historical artifact?

Historians “Source”

- Historians look at historical artifacts and try to figure out the author, the purpose for why it was made, and what it reveals about a particular place, person, or event.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Historians “Corroborate”

- Historians look at other sources about the same topic, person, or place to determine whether the original source they are analyzing is authentic and real.



Historians “Contextualize”

- Historians ask questions about the source they are analyzing to help them place the source within a particular timeframe or region.
- This helps the historian construct the “story” they might tell about this source.





Why do we ask students to engage in these types of activities?

Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.



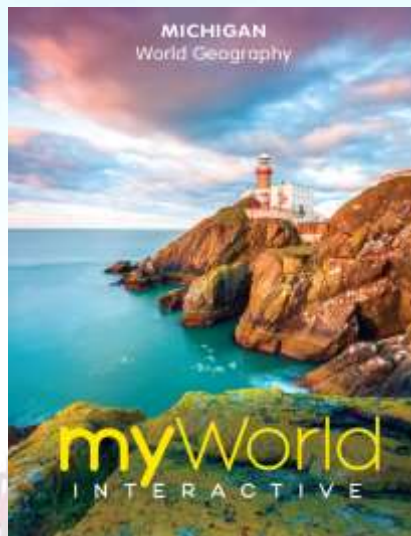
Historical thinking...

- Helps students learn how to problem-solve!
- Helps students develop arguments!
- Helps students analyze a variety of sources and helps build their content literacy skills!
- Provides transferrable skills, i.e. look at sources for bias!
- Encourages students to tell the story of everyday people, not just the notable or those in power!

Social Studies Sixth Grade

Sixth Grade Materials:

- MyWorld Interactive – World Geography (textbook)
- Active Journal (workbook)
- DBQ Online
- World Map (face to face only)



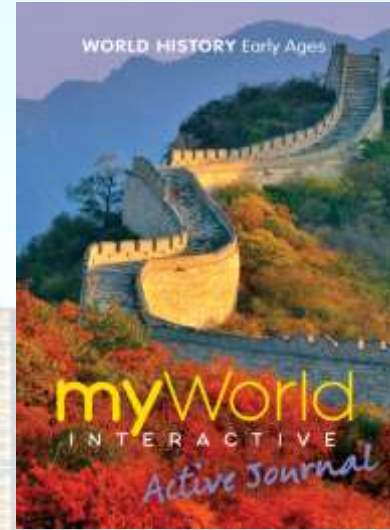
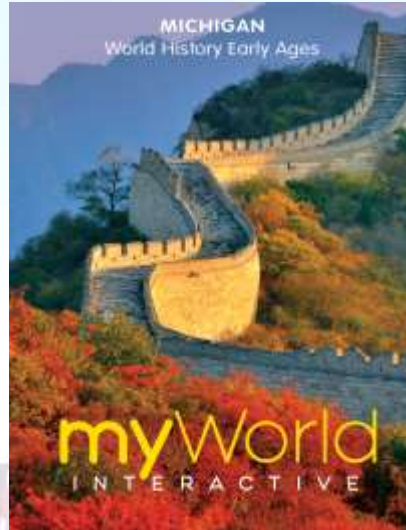
Is Gentrification Good for Vancouver's Downtown Eastside?



Social Studies Seventh Grade

Seventh Grade Materials:

- MyWorld Interactive – World History Early Ages (textbook)
- Active Journal (workbook)
- DBQ Online
- World Map (face to face only)



How Did the Nile Shape Ancient Egypt?

A screenshot of a DBQ Online interface. The main content area displays a document titled "Document A" with the following text: "Source: Map created from various sources." Below this is a map titled "Egypt circa 1500 BCE" showing the Nile river and surrounding regions. To the left of the map is a "Document Analysis" section with a question: "1. The Nile is the world's longest river, 4,160 miles. Consider the southern boundary of Ancient Egypt to be at Aswan (the first cataract, in red). About how many miles of the Nile are actually in Egypt?" The interface includes a navigation bar at the top with "DBQ Online", "Assignments", "DBQ Library", and "How Did the Nile Shape Ancient Egypt?".

Social Studies Eighth Grade

Eighth Grade Materials:

- MyWorld Interactive - American History Beginnings to 1877 (textbook)
- Active Journal (workbook)
- DBQ Online
- Breakout Box (some use in virtual, some activities in small face to face settings only)



Was the United States
Justified in Going to
War With Mexico?

DBQ Online Assignments DBQ Library Was the United States Justified in Going to War With Mex... Export Teacher Support Logout

Document ID = Audio Support: 0:00 / 1:23

Freehand Circle All Layers Teacher Side Student Side

Mexico, on achieving her independence of the Spanish Crown... decreed the abolition of human slavery within her dominions, embracing the province of Texas.... At this period, citizens of the United States had already begun to [move] into Texas.... The idea was ... that this extensive province ought to become a part of the United States....

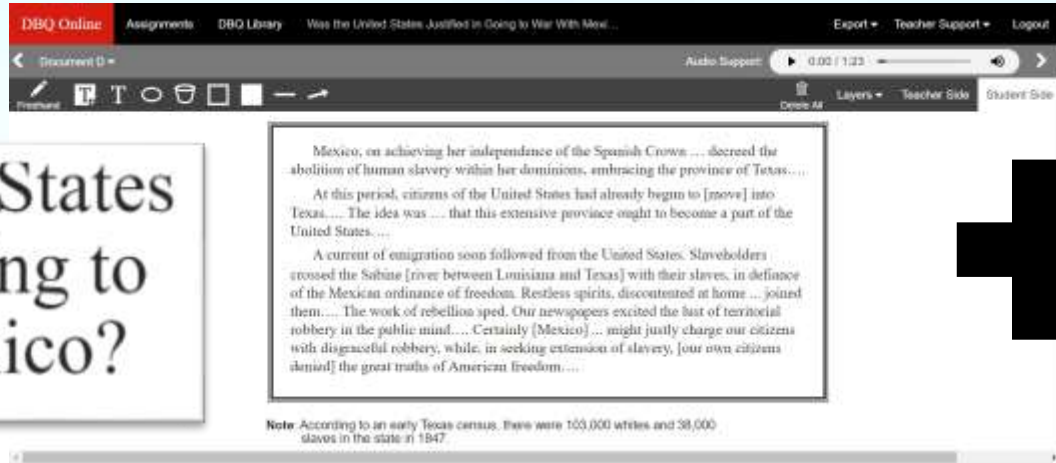
A current of emigration soon followed from the United States. Slaveholders crossed the Sabine [river between Louisiana and Texas] with their slaves, in defiance of the Mexican ordinance of freedom. Restless spirits, discontented at home ... joined them.... The work of rebellion sped. Our newspapers excited the lust of territorial robbery in the public mind.... Certainly [Mexico] ... might justly charge our citizens with disgraceful robbery, while, in seeking extension of slavery, [our own citizens denied] the great truths of American freedom....

Note: According to an early Texas census, there were 100,000 whites and 38,000 slaves in the state in 1847.

Social Studies 6th-8th Grade

Accessing the Materials

The DBQ Project



The screenshot shows a digital document viewer interface. At the top, there is a navigation bar with "DBQ Online", "Assignments", "DBQ Library", and the current document title "Was the United States Justified in Going to War With Mex...". There are also options for "Export", "Teacher Support", and "Logout". Below the navigation bar is a toolbar with various editing tools. The main content area displays a document with the following text:

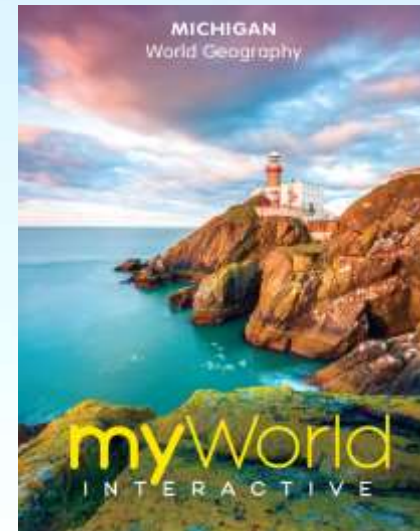
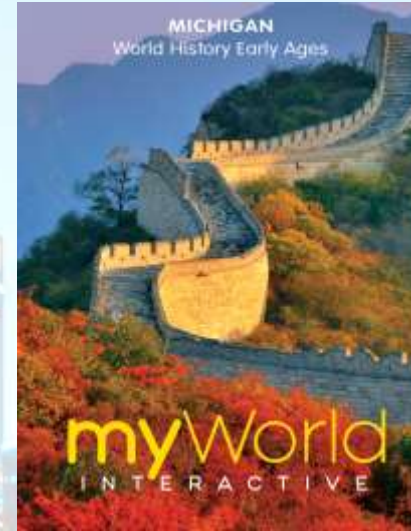
Mexico, on achieving her independence of the Spanish Crown: ... decreed the abolition of human slavery within her dominions, embracing the province of Texas....

At this period, citizens of the United States had already begun to [move] into Texas.... The idea was ... that this extensive province ought to become a part of the United States....

A current of emigration soon followed from the United States. Slaveholders crossed the Sabine [river between Louisiana and Texas] with their slaves, in defiance of the Mexican ordinance of freedom. Restless spirits, discontented at home ... joined them.... The work of rebellion sped. Our newspapers excited the lust of territorial robbery in the public mind.... Certainly [Mexico] ... might justly charge our citizens with disgraceful robbery, while, in seeking extension of slavery, [our own citizens denied] the great truths of American freedom....

Note: According to an early Texas census, there were 100,000 whites and 38,000 slaves in the state in 1847.

Was the United States Justified in Going to War With Mexico?



SAVVAS
realize™





Hands-on Activity

Helping Parents Reinforce
Social Studies Learning at Home

Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.

Where can you help...

- Practice evaluating sources you encounter in daily life – like Social Media!
- Let's take a look at the following example:



Jo Caris

January 16 · 🌐

They killed a baby elephant! The hunting company is Charlton McCallum Hunting Safaris. The owner is Buzz Charlton. The professional hunter is Max Delezenne and the trophy hunter is Mike Jines, the owner of TopGen Energy. Share and make them famous on the Internet for being scum of the earth!



Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.

Evaluating Sources



Jo Caris

January 16 · 🌐

They killed a baby elephant! The hunting company is Charlton McCallum Hunting Safaris. The owner is Buzz Charlton. The professional hunter is Max Delezenne and the trophy hunter is Mike Jines, the owner of TopGen Energy. Share and make them famous on the Internet for being scum of the earth!

Source

“Jo Caris,” a person on Facebook I don’t personally know

Corroborate

Look for articles about this or other elephant hunts

Contextualize

What country did this take place in?

What is the status of elephants in Zimbabwe?

What is the role of hunting tourism in Zimbabwe?

Do baby elephants have tusks, like this one does?

Was this elephant hunt really so bad? Why or why not?

District Assessment for Social Studies



- Students in grades 5, 8, and 11 are assessed in Social Studies 3 times a year. This helps teachers see where students are struggling in the curriculum and make moves to close any gaps that might exist before students are tested on the MSTEP in those grades.
- Teachers receive a list of standards that are assessed so they can prepare students.
- They also receive a 3-week MSTEP plan designed to prepare students before they take the MSTEP.
- Our internal assessment is administered digitally on a platform called Performance Matters. Students answer a variety of question types: from multiple choice to drag and drop to highlighting text.



The Next Generation Science Classroom

DPSCD K-5 Science Curriculum
Earhart Elementary/Middle School

Students Rise. We All Rise.

What is Science?

What comes to mind when you think of.....



A New Vision for Science Education



NEXT GENERATION **SCIENCE** STANDARDS

For States, By States

Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.



Next Generation Science Standards *(adopted in 2015)*

Three-Dimensional Learning

Practices Crosscutting Concepts Core Ideas



Blending of Three Dimensions

- Science and engineering practices
- Crosscutting concepts
- Disciplinary core ideas



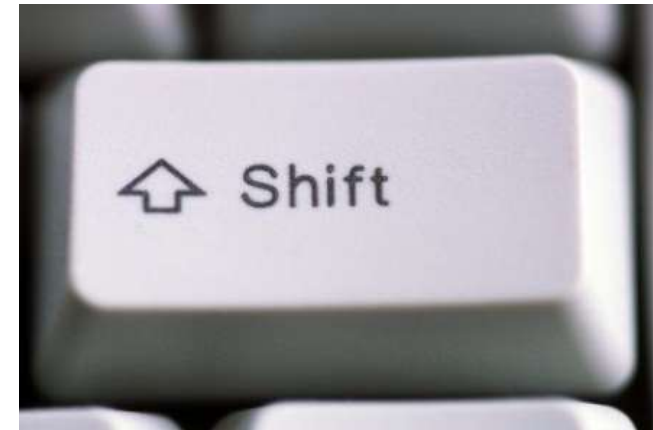
What is NGSS?

The Next Generation Science Standards (NGSS) are a new set of K–12 science standards that identify **scientific and engineering practices**, **crosscutting concepts**, and **core ideas** in science that all K–12 students should master in order to prepare for success in college and 21st-century careers.

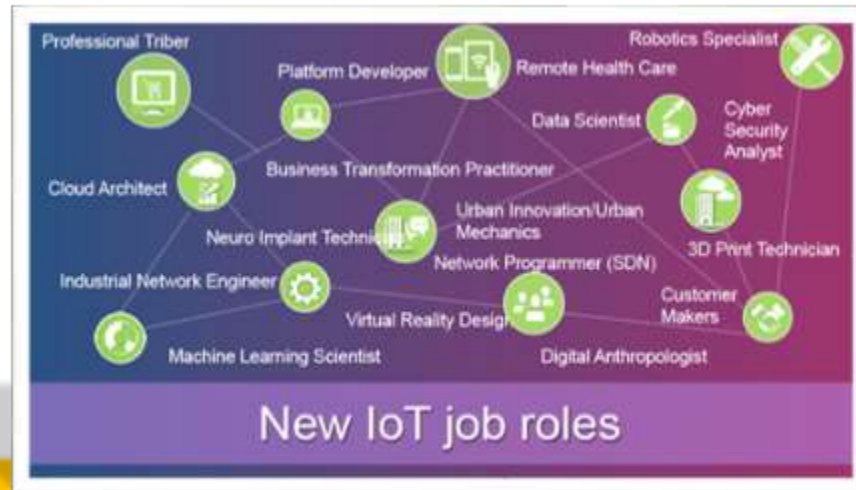


Why the Shift to NGSS?

To provide ALL students with access to a **high-quality science education** that provides them with the **skills and knowledge** they need to be **well-informed citizens**, to be **prepared for college and careers**, and to **understand and appreciate the scientific enterprise**.



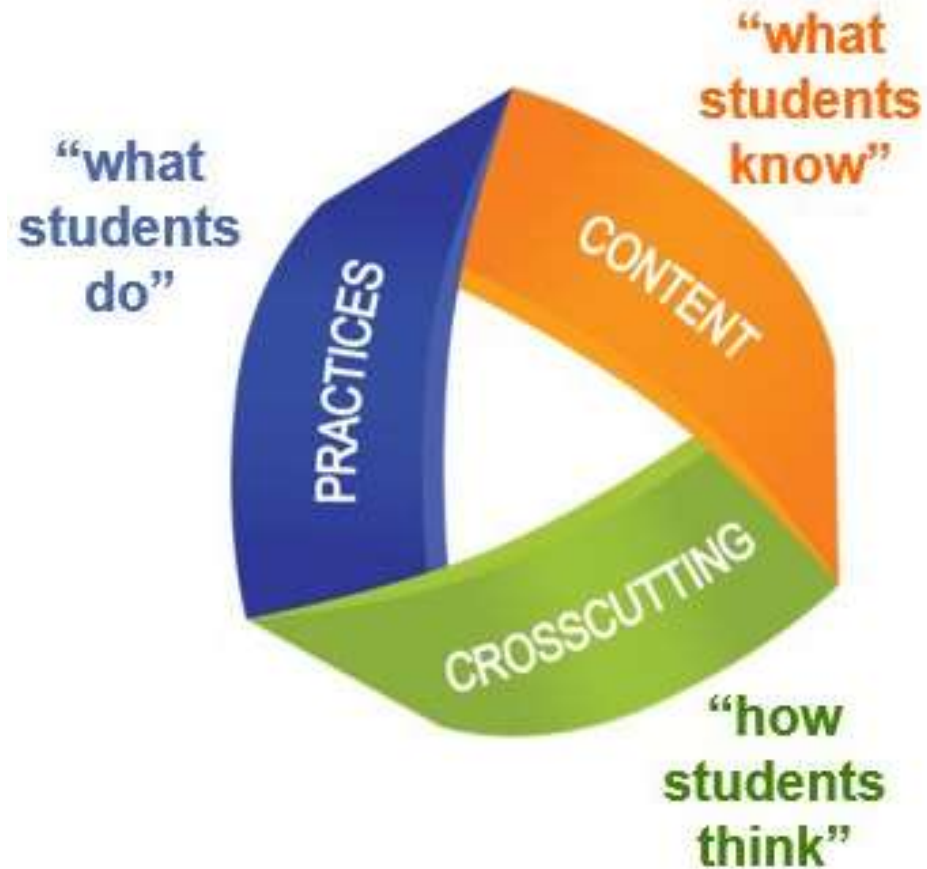
Why the Shift to NGSS?



NGSS is Referred to as Three-Dimensional Learning



The Three Dimensions of NGSS



Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.

How Do the NGSS Work for Students?

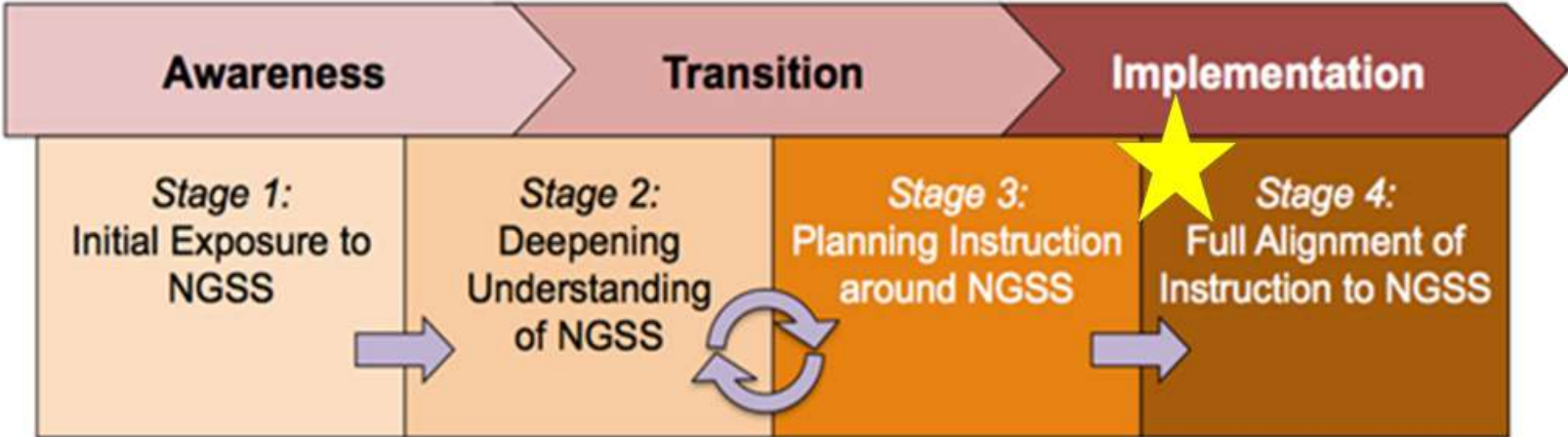


The NGSS allow students to:

- learn science by doing what scientists and engineers do. (**Science & Engineering Practices**)
- think of science learning not as memorization of disconnected facts, but as a cohesive understanding of integrated and interrelated concepts. (**Crosscutting Concepts**)
- develop their knowledge of science as they progress from grade to grade. (**Disciplinary Core Ideas**)



Where Are We Now?



What Does an NGSS Classroom Look Like?

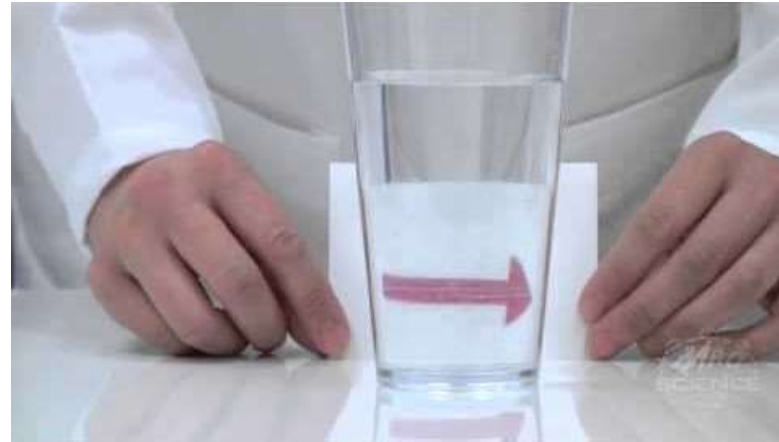
We are going from “learning about” to “figuring out”



What Does an NGSS Classroom Look Like?



The figuring out process is driven by **phenomena**.



Students in an NGSS classroom are presented with a **natural phenomenon** that **sparks their curiosity** and then guides them along a path of inquiry; **engaging in the activities real scientists do to make sense of it.**

The Driving Question Board

Think of 1-2 questions you would ask to help you figure out the answer to the driving question, Can I believe my eyes?

Write 1 question per post-it note.



What Does an NGSS Classroom Look Like?



Less.....

1. Learning of ideas disconnected from questions about phenomena
2. Teachers providing information to the whole class
3. Teachers posing questions with only one right answer
4. Students reading textbooks and answering questions at the end of each chapter
5. Worksheets
6. Oversimplification of activities for students who are perceived to be "less able" to do science and engineering

More.....

1. Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
2. Students conducting investigations, solving problems, and engaging in discussions with teacher guidance
3. Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
4. Students reading multiple sources and developing summaries of information
5. Student writing of journals, reports, posters, and media presentations that offer explanations and arguments
6. Provision of supports so that all students can engage in sophisticated science and engineering practices

What Does an NGSS Classroom Look Like?



We want children to be curious about the world, to notice things, to ask questions...

Why does this happen?

How does this work?

How can I change that?

How can I help the world?



Through these questions, students have the opportunity to explore the world around them, which is where true learning takes place...

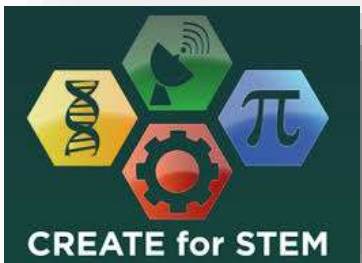
Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.



MYSTERY
science

K-2 Mystery Science



Grades 3-5 ML-PBL Units from CREATE for STEM



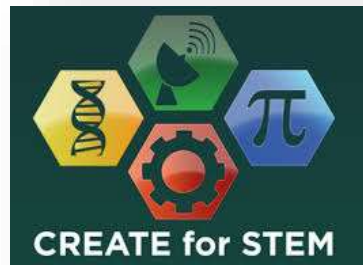
IQWST
Interactive Digital Edition

Grades 6-8 IQWST from Activate Learning

What science topics are we learning this year?



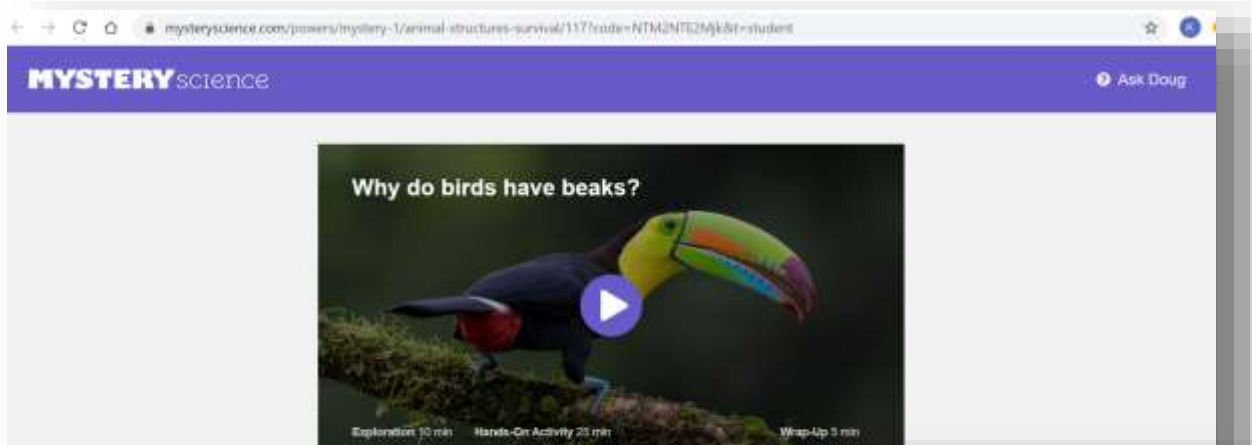
Grades K-2: Mystery Science Curriculum			
	Grade K	Grade 1	Grade 2
Mystery 1	Force Olympics	Lights and Sounds	Material Magic
Mystery 2	Weather Watching	Spinning Sky	Work of Water
Mystery 3	Plant and Animal Secrets	Plant and Animal Superpowers	Animal Adventures
Mystery 4			Plant Adventures



Grades 3-5: CREATE for STEM Curriculum			
	Grade 3	Grade 4	Grade 5
Unit 1	Squirrels: Why Do I See So Many Squirrels but I Can't Find Any Stegosauruses?	Dynamic Earth: How is this Place on Earth Going to Change over 10, 100, 1,000 10,000 and 1 Million Years?	Stars: How Could You Travel 1,000 Miles in the Same Direction on Land, Air, Sea Without a Compass, Map or Phone?
Unit 2	Toys: How Can We Design Fun Moving Toys That Other Kids Can Build?	Energy: How can we Harness Energy to Meet our Needs?	Taste: How Can I Create a New Taste?
Unit 3	Birds: How Can we Help the Birds Near Our School Grow Up and Thrive?	Fire: If Fire is a Hazard, Why Do So Many Plants and Animals Depend on Fire?	Water: How can I help my community to always have clean and healthy freshwater?

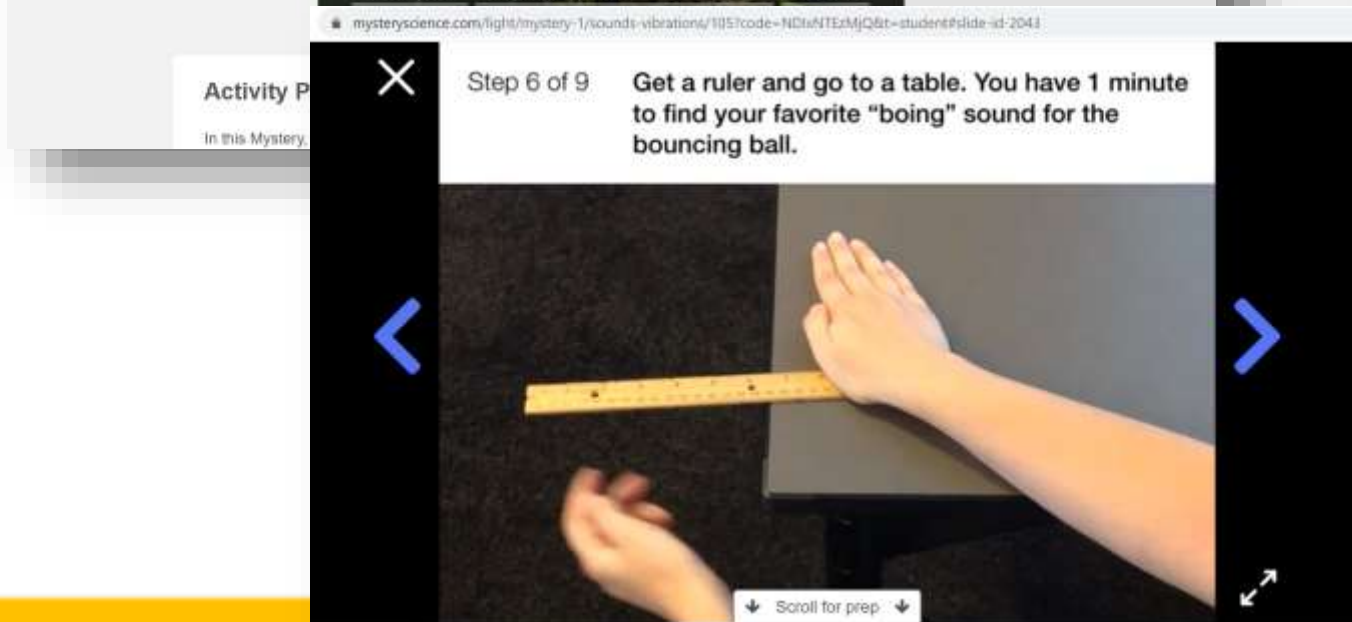


Grades 6-8: IQWST from Activate Learning bn			
Unit	Grade 6	Grade 7	Grade 8
1	Can I Believe My Eyes?	How Can I Make New Stuff from Old Stuff?	<i>What is Going On Inside Me?</i>
2	How Can I Smell Things from a Distance?	Why Do Some Things Stop While Others Keep Going?	<i>How is the Earth Changing?</i>
3	Where Have All the Creatures Gone?	What Makes the Weather Change?	<i>How Does Food Provide my Body Energy?</i>



What is it?

- Online lessons for students:
 - *Use **Teams** for classroom discussions, collaboration, whole group instruction, etc.

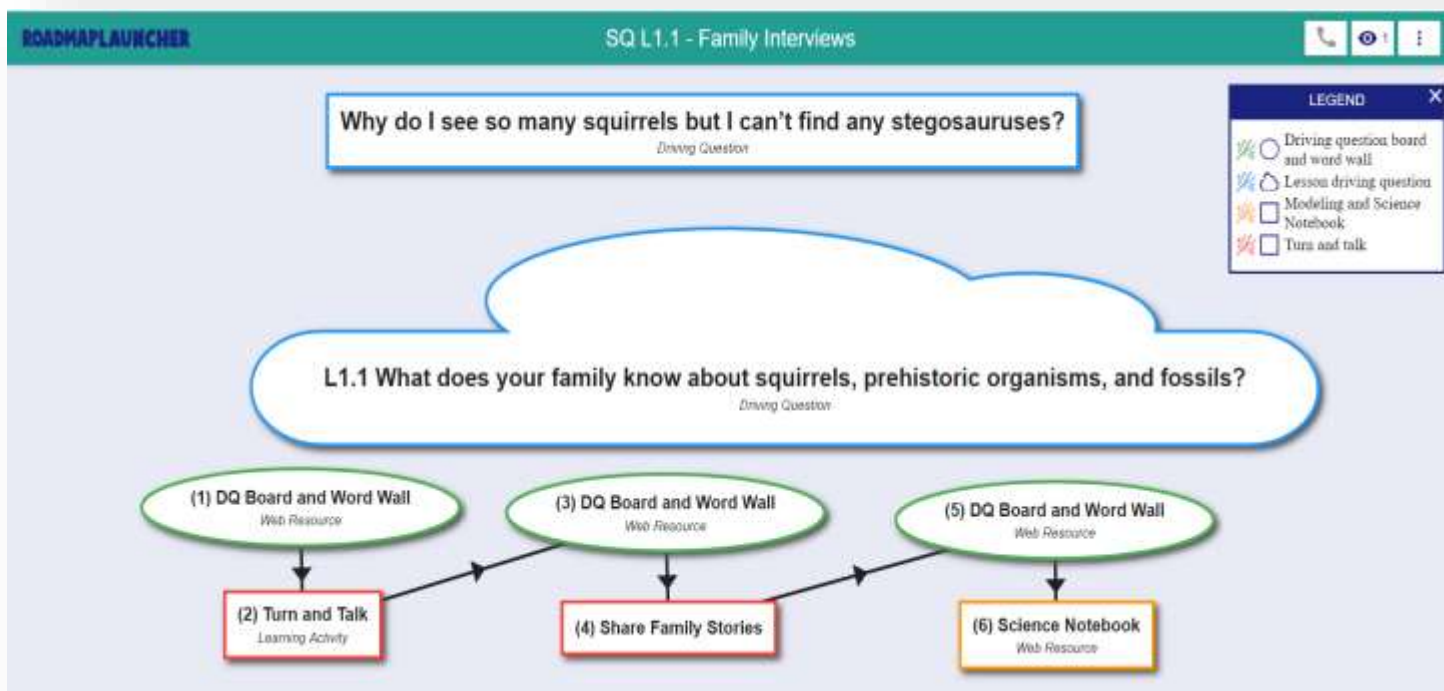


Roadmaps

What is it?

Online lessons for students in **Roadmaps**:

- *Use **Teams** for classroom discussions, collaboration, whole group instruction, etc.



NGSS Learning Experiences

Recommended Activity: Human Bumper Bowling

In this game, students work together to knock down the bowling pins. The next slide provides details on how to play.



In this Mystery, students practice using light to communicate information.



What does your family know about squirrels, prehistoric organisms and fossils?



DRIVING QUESTION BOARD



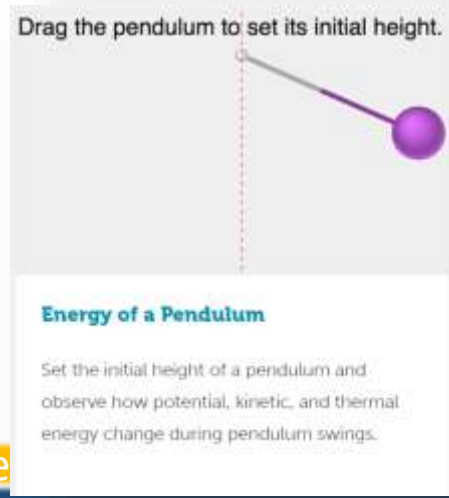
ONLINE DISCUSSION BOARDS



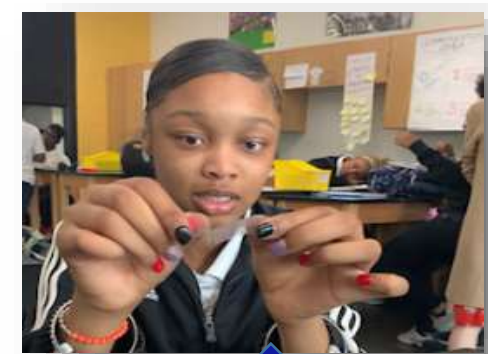
INVESTIGATIONS



SIMULATIONS



INVESTIGATIONS



DEMONSTRATIONS and VIDEOS



Office Instruction

STUDENTS RISE. WE ALL RISE.

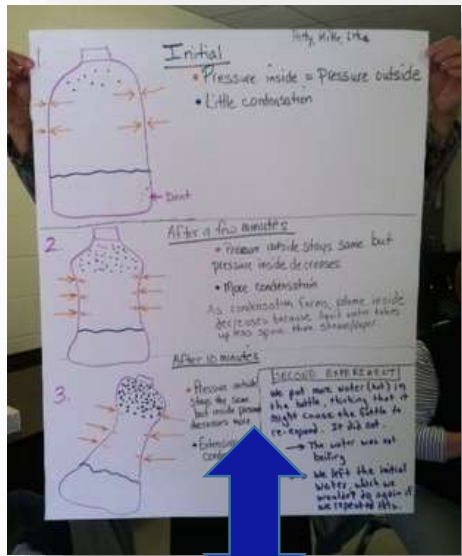
How Can You Support Your Child's Success?



- Seek opportunities to explore science at home and in the community with your child.
- Encourage your child to keep asking questions, just like scientists!
- Let them know you don't have all the answers, and together try to find them.
- Connect with teachers to learn more about changes in science instruction as they occur.



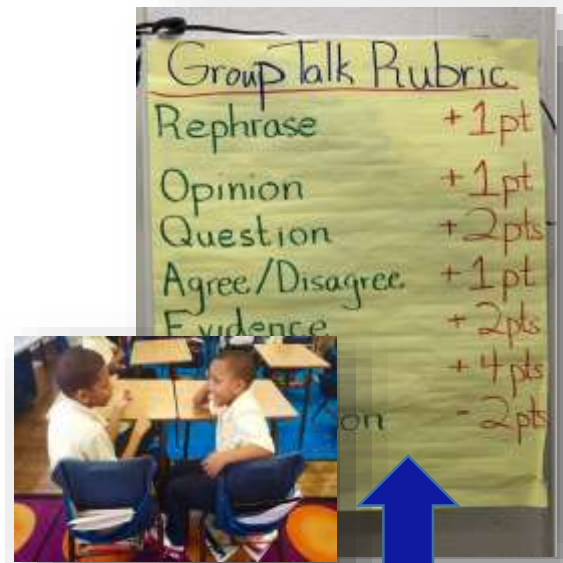
MODELING



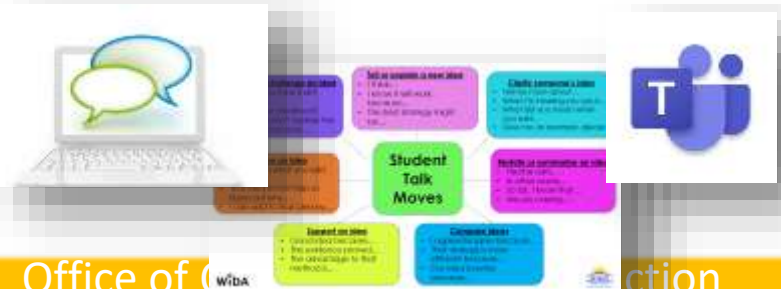
INTERACTIVE WHITEBOARDS



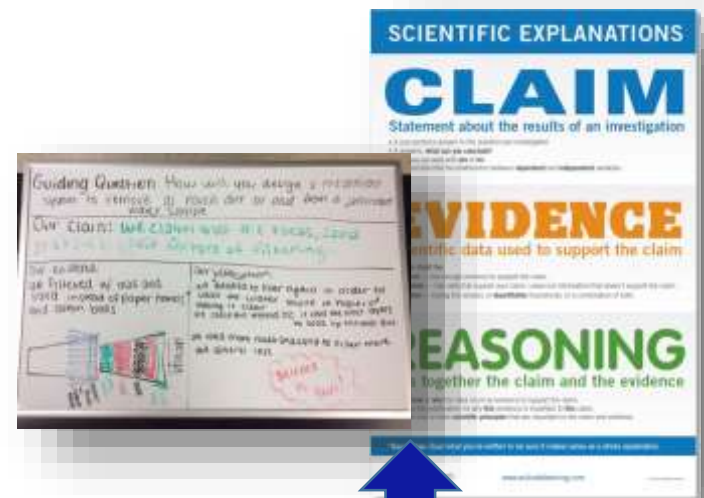
ACADEMIC DISCOURSE



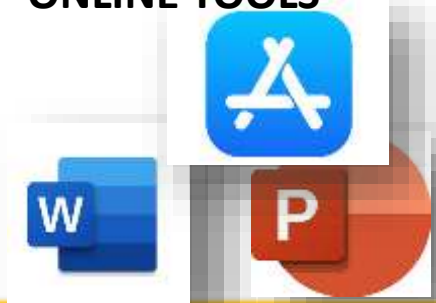
ONLINE DISCUSSIONS AND PROTOCOLS



CLAIM, EVIDENCE, REASONING



ONLINE TOOLS



Office of (wba) ction

STUDENTS RISE. WE ALL RISE.



Middle School Science

Grades 6th – 8th

ALL Classes Taught Virtually by:

Mrs. Meadows and Mr. Chaptini

Students Rise. We All Rise.

How Do the NGSS Work for Students?



The NGSS allow students to:

- learn science by doing what scientists and engineers do. (**Science & Engineering Practices**)
- think of science learning not as memorization of disconnected facts, but as a cohesive understanding of integrated and interrelated concepts. (**Crosscutting Concepts**)
- develop their knowledge of science as they progress from grade to grade. (**Disciplinary Core Ideas**)



IQWST

Interactive Digital Edition

Grades 6-8 IQWST from Activate Learning

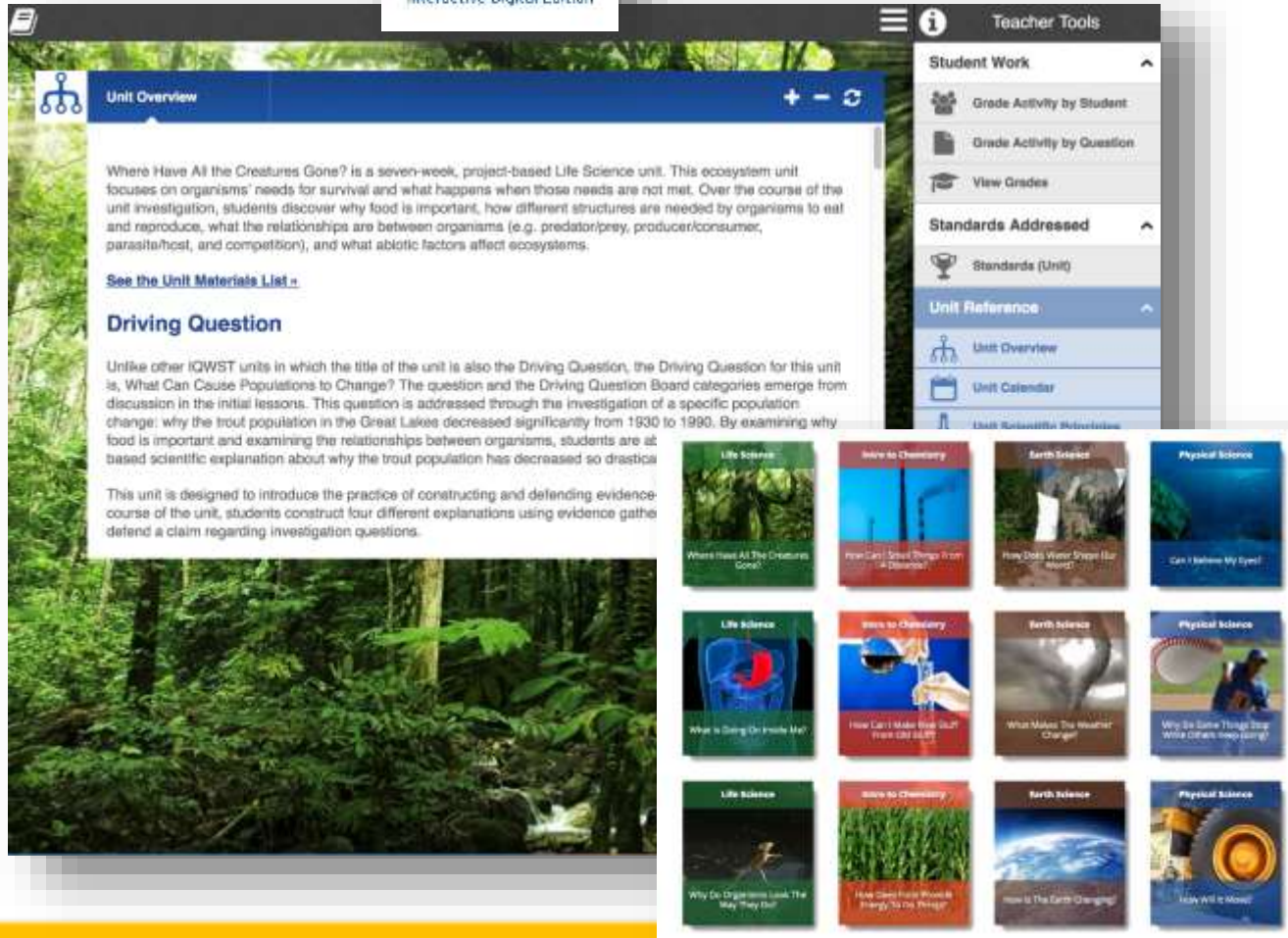
What science topics are we learning this year?



Grades 6-8: [IQWST from Activate Learning](#)

Unit	Grade 6	Grade 7	Grade 8
1	Can I Believe My Eyes?	How Can I Make New Stuff from Old Stuff?	<i>What is Going On Inside Me?</i>
2	How Can I Smell Things from a Distance?	Why Do Some Things Stop While Others Keep Going?	<i>How is the Earth Changing?</i>
3	Where Have All the Creatures Gone?	What Makes the Weather Change?	<i>How Does Food Provide my Body Energy?</i>





The screenshot displays the IQWST Interactive Digital Edition interface. The main content area shows the 'Unit Overview' for a Life Science unit titled 'Where Have All the Creatures Gone?'. The text describes a seven-week, project-based unit focusing on organisms' needs for survival and the relationships between organisms. A 'Driving Question' is highlighted: 'What Can Cause Populations to Change?'. Below the text is a large image of a lush green forest.

On the right side, there is a 'Teacher Tools' sidebar with the following sections:

- Student Work**
 - Grade Activity by Student
 - Grade Activity by Question
 - View Grades
- Standards Addressed**
 - Standards (Unit)
- Unit Reference**
 - Unit Overview
 - Unit Calendar

At the bottom of the interface, there is a grid of 12 topic cards, each with a small image and a title:

Life Science Where Have All the Creatures Gone?	Science to Chemistry How Can Steel Be Made from Iron?	Earth Science How Does Water Shape Our World?	Physical Science Can I Believe My Eyes?
Life Science What is Going On Inside Me?	Science to Chemistry How Can I Make Rock Salt from Sea Salt?	Earth Science What Makes the Weather Change?	Physical Science Why Do Some Things Stop While Others Keep Going?
Life Science Why Do Organisms Look the Way They Do?	Science to Chemistry How Does Food Provide Energy to My Muscles?	Earth Science How is the Earth Changing?	Physical Science How Will it Move?

What is it?

- Interactive Digital Learning platform for students to complete investigations:
 - *Use *Teams* for classroom discussions, collaboration, whole group instruction, etc.

DRIVING QUESTION BOARD



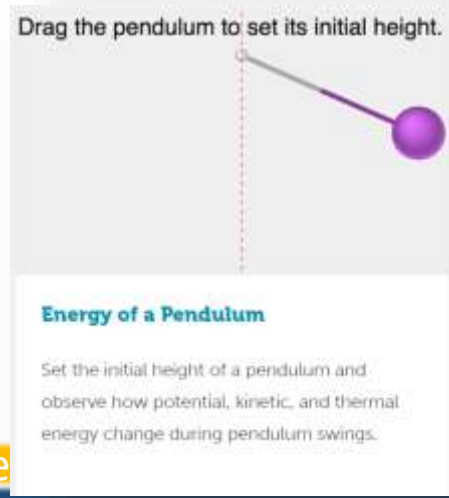
ONLINE DISCUSSION BOARDS



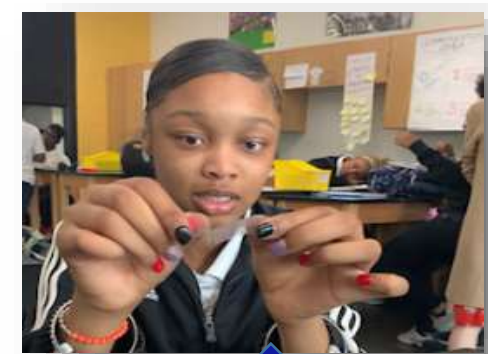
INVESTIGATIONS



SIMULATIONS



INVESTIGATIONS



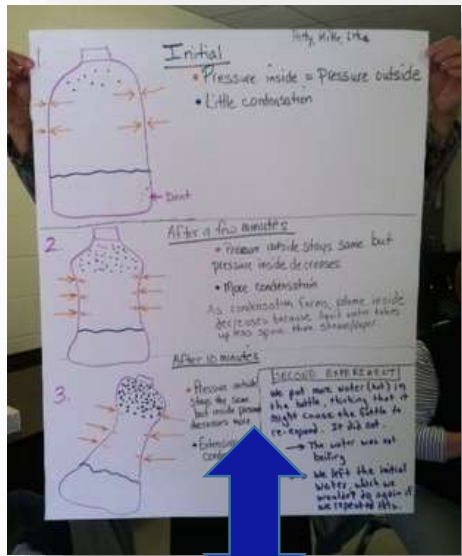
DEMONSTRATIONS and VIDEOS



Office Instruction

STUDENTS RISE. WE ALL RISE.

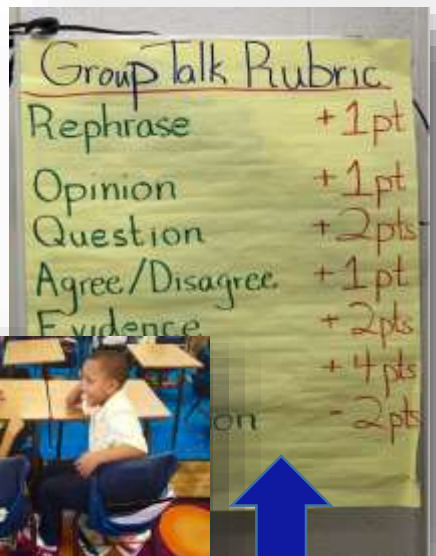
MODELING



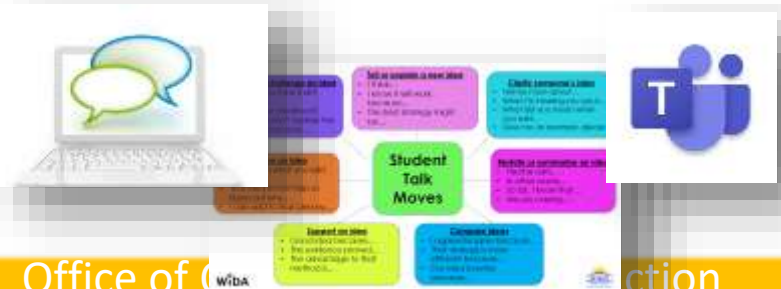
INTERACTIVE WHITEBOARDS



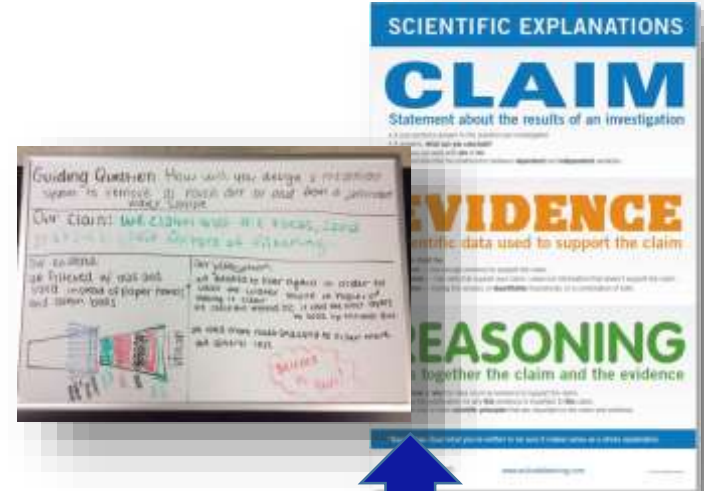
ACADEMIC DISCOURSE



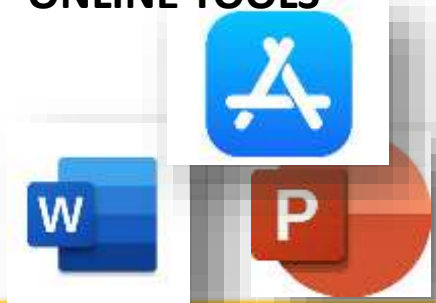
ONLINE DISCUSSIONS AND PROTOCOLS



CLAIM, EVIDENCE, REASONING



ONLINE TOOLS



Office of (wiba) ction

STUDENTS RISE. WE ALL RISE.

COVID-19 PRECAUTIONS



Stop the Spread of Germs
that can make you and others sick!



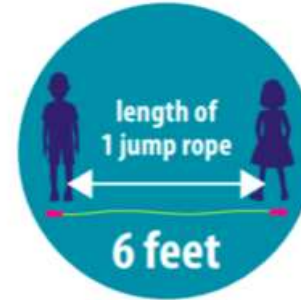
Wash your
hands often



Wear a cloth
face cover



Cover your coughs
and sneezes



Keep **6 feet** of space
between you and
your friends

CDC.gov/coronavirus

Students Rise. We All Rise.

Office of Curriculum and Instruction
STUDENTS RISE. WE ALL RISE.

All students must be screened for symptoms of COVID-19 before they leave for school in the morning.



COVID-19 Screening Tool for Families

Parents and guardians, use this checklist *every day* before sending your children to school.

If you answer "YES" to one or more questions, you **must** keep your child home from school today.

Does your child have any unusual symptoms from the list below?

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	A fever? (Temperature greater than 100.4° F)
<input type="checkbox"/>	<input type="checkbox"/>	A new or worsening cough?
<input type="checkbox"/>	<input type="checkbox"/>	Shortness of breath/difficulty breathing?
<input type="checkbox"/>	<input type="checkbox"/>	Runny nose and/or congestion?
<input type="checkbox"/>	<input type="checkbox"/>	Body aches and/or tiredness?
<input type="checkbox"/>	<input type="checkbox"/>	Vomiting and/or diarrhea?
<input type="checkbox"/>	<input type="checkbox"/>	New loss of smell or taste?

If the answer to any of the questions above is "yes", keep your child home and consult your primary care physician. If a doctor determines that the symptoms are due to another diagnosis, or COVID-19 is ruled out, your child may return to school after being fever-free for 24 hours without the use of fever-reducing medications.

- Have you or your child had close contact with anyone who had a positive COVID-19 diagnostic test in the past 14 days?
- Have you or your child traveled out of the US in the last 14 days?

If the answer is "yes" to either of these questions, you and your child must stay home to quarantine for 14 days since last contact or return to US.

Report any confirmed or suspected cases:

In the City of Detroit:

[Detroit Health Department](#)

Main Communicable Disease Line: (313) 876-4000

After Hours Call Center: (313) 876-4000

In Newark: Newark [youthhealth@detmiu.org](#) - (313) 966-7661

Send text to: [311@detroitmiu.org](#) - (313) 728-1111

Outside the City of Detroit:

[Wayne County Public Health Division](#)

Main Communicable Disease Line: (734) 727-7078

After Hours Call Center: (734) 727-7284

Way Bowen: [wayne@waynecounty.org](#) - (734) 337-7158

Newark: [newark@waynecounty.org](#) - (734) 337-7158

Other Area: [wayne@waynecounty.org](#) - (734) 337-7158



- If a student has any of the symptoms on the screening tool, then they should be seen by their health care provider. If the health care provider rules out COVID or determines that symptoms are due to another diagnosis, then the child may return to school after being fever free for 24 hours without fever reducing medication.
- If the student is not seen by a health care provider, then the student must remain out of school until it has been ten days from the time the symptoms appeared, they have not had a fever for at least 24 hours (without fever reducing medication) and other symptoms have improved.
- If a student has been exposed to someone with COVID then the must stay home to quarantine for 14 days.
- Families must notify the school if they test positive for COVID.

Students Rise. We All Rise.
Office of Curriculum and Instruction
STUDENTS RISE. WE ALL RISE.

Thank You for Coming! Please fill out the Survey Below.



- https://forms.office.com/Pages/ResponsePage.aspx?id=3NCiLp2lvEKbTDAnH4LjNezE1Am9VRdPlhBbQ_3iqAlUQkFQS0xRN09ZT09ZTTJDVIA1QUJYWDBXUy4u



Office of Curriculum and Instruction

STUDENTS RISE. WE ALL RISE.