



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Information Update

Timeline and Process for Adopting New Instructional Materials

January 29, 2019 Study Session

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PARAMOUNT UNIFIED SCHOOL DISTRICT

PREPARING STUDENTS FOR COLLEGE AND CAREERS

What is the county and state's role in supporting districts to adopt new curriculum and instructional materials?

California Department of Education provides:
State Frameworks, Content Standards, List of Approved Texts.

LACOE provides:
Awareness training sessions, materials to review new textbooks.



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Board Policy on Curriculum Development and Evaluation

PUSD's Board Policy 6141 outlines expectations for developing new curriculum:

The District's curriculum shall be aligned with the District's Strategic Plan, vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, assessments, graduation requirements, school and district improvement plans, and when necessary, related legal requirements.



How does PUSD support the adoption of new curriculum and instructional materials?

PUSD provides:

- *A teacher committee* that meets to thoroughly review state approved textbooks and make a recommendation for district wide adoption.
- *Curriculum Guides* that outline most important academic content and instructional approaches.
- *Assessments* that are aligned to standards and what is taught.
- *Professional development* to support teachers' implementation of standards and new materials.



District Curriculum Guides Support Teachers' Use of Instructional Materials

Time	Skill	Learning Goal	Lesson/Activity/Resource	Knowledge	Focus Questions	Teacher Notes
2-3 days	Divide whole numbers with up to 4-digit dividends and 1-digit divisors using strategies based on place value and properties Use estimation to check for reasonableness	Use patterns of zeros to mentally find the quotient of a number divided by a number that is a multiple of 10, 100 or 1000 Estimate quotients when dividing a 3-digit number by a 1-digit divisor (REVIEW: In grade 4, students divided up to a 4-digit number by a 1-digit divisor).	Inquiry Question All of the 5 th grade students from the Park School District go on a field trip. The students will travel by bus. If there are 900 students and 30 buses, how many students can go on each bus?	Vocabulary Estimate Quotient Dividend Divisor Remainder	How can I use patterns in numbers to divide mentally?	The focus of this lesson is having students <i>mentally</i> divide numbers by multiples of 10, 100 and 1,000. Students will have to do this when working with area model and partial products.
			See Investigation Chapter 3 Lesson 4 Division Patterns Lesson 5 Estimate Quotients	Teacher Notes: Students solve any way they like which may include the use of area models, arrays, Distributive Property, multiplication, etc. During the student presentation, teachers highlight different strategies to connect student thinking of multiplication by posing questions: -"How did you think about the problem?" -"How did your representation help you solve the problem?" -"How does _____'s thinking relate to _____'s thinking?"	Instructional Routines: <ul style="list-style-type: none"> • Fluency Sprint: Multiply multiples of 10 • Number Talks focus: <ul style="list-style-type: none"> ✓ Decimal/fraction equivalencies ✓ Measurement conversions 	
			Investigation Look at the following examples and use patterns to predict the solutions for d) and h). Ask students, "What do you notice?" a) $1,000 \div 10 = 100$ b) $10,000 \div 10 = 1,000$ c) $100,000 \div 10 = 10,000$ d) $1,000,000 \div 10 = ?$ e) $1,000 \div 100 = 10$ f) $10,000 \div 100 = 100$ g) $100,000 \div 100 = 1,000$ h) $1,000,000 \div 100 = ?$ Ask, "Why do these patterns make sense? What relationship do you observe between the dividend and the quotient? And the divisor?"			



District Assessments Measure Student Progress



Paramount Unified School District
Educational Services

Name: _____

Grade 5 Unit 3 Assessment

Directions: When Work Space is provided, show your work.

1. Solve using two different strategies.

2165 ÷ 5 =	
Strategy #1	Strategy #2

2. Enter numbers in the boxes to make the equation true.

$$\frac{536}{4} = \frac{500}{4} + \frac{\square}{4} + \frac{\square}{4} =$$



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K-5 Teachers Participate in District Professional Development to Support Implementation of Math





Timeline for New Programs and Textbooks

	2015-16	2016-17	2017-18	2018-19	2019-20
K-5	Math Texts	Language Arts and ELD Texts	AVID – 3 sites	AVID – 9 sites	Adopt Science Texts AVID – all sites
6-8	Math Texts AVID 7	Language Arts ELD Texts AVID 8	Language Arts ELD Texts AVID 6	History Social Science Texts AVID Excel 7	Science Texts AVID Excel 8



What happens next?

January – March. 2019

- Committee reviews state approved science materials.

May, 2019

- Submit recommended new middle school science materials for Board approval and adoption.

Summer, 2019

- Provide professional development on new materials for all 6-8 science teachers. Update curriculum guides and assessments.