Curriculum Implementation Resource Guide
2014-2015

A Guide to the Edgewood Instructional Program
Table of Contents

I. District Initiatives
   A. District Initiative Contact Guide

II. District Curriculum
   A. TCMPC Implementation Expectations
   B. Available Documents for Curriculum Support
   C. Lesson Plan Format Suggestions
   D. State Adopted Textbooks

III. Recommended Times/Program Information
   A. Elementary
   B. Bilingual
   C. Special Education

IV. Professional Development
   A. Early Release Days

V. Best Practices
   A. 5E Model
   B. Fundamental Five
   C. Gradual Release Model
   D. Bloom’s Taxonomy / Rigor
   E. Webb’s Depth of Knowledge
   F. Thinking Maps
   G. Marzano’s Instructional Strategies
   H. Data Script for School Improvement
   G. Processes
   H. Embedded Process Skills
   I. Campus Support

VI. Grading Policy

VII. Edgewood High School Majors
District Initiatives
# DISTRICT INITIATIVE
## CONTACT GUIDE
### 2014-2015

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CONTACT</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement Courses</td>
<td>Dr. Bertha Ortiz</td>
<td>1084</td>
</tr>
<tr>
<td>Advanced Technical Credit (ATC)</td>
<td>Anne Lackner-Messer</td>
<td>8119</td>
</tr>
<tr>
<td>Alamo Academies (AAA, ITSA, ATMA, HPA)</td>
<td>Anne Lackner-Messer</td>
<td>8119</td>
</tr>
<tr>
<td>Amplify</td>
<td>Tracy Tullbane</td>
<td>1051</td>
</tr>
<tr>
<td>Attendance Plan</td>
<td>Sally Andruzzi</td>
<td>4974</td>
</tr>
<tr>
<td>AWARE</td>
<td>Jim Street</td>
<td>7928</td>
</tr>
<tr>
<td>Career Houses/Pathways</td>
<td>Anne Lackner-Messer</td>
<td>8119</td>
</tr>
<tr>
<td>CIP</td>
<td>Susan Forthman</td>
<td>8128/1023</td>
</tr>
<tr>
<td>Data Dashboard</td>
<td>Susan Forthman</td>
<td>8128</td>
</tr>
<tr>
<td>DIP</td>
<td>Susan Forthman</td>
<td>8128/1023</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>Anne Lackner-Messer/Dr. Bertha Ortiz</td>
<td>8119/1084</td>
</tr>
<tr>
<td>Dual Language Program</td>
<td>Carolina Gonzales</td>
<td>8105</td>
</tr>
<tr>
<td>Early Childhood Developmental Screening</td>
<td>Tracy Tullbane</td>
<td>1051</td>
</tr>
<tr>
<td>Edgewood Transition Center</td>
<td>Jose Hinojosa</td>
<td>8103</td>
</tr>
<tr>
<td>Eduphoria</td>
<td>Patricia Zamora</td>
<td>1049</td>
</tr>
<tr>
<td>Edusoft</td>
<td>Jim Street</td>
<td>7928</td>
</tr>
<tr>
<td>Exceed</td>
<td>Milsimer Perez</td>
<td>8149</td>
</tr>
<tr>
<td>iStation</td>
<td>Tracy Tullbane</td>
<td>1051</td>
</tr>
<tr>
<td>Literacy Plan Elementary &amp; Middle School</td>
<td>Sandra Lomas</td>
<td>1054</td>
</tr>
<tr>
<td>MAPing</td>
<td>Anna Nieto</td>
<td>8110</td>
</tr>
<tr>
<td>MECCA</td>
<td>Jose Hinojosa</td>
<td>8103</td>
</tr>
<tr>
<td>New Teacher Induction &amp; Mentoring Program</td>
<td>Patricia Zamora</td>
<td>1049</td>
</tr>
<tr>
<td>Parent Liasons</td>
<td>Melissa Bombella</td>
<td>8126</td>
</tr>
<tr>
<td>Parent/Family+ Advisory Council</td>
<td>Melissa Bombella</td>
<td>8126</td>
</tr>
<tr>
<td>Pinnacle</td>
<td>Milsimer Perez</td>
<td>8149</td>
</tr>
<tr>
<td>Positive Behavior, Intervention &amp; Support</td>
<td>Patricia Zamora</td>
<td>1049</td>
</tr>
<tr>
<td>PREP</td>
<td>Sandy Botello</td>
<td>1043</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Sally Andruzzi</td>
<td>4974</td>
</tr>
<tr>
<td>Supplemental Educational Services (SES)</td>
<td>Accountability Coordinator</td>
<td>1023</td>
</tr>
<tr>
<td>SIP</td>
<td>Accountability Coordinator</td>
<td>1023</td>
</tr>
<tr>
<td>State Assessments</td>
<td>Jim Street/Rosalinda M. Sabedra</td>
<td>7928/1047</td>
</tr>
<tr>
<td>TCMPC</td>
<td>Rick Jenkins</td>
<td>1052</td>
</tr>
<tr>
<td>Texas School Ready/TEEM</td>
<td>Tracy Tullbane</td>
<td>1051</td>
</tr>
<tr>
<td>Think Through Math</td>
<td>Rick Jenkins</td>
<td>1052</td>
</tr>
<tr>
<td>TSTEM Academy</td>
<td>Rose Narvaez</td>
<td>1043</td>
</tr>
</tbody>
</table>
District Curriculum
Edgewood ISD Curriculum

The curriculum for Edgewood Independent School District is a compilation of grassroots efforts developed by District teachers and staff and the TCMPC developed TEKS Resource System. The links to the curriculum can be found on the EISD curriculum websites. All of the lessons implemented by Edgewood provide a rigorous TEKS based curriculum.
TCMCP: The TEKS Resource System
(Note: TCMPC and TEKS Resource System (TRS) are often used interchangeably and refer to the same curriculum system)

The TEKS Resource System, developed by the TCMPC, a consortium of the Education Service Centers, is a guaranteed and viable online curriculum resource and was previously known as CSCOPE. It includes a sequence for curriculum, assessment and instruction. Curriculum lessons for the core content areas are no longer available through the TEKS Resource System, however Edgewood ISD retained the final version of the CSCOPE lessons, which follow the 5E Model of Instruction and incorporate Bloom’s Questioning and Marzano’s Vocabulary strategies. Instructional Focus Documents are updated by the TCMPC and are the primary tool for unit planning. The curriculum documents are vertically aligned and provide a common language, structure and process for curriculum delivery. Textbooks, RTI materials, supplemental, and STAAR resource materials may be used to supplement the curriculum. The TEKS Resource System curriculum documents have been customized to include key elements from the EISD curriculum. All curriculum documents are available electronically.

TEKS Resource System Implementation Expectations
It is a district expectation that all teachers fully implement the TCMPC’s TEKS Resource System curriculum for the identified content areas. Below is a description of the elements of the TEKS Resource System.

- **Curriculum**
  - **Vertical Alignment Document**: This document addresses the scope of what is taught and at what level so that teachers can assess the gaps in students’ knowledge and plan interventions. It clarifies the teacher’s accountability for student learning in the grade/course. It also serves as a tool to vertically track the depth and complexity of a standard through grade levels.
  - **TEKS Verification Document**: This document addresses the sequence of what is taught to ensure that the TEKS are taught before testing. Teachers will utilize this document to verify the depth and breadth of the curriculum.
  - **TEKS Clarification Document**: This document provides the specificity for every TEKS in content and grade level. Examples of content are provided for each K-8 math TEKS.
  - **Year at a Glance**: This document, modified by Edgewood ISD content specialists, also addresses the sequence by specifically ordering the TEKS to be taught. Teachers will use this document to scope out the year in a single snapshot in order to (1) plan high quality instruction, (2) plan for additional support and practice, (3) work with peers to create cross-curricular activities and (4) monitor their own pacing.

- **Instruction**
  - **Instructional Focus Document (IFD)**: This document bridges the gap between curriculum and instruction. It bundles specific TEKS and student expectations as appropriate (i.e. content, skill). It includes performance indicators as authentic assessments of the students’ knowledge. It also includes key concepts, vocabulary, key understandings (big ideas) and background knowledge necessary for full understanding of the curriculum. Teachers will use this document to determine exactly what is to be taught and to maintain their focus.
Exemplar Lessons: These lessons are no longer written nor updated by the TCMPC. However, the final versions of CSCOPE lessons are available on the district network. These lessons were created utilizing the 5E Model of instruction for delivery. The lessons provide teachers with all necessary resources and guidance for delivering high quality engaging instruction. They ensure that instruction, assessment, and curriculum standards are fully aligned. They provide for active learning, differentiation and review. These lessons are becoming increasingly outdated and are used at the direction of the Curriculum, Instruction, and Assessment department.

Implementation TAG Tool (Math only): This tool provides detailed instructional procedures that will help teachers identify and fill instructional gaps created by the implementation of the new Math TEKS.

Assessment
- Unit Assessments: The unit assessments will be utilized to monitor and assess teacher practice and student learning. It includes a variety of measures, such as projects, multiple choice and open-ended questions. District teachers may utilize these assessments as summative assessments of student learning. The District uses Curriculum Based Assessment to monitor student learning and achievement. Multiple unit assessments within a grading period will be averaged to determine the summative assessment grade.

Monitoring
  Monitoring may be in the form of:
  - Classroom Walk-through’s (CWT)
  - Student failure reports
  - Lesson Plans
  - Benchmark/Comprehensive results
  - STAAR Scores
  - Staff Development Attendance
## Components of a Guaranteed, Viable Curriculum

### District

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Alignment Documents</td>
<td>Year at a Glance and TEKS Verification Matrix</td>
<td>Instructional Focus Document</td>
</tr>
<tr>
<td><strong>SCOPE</strong>&lt;br&gt;What we teach&lt;br&gt;To what level&lt;br&gt;Ensure equity&lt;br&gt;No gaps for students&lt;br&gt;Content level accuracy&lt;br&gt;Assess gaps in students’ knowledge and plan intervention</td>
<td><strong>SEQUENCE</strong>&lt;br&gt;Order of introduction&lt;br&gt;Suggested days&lt;br&gt;Open days for additional support/practice&lt;br&gt;Move units based on resources/historical units&lt;br&gt;Paired with <strong>TEKS Verification Matrix</strong> to ensure TEKS are taught before assessment</td>
<td><strong>Performance Indicators &amp; Unit Tests</strong>&lt;br&gt;Bridge between curriculum, assessment, and instruction&lt;br&gt;Bundle of specified student expectations&lt;br&gt;Rationale – why the TEKS are bundled (district add to this)&lt;br&gt;Performance Indicators – product to show student meets expectations&lt;br&gt;Concepts&lt;br&gt;Key understandings – big ideas for the bundles of specified student expectations</td>
</tr>
<tr>
<td><strong>Instructional Focus Documents</strong>&lt;br&gt;Develop a depth of understanding of how the performance indicators will measure student learning of the bundled standards&lt;br&gt;Determine exactly what is to be taught in each six weeks&lt;br&gt;Maintain focus of standards and performance indicators BEFORE planning and during instruction</td>
<td><strong>Performance Indicators</strong>&lt;br&gt;Evidence of student attainment of, and/or progression toward an identified standard(s).&lt;br&gt;Unit tests&lt;br&gt;A test that assesses the specified student expectations as noted on the Instructional Focus Document</td>
<td><strong>Exemplars (good examples)</strong>&lt;br&gt;<strong>SE Model – state model</strong>&lt;br&gt;<strong>State lessons</strong>&lt;br&gt;<strong>Textbook pages that match Instructional Focus Document</strong>&lt;br&gt;<strong>Approved/enduring district lessons (data and consensus)</strong>&lt;br&gt;Lessons at level/higher than exemplar&lt;br&gt;Provide all approved lessons for teachers to access&lt;br&gt;Review&lt;br&gt;Differentiate</td>
</tr>
</tbody>
</table>

Teachers use the vertical alignment documents to:
- Gain clarity regarding their accountability for student learning in the grade/course
- Track vertically the depth and complexity of a standard through grade levels
- Choose instructional resources and materials that are aligned with the specified standards

Teachers use the Year at a Glance and TEKS Verification matrix to:
- Plan high quality instruction<br>Scope out the year in a single snapshot<br>Work with peers to share and allocate instructional resources<br>Monitor their own pacing

Teachers use the Instructional Focus Documents to:
- Determine the acquisition and mastery of the standards<br>Determine the ability of the student to apply the learning in a new context<br>Determine which students need intervention and accelerated instruction

Teachers use the lessons to:
- Plan high quality instruction<br>Ensure that instruction, assessment, and curriculum standards are fully aligned<br>Engage students in an active learning process<br>Springboard into other teacher developed/selected lessons inspired by the exemplars

### District Expectations

<table>
<thead>
<tr>
<th>Non-negotiable</th>
<th>Non-negotiable</th>
<th>Non-negotiable</th>
<th>Non-negotiable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-negotiable</td>
<td>Non-negotiable</td>
<td>Non-negotiable</td>
<td>Non-negotiable</td>
</tr>
<tr>
<td>Negotiable with data</td>
<td>Negotiable with data</td>
<td>Negotiable with data</td>
<td>Negotiable with data</td>
</tr>
</tbody>
</table>
## Available Documents for Curriculum Support

### Elementary

<table>
<thead>
<tr>
<th>Document Type</th>
<th>Math (TCMPC) (Envisions)</th>
<th>Science (TCMPC) (Interactive Science by Pearson)</th>
<th>Language Arts/Reading (Journeys/Senderos &amp; Write Source)</th>
<th>Social Studies (TCMPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Alignment Document (VAD)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>TEKS Verification Document</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>TEKS Clarification Document</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Year at a Glance (YAG)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Instructional Focus Document (IFD)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Exemplar Lessons / 5-E Lessons</td>
<td>✓</td>
<td></td>
<td>☐</td>
<td>✓</td>
</tr>
<tr>
<td>Unit Plan</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>Assessments</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Notes:**

1-Weekly “Focus Wall”
### Available Documents for Curriculum Support

**SECONDARY**

<table>
<thead>
<tr>
<th></th>
<th>MATH <em>(TCMPC)</em> <em>(Envisions)</em></th>
<th>SCIENCE <em>(TCMPC)</em></th>
<th>LANGUAGE ARTS/READING</th>
<th>SOCIAL STUDIES <em>(TCMPC)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Alignment Document (VAD)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>TEKS Verification Document</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>TEKS Clarification Document</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Year at a Glance (YAG)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Instructional Focus Document (IFD)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Exemplar Lessons/5-E Lessons</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Enhanced Instructional Transition Guide (EITG)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Units of Study</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade</td>
<td>Reading</td>
<td>Language Arts</td>
<td>Spelling/Handwriting</td>
<td>ESL</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>PK</td>
<td>Scholastic Early Childhood Pre-Kindergarten System</td>
<td>Scholastic Early Childhood Pre-K System</td>
<td></td>
<td>Scholastic Early Childhood Pre-K System</td>
</tr>
<tr>
<td>Grade</td>
<td>Reading</td>
<td>Language Arts</td>
<td>Spelling/Handwriting</td>
<td>ESL</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------------</td>
<td>-----</td>
</tr>
</tbody>
</table>
## Current Adopted Textbooks
### Middle School 6-8
#### 2014-2015

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts</th>
<th>Reading</th>
<th>ESL</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>PE</th>
<th>Fine Arts</th>
</tr>
</thead>
</table>
## Current Adopted Core Area Textbooks
### High School 9-12
#### 2014-2015

<table>
<thead>
<tr>
<th>English</th>
<th>ESOL</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English I:</strong> Literature: Texas Treasures Course 4&lt;br&gt;Glencoe&lt;br&gt;Texas Write Source&lt;br&gt;Houghton Mifflin Harcourt</td>
<td><strong>ESOL I:</strong> Edge Hampton-Brown</td>
<td><strong>Algebra I:</strong> Algebra I&lt;br&gt;McDougal Littell</td>
<td><strong>World Geography:</strong> World Geography: Building a Global Perspective&lt;br&gt;Pearson Education</td>
<td><strong>Biology:</strong> Texas Biology&lt;br&gt;Houghton Mifflin Harcourt</td>
</tr>
<tr>
<td><strong>ESOL II:</strong> Edge Hampton-Brown</td>
<td><strong>Geometry:</strong> Geometry&lt;br&gt;Holt Rinehart</td>
<td><strong>World History:</strong> World History&lt;br&gt;Glencoe/ McGraw Hill</td>
<td><strong>World History AP:</strong> World Civilizations: The Global Experience (AP)&lt;br&gt;Pearson Education</td>
<td><strong>Chemistry:</strong> Chemistry: Matter and Change&lt;br&gt;McGraw Hill</td>
</tr>
<tr>
<td><strong>ESOL III:</strong> Edge Hampton-Brown</td>
<td><strong>Algebra II:</strong> Algebra II&lt;br&gt;McDougal Littell</td>
<td><strong>US History:</strong> The American Republic&lt;br&gt;Glencoe/ McGraw Hill</td>
<td><strong>US History AP:</strong> American History: AP&lt;br&gt;Glencoe/ McGraw Hill</td>
<td><strong>Physics:</strong> Texas Physics&lt;br&gt;Houghton Mifflin Harcourt&lt;br&gt;Essential Physics&lt;br&gt;Ergopedia</td>
</tr>
<tr>
<td><strong>ESOL IV:</strong> Edge Hampton-Brown</td>
<td><strong>Pre-Calculus:</strong> Pre-Calculus With Limits&lt;br&gt;Houghton Mifflin Harcourt</td>
<td><strong>Government:</strong> Magruder's American Government&lt;br&gt;Pearson Education</td>
<td><strong>Government AP:</strong> American Government AP&lt;br&gt;McDougal Littell/ Houghton Mifflin</td>
<td><strong>Physics AP:</strong> Physics (AP)&lt;br&gt;Campbell-Reece</td>
</tr>
<tr>
<td><strong>ESOL VI:</strong> Edge Hampton-Brown</td>
<td><strong>Calculus:</strong> Calculus of a Single Variable&lt;br&gt;Larson, Hostetler, Edwards</td>
<td><strong>Statistics:</strong> Understandable Statistics&lt;br&gt;McDougal</td>
<td><strong>Economics:</strong> Economics: Principles and Practices&lt;br&gt;Glencoe/ McGraw Hill</td>
<td><strong>Environmental Science:</strong> Texas Environmental Science&lt;br&gt;Houghton Mifflin Harcourt</td>
</tr>
</tbody>
</table>
Recommended Times & Program Information
Elementary Recommended Time for Content Area Instruction 2014-2015

The school day is from 7:45 a.m. until 3:15 p.m. This allows for 450 minutes of direct contact with students. Maximizing time for instructional tasks and minimizing other tasks is critical to advancing the learning of all students. However, there are other tasks which must be taken into consideration, including breakfast in the classroom, transitioning to lunch, pullout programs, and taking care of administrative tasks.

Engaged classroom instruction must begin no later than 8:00 a.m. This allows a short time to ensure breakfast and morning administrative tasks are complete. Instruction at the end of the day must continue until 3:10 p.m. Shutting down earlier is simply not necessary or permissible. The 450 instructional minutes are now 430 minutes. Of these minutes, 30 must be spent at lunch and 55 must be spent for the PE / Art / Music rotations. This leaves 345 instructional minutes.

Of the 345 minutes, the minimal guidelines below must be met:

<table>
<thead>
<tr>
<th>K-1st</th>
<th>2nd</th>
<th>3rd-4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAR/SLAR-150 minutes – 120 minutes based on Literacy Plan; 30 minutes RTI-Tier II Math- 90 minutes Science • Monolingual- 45 minutes • Dual Lang.- 30 minutes Social Studies- 30 minutes Literacy Support • Dual Lang.-English Lang. Development-30 minutes • Monolingual- 30 minutes</td>
<td>ELAR/SLAR-150 minutes – 120 minutes based on Literacy Plan; 30 minutes RTI-Tier II Math- 90 minutes Science- 45 minutes Social Studies- 30 minutes Literacy Support • Dual Lang.- English Lang. Development-30 minutes • Monolingual- 30 minutes</td>
<td>ELAR/SLAR-150 minutes – 105 minutes based on Literacy Plan; 45 minutes RTI-Tier II Math- 90 minutes Science- 45 minutes Social Studies- 30 minutes Literacy Support • Dual Lang.- English Lang. Development-30 minutes • Monolingual- 30 minutes</td>
<td>ELAR/SLAR-150 minutes – 105 minutes based on Literacy Plan; 45 minutes RTI-Tier II Math- 90 minutes Science- 60 minutes (embed Shelter Instruction Strategies) Social Studies-45 minutes</td>
</tr>
</tbody>
</table>

Restroom breaks – Students must be allowed reasonable access to the restroom throughout the day. Prolonged restroom breaks are not recommended. Group restroom breaks should be tied into other transitional times.
Edgewood ISD
One Way and Two Way
Dual Language Time and Treatment

**Daily Guidelines:**
- ELAR/RTI: 150 minutes - literacy plan
- ELD: 45 minutes (Kinder-1st grade); 30 minutes (2nd-4th grades)
- Math/RTI: 90 minutes
- Science: 30 minutes (Kinder-1st grade); 45 minutes (2nd-4th grades); 60 minutes (5th grade)
- Social Studies: 30 minutes (Kinder-4th grade); 45 minutes (5th grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth-Eighth</th>
<th>Ninth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectura/Escritura</td>
<td>Lectura/Escritura</td>
<td>Lectura/Escritura</td>
<td>Lectura/Escritura</td>
<td>Lectura/Escritura</td>
<td>Reading/Writing</td>
<td>English Language Arts</td>
<td>English I-IV</td>
<td></td>
</tr>
<tr>
<td>Estudios Sociales</td>
<td>Estudios Sociales</td>
<td>Estudios Sociales</td>
<td>Estudios Sociales</td>
<td>Estudios Sociales</td>
<td>Estudios Sociales</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Ciencias</td>
<td>Ciencias</td>
</tr>
<tr>
<td>English Language Development</td>
<td>English Language Development</td>
<td>English Language Development</td>
<td>English Language Development</td>
<td>English Language Development</td>
<td>Science-sheltered instruction strategies embedded</td>
<td>Spanish Language Development</td>
<td>Spanish Language Development</td>
<td></td>
</tr>
</tbody>
</table>

**Spanish Instruction**

**English Instruction**

---

18
# Edgewood ISD Dual Language/ESL Education Department

## Resources for Dual Language Program

### 2014-2015

### Kindergarten

<table>
<thead>
<tr>
<th>STUDENTS are ACQUIRING AND LEARNING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
</tr>
<tr>
<td>-On Our Way To English -ELPS</td>
</tr>
<tr>
<td>Lectura/Escritura</td>
</tr>
<tr>
<td>-Senderos -Getting to the Core of Writing (Spanish Resources)</td>
</tr>
<tr>
<td>Matemáticas -enVision Matemáticas (Pearson)</td>
</tr>
<tr>
<td>Estudios Sociales - TCMPC -ELPS</td>
</tr>
<tr>
<td>Science -Science (Pearson) -ELPS</td>
</tr>
</tbody>
</table>

### First Grade

<table>
<thead>
<tr>
<th>STUDENTS are ACQUIRING AND LEARNING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
</tr>
<tr>
<td>-On Our Way To English -ELPS</td>
</tr>
<tr>
<td>Lectura/Escritura</td>
</tr>
<tr>
<td>-Senderos -Getting to the Core of Writing (Spanish Resources)</td>
</tr>
<tr>
<td>Matemáticas -enVision Matemáticas (Pearson)</td>
</tr>
<tr>
<td>Estudios Sociales - TCMPC -ELPS</td>
</tr>
<tr>
<td>Science -Science (Pearson) -ELPS</td>
</tr>
</tbody>
</table>

### Second Grade

<table>
<thead>
<tr>
<th>STUDENTS are ACQUIRING AND LEARNING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
</tr>
<tr>
<td>-On Our Way To English -ELPS</td>
</tr>
<tr>
<td>Lectura/Escritura</td>
</tr>
<tr>
<td>-Senderos -Villacuentos (RtI) -Texas Fuente de Escritura</td>
</tr>
<tr>
<td>Matemáticas -enVision Matemáticas (Pearson)</td>
</tr>
<tr>
<td>Estudios Sociales - TCMPC -ELPS</td>
</tr>
<tr>
<td>Science -Science (Pearson) -ELPS</td>
</tr>
</tbody>
</table>

### Third Grade

<table>
<thead>
<tr>
<th>STUDENTS are TRANSFERRING AND APPLYING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
</tr>
<tr>
<td>-On Our Way To English -ELPS</td>
</tr>
<tr>
<td>Lectura/Escritura</td>
</tr>
<tr>
<td>-Senderos -Villacuentos (RtI) -Texas Fuente de Escritura</td>
</tr>
<tr>
<td>Matemáticas -enVision Matemáticas (Pearson)</td>
</tr>
<tr>
<td>Estudios Sociales - TCMPC -ELPS</td>
</tr>
<tr>
<td>Science -Science (Pearson) -ELPS</td>
</tr>
</tbody>
</table>

### Fourth Grade

<table>
<thead>
<tr>
<th>STUDENTS are TRANSFERRING AND APPLYING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
</tr>
<tr>
<td>-On Our Way To English -ELPS</td>
</tr>
<tr>
<td>Lectura/Escritura</td>
</tr>
<tr>
<td>-Senderos -Villacuentos (RtI) -Texas Fuente de Escritura</td>
</tr>
<tr>
<td>Matemáticas -enVision Matemáticas (Pearson)</td>
</tr>
<tr>
<td>Estudios Sociales - TCMPC -ELPS</td>
</tr>
<tr>
<td>Science -Science (Pearson) -ELPS</td>
</tr>
</tbody>
</table>

### Fifth Grade

<table>
<thead>
<tr>
<th>STUDENTS are TRANSFERRING AND APPLYING LANGUAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts and Reading</td>
</tr>
<tr>
<td>-Journeys -Soar to Success (RtI) -Texas Write Source</td>
</tr>
<tr>
<td>-On Our Way to English -ELPS</td>
</tr>
</tbody>
</table>

*K-1 Trained teachers will use Estrellita as RtI.

** Trained Literacy Coaches will use Comprehension Tool Kit (Spanish Texts available)
### ESL Content Based Classes

Designated core classes are identified to provide all ELL students support in English Language Proficiency. Teachers assigned to these classes are certified and trained in sheltered instruction. Sheltered instruction ELL strategies are utilized and documented in lesson plans to ensure that ELL learners are getting language support at their English language proficiency level.

### Middle School:

**ESL I**

- ELL students are identified based on state assessment and TELPAS language proficiency levels and are placed in ESL class by the campus LPAC.
- ESL I is designed to meet the needs of beginning and intermediate students who are acquiring English skills. This class is taught by the ESL Interventionist.

**High School:**

**ESOL I**

- ESOL I is taken at high school in place of English I. This class supports students in acquiring English and prepares them for the English I EOC test.

### Middle School:

**ESL II**

- ELL students are identified based on state assessment and TELPAS language proficiency levels and are placed in ESL class by the campus LPAC.
- ESL II is designed to meet the needs of Intermediate and advanced students who are struggling with acquiring English skills. This class is taught by the ESL Interventionist.

**High School:**

**ESOL II**

- ESOL II is taken at high school in place of English II. This class continues to support students in acquiring English and prepares them for the English II EOC test.

### Course Textbooks

- Use course textbooks and curriculum for the content area class.
- Use ESL state adopted materials
- Use ESL state adopted materials

### Milestones

- Milestones-Middle School Program
- Milestones-Middle School Program
- Milestones-Middle School Program

### Class Recommendations

- ELL students should be clustered in groups of 5-8 in at least one of their core content classes. (ELAR and/or social studies preferred) Students should be clustered according to TELPAS proficiency levels and STAAR/EOC ELAR performance.
- Recent immigrants should be enrolled in a Spanish language class and dual language classes as appropriate.
Professional Development
Professional Development

Eduphoria Workshop is the online registration system used to manage professional development activities in Edgewood. District professional development offerings are entered into the Eduphoria Workshop system. Teachers register for the training, evaluate, and follow up on their staff development. Courses can be created at the campus level to manage and keep record of meeting and training attendance. Personnel can request external credit if they take a course outside the district and would like it to reflect on their Eduphoria portfolio. Administrators can also view teachers’ professional development portfolio and their certifications at a glance.
2014-2015
District and Campus Professional Development Days

Campus URS/Professional Development/Data Analysis Day

*Early Release Days*
These days are used at the Campus’ Discretion to complete professional development that supports the needs of the specific campus.

- October 24, 2014
- January 16, 2015
- March 27, 2015
- May 22, 2015

District Professional Development Days

*Early Release Days*
These days are used at the District’s Discretion to complete professional development that supports the needs of specific grade levels and content areas.

- October 3, 2014
- February 6, 2015
Best Practices
5E Model

The 5E Model is inquiry-based instruction in which students participate in active learning. Emphasis is placed on questioning, data analysis and critical thinking. The five phases of the model include: engagement, exploration, explanation, elaboration and evaluation. The activities within each phase are meant to prompt student interest and problem solving-skills, while the teacher acts as a facilitator to assist students by broadening their understandings of concepts and providing depth (Carin, Bass & Contant, 2005). Not all phases of the model may be accomplished in one class period, although sometimes they may.
# The 5E Model of Instruction

<table>
<thead>
<tr>
<th><strong>5E</strong></th>
<th><strong>Teacher Behavior</strong></th>
<th><strong>Student Behavior</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage</strong></td>
<td>• Generates interest&lt;br&gt;• Access prior knowledge&lt;br&gt;• Connect to past knowledge&lt;br&gt;• Set parameters of the focus&lt;br&gt;• Frame the idea</td>
<td>• Motivates&lt;br&gt;• Creates interest&lt;br&gt;• Taps into what students know or think about the topic&lt;br&gt;• Raises questions and encourages responses</td>
</tr>
<tr>
<td><strong>Explore</strong></td>
<td>• Experience key concepts&lt;br&gt;• Discover new skills&lt;br&gt;• Probe, inquire, and question experiences&lt;br&gt;• Examine their thinking&lt;br&gt;• Establish relationships and understanding</td>
<td>• Acts as a facilitator&lt;br&gt;• Observes and listens to students as they interact&lt;br&gt;• Asks good inquiry-oriented questions&lt;br&gt;• Provides time for students to think and to reflect&lt;br&gt;• Encourages cooperative learning</td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td>• Connect prior knowledge and background to new discoveries&lt;br&gt;• Communicate new understandings&lt;br&gt;• Connect informal language to formal language</td>
<td>• Encourages students to explain their observations and findings in their own words&lt;br&gt;• Provides definitions, new words, and explanations&lt;br&gt;• Listens and builds upon discussion form students&lt;br&gt;• Asks for clarification and justification&lt;br&gt;• Accepts all reasonable responses</td>
</tr>
<tr>
<td><strong>Extend/Elaborate</strong></td>
<td>• Apply new learning to a new or similar situation&lt;br&gt;• Extend and explain concept being explored&lt;br&gt;• Communicate new understanding with formal language</td>
<td>• Uses previously learned information as a vehicle to enhance additional learning&lt;br&gt;• Encourages students to apply or extend the new concepts and skills&lt;br&gt;• Encourages students to use terms and definitions previously acquired</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>• Assess understanding (Self, peer and teacher evaluation)&lt;br&gt;• Demonstrate understanding of new concept by observation or open-ended response&lt;br&gt;• Apply within problem situation&lt;br&gt;• Show evidence of accomplishment</td>
<td>• Observes student behaviors as they explore and apply new concepts and skills&lt;br&gt;• Assesses students’ knowledge and skills&lt;br&gt;• Encourages students to assess their own learning&lt;br&gt;• Asks open-ended questions</td>
</tr>
</tbody>
</table>

Based on the 5E Instructional Model presented by Dr. Jim Barufaldi at the Eisenhower Science Collaborative Conference in Austin, Texas, July 2002.
FUNDAMENTAL 5 - FORMULA FOR QUALITY INSTRUCTION

- Frame the Lesson
  - Posted content and language objectives in student friendly language
  - Introduce the lesson, discussing lesson objectives and expectations
  - Have a closing question, product, or task with every lesson

- Work in the Power Zone
  - Don’t teach from your desk or podium (60% of HS teachers do)
  - Proximity to students working is vital (70% goal)
  - Increases on task behavior and retention
  - Where we say something is as important what we say. Arrange your room to allow movement.

- Frequent Small Group Purposeful Talk
  - Every 10-15 minutes stop & let kids discuss for 1 to 3 minutes
  - Still must be teacher driven with 2-3 students per group
  - Use natural transition points in your lesson
  - Pre plan your questions or the questions will tend to be low order thinking questions
  - Use sentence starters when appropriate

- Recognize and Reinforce
  - Personalize both with each student
  - Be authentic and specific with praise
  - Reinforce on-task behavior, completion of tasks, and accuracy

- Write Critically
  - The least observable trait of the 5
  - Examples: Purposeful note taking, Summary paragraphs, class exit tickets, use as a warm up to begin class
  - Writing creates retention for every level of student
  - Use note taking templates, sentence starters, and word banks as appropriate
Gradual Release of Responsibility Teacher Model for ELAR Instruction

Teacher Modeling
-I do it-
Teacher explains the strategy (i.e. summarization).
Teacher models the strategy.
Teacher thinks aloud when reading/writing to show thinking and strategy use.

Guided Practice
-We do it-
After explicit modeling, teacher gradually gives students more responsibility for task engagement and completion.
Teacher and students practice the strategy together in shared reading/writing contexts, reasoning through the text and co-constructing meaning.

Collaborative
-You do it together-
Students share their thinking process with one another.
Teacher moves from group to group checking on how things are going.
Students work in small groups and pairs and reason through reading/writing together.

Independent Practice
-You do it alone-
After working with teacher and other students, students try practicing the strategy on their own.
Student receives regular feedback from teacher and other students.

Application of the strategy
The student uses the strategy in authentic reading/writing situations.
The student uses the strategy in a variety of different genres, settings, contexts, and disciplines.

Adapted from The Comprehension Toolkit by Stephanie Harvey & Anne Goudvis
Bloom’s Taxonomy

Bloom’s Taxonomy is a classification of levels of cognitive intellectual behavior important to learning. Research has shown that students remember more when they have learned to handle the topic at the higher level of the taxonomy because more elaboration is required (Garavalia, Hummel, Wiley & Huitt, 1999). The Closure Model uses the inquiry model of Bloom’s taxonomy to review and expand student’s understanding of the lesson. This allows the students to synthesize and evaluate what they have learned. Furthermore, this model acts as a formative assessment during which the teacher should assess their students’ understanding of the concepts taught that day.

Rigor

Rigor must be an integral part of every lesson for our students. As the core of a thinking curriculum, rigor is the expectation for lessons. While the basic lesson instructs the students in concepts critical to the core content, it is the extensions within the lesson that provide rigor. Rigor begins with students functioning in high order thinking skills of Bloom’s Taxonomy. After the basic learning occurs, the students must have ample opportunity to apply the concepts to new situations and varying environments. Rigor is the application of the learning across a range of studies.

Depth of Knowledge

The Depth of Knowledge Model was adapted from Norman L. Webb as method for interpreting and assigning depth of knowledge levels to objectives within standards and assessment items. It focuses on content standards in order to successfully complete an assessment item or task. It is not the same as Bloom’s Taxonomy. Instead, it is a mechanism to ensure that the intent of the standard, the level of instruction and the level of student demonstration of mastery matches the assessment items.
**BLOOM’S TAXONOMY LEVELS**

<table>
<thead>
<tr>
<th>Level I- Knowledge</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>who what why when when tell where which choose find how define label show spell list match name relate recall select</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>Which one...? How is...? When did... happen? How would you describe...? Can you recall...? What is...? Where is...? How did... happen? Why did...? When did...? How would you show...? Who were the main...? Can you select...? Can you list the three...? Who was...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level II- Comprehension</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>compare contrast demonstrate interpret infer explain extend illustrate outline classify relate rephrase show translate summarize</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>Can you explain what is happening...? How would classify the type of...? How would you compare...? Contrast...? Will you state or interpret in your own words...? How would you rephrase the meaning...? What facts for ideas show...? What is the main idea of...? Which statement support...? How would you summarize...? What is meant...? What can you say about...? Which is the best answer...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level III- Application</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>apply build choose construct develop interview organize plan experiment with select solve utilize model identify make use of</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems Continued</strong></td>
<td>How would you use...? What examples can you find to...? How would you solve... using what you’ve learned? How would you organize... to show? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...?</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>What would result if...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level IV- Analysis</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>analyze categorize classify compare dissect contrast discover divide examine inspect simplify survey take part in test for distinguish list distinction theme relationships function motive inference assumption conclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems Continued</strong></td>
<td>What are the parts or features of...? How is related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? What is the function of...?</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>Can you identify the different parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What ideas justify...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level V- Synthesis</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>build choose combine compile construct create design develop estimate formulate imagine invent make up originate plan predict propose solve solution suppose discuss modify change original minimize maximize delete theorize test elaborate improve happen change</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems Continued</strong></td>
<td>What changes would you make to solve...? How would you improve...? Can you invent...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? How would you adapt to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimize (maximize)...? What could be combined to improve (change)...? Suppose you could what could you do...? Can you think of an original way for the...? Can you construct a model that would change...?</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>How would you test...? Can you formulate a theory for...? If you predict the outcome to... what would you estimate the result for...? What facts can you compile...? What way would you design...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level VI- Evaluation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Words</strong></td>
<td>award choose conclude criticize decide defend determine dispute evaluate judge justify measure judge justify measure compare mark rate recommend rule on select agree appraise prioritize opinion interpret explain support importance criteria prove disprove assess influence perceive value estimate deduct</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems Continued</strong></td>
<td>Do you agree with the actions...? With the outcome...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would you be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? How would you select...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...?</td>
<td></td>
</tr>
<tr>
<td><strong>Question Stems</strong></td>
<td>What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why was it better that...? How would you prioritize the facts...? How would you compare the ideas...? People...?</td>
<td></td>
</tr>
</tbody>
</table>

*Based on Bloom’s Taxonomy- Developed by Linda G. Barton, M.S.*
### Level One Activities
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

### Level Two Activities
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

### Level Three Activities
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author’s purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

### Level Four Activities
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.
Differentiated Scientific Inquiry

**TEACHER RESPONSIBILITY**

- Demonstrated Inquiries/Discrepant Events
- Structured Inquiries

"I do it"

"We do it"

"You do it together"

"You do it alone"

**STUDENT RESPONSIBILITY**

- Guided Inquiries
- Problem-Solving Activities
- Teacher-Initiated Inquiries
- Self-Directed Inquiries
- Student-Initiated Inquiries

Adapted from: *Inquire Within: Implementing Inquiry-Based Science Standards in Grades 3-8*  
Douglas Llewellyn 2007
# Higher-level Cognition

## Depth of Knowledge

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall &amp; Reproduction</td>
<td>Skills &amp; Concepts/Basic Reasoning</td>
<td>Strategic Thinking/Complex Reasoning</td>
<td>Extended Thinking/Reasoning</td>
</tr>
</tbody>
</table>

- **Level 1 (Recall & Reproduction)**
  - Recall of information, such as a fact, definition, term, procedure.
  - Performing a simple process or procedure

- **Level 2 (Skills & Concepts/Basic Reasoning)**
  - More complex
  - Includes the engagement of processing beyond Level 1
  - How to approach the question or problem
  - More than one step

- **Level 3 (Strategic Thinking/Complex Reasoning)**
  - Requires deep knowledge using reasoning, planning, using evidence
  - Complex & abstract
  - Multi-step task requires more demanding reasoning

- **Level 4 (Extended Thinking/Reasoning)**
  - High cognitive demand
  - Very complex
  - Make several connections
  - May require an extended period of time
# Depth of Knowledge

## Examples of Possible Activities

<table>
<thead>
<tr>
<th>Recall &amp; Reproduction</th>
<th>Skills &amp; Concepts/Basic Reasoning</th>
<th>Strategic Thinking/Complex Reasoning</th>
<th>Extended Thinking/Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recite basic facts</td>
<td>• Make observations</td>
<td>• Generate a research question &amp; design an investigation</td>
<td>• Design &amp; conduct an experiment</td>
</tr>
<tr>
<td>• Recall definition</td>
<td>• Collect &amp; record data</td>
<td>• Test effects of different variables</td>
<td>• Apply ideas outside of science context</td>
</tr>
<tr>
<td>• Do computations</td>
<td>• Organize &amp; display data in charts/tables</td>
<td>• Presentation of information</td>
<td>• Apply &amp; adapt information to real world situations</td>
</tr>
<tr>
<td>• Write a poem or song</td>
<td>• Explain the relationship between two things</td>
<td>• Defend a position</td>
<td>• Synthesize content from several resources</td>
</tr>
<tr>
<td></td>
<td>• Systems</td>
<td></td>
<td>• Integrate concepts for a global understanding</td>
</tr>
</tbody>
</table>
DOK is **NOT** Verb Dependent

<table>
<thead>
<tr>
<th>VERB</th>
<th>Level 1 Recall &amp; Reproduction</th>
<th>Level 2 Skills &amp; Concepts/Basic Reasoning</th>
<th>Level 3 Strategic Thinking/Complex Reasoning</th>
<th>Level 4 Extended Thinking/Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>List</td>
<td>List</td>
<td>List</td>
<td>List</td>
<td>List</td>
</tr>
<tr>
<td></td>
<td>Three properties that can be used to classify objects</td>
<td>Three groups that a wooden object could be classified as belonging</td>
<td>Three unique objects and the physical properties that would prevent each of the objects from sharing a category with any of the others</td>
<td>The design steps (including the controlled variables) you would take to investigate the best material for a specific purpose, provide evidence from your investigation to support your conclusions</td>
</tr>
</tbody>
</table>
DOK is **NOT** Verb Dependent, continued

<table>
<thead>
<tr>
<th>VERB</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recall &amp; Reproduction</td>
<td>Skills &amp; Concepts/Basic Reasoning</td>
<td>Strategic Thinking/Complex Reasoning</td>
<td>Extended Thinking/Reasoning</td>
</tr>
<tr>
<td>Describe</td>
<td><strong>Describe</strong> Characteristics of metamorphic rocks</td>
<td><strong>Describe</strong> The difference between metamorphic &amp; igneous rocks</td>
<td><strong>Describe</strong> A model that you might use to represent the relationships that exist within the rock cycle</td>
<td><strong>Describe</strong> The approach you would take to ensure that the rock samples you collect are truly representative of the geologic diversity of Texas</td>
</tr>
</tbody>
</table>
Thinking Maps
Critical Thinking, Assessing, Analyzing and Synthesizing to Enhance Reading Comprehension

THINKING MAPS YEAR 3
WEEK 1
MAPS OVERVIEW

THINKING MAPS YEAR 3
WEEK 2
PREDICTION

THINKING MAPS YEAR 3
WEEK 3
VISUALIZATION

THINKING MAPS YEAR 3
WEEK 4
MAKING CONNECTIONS

THINKING MAPS YEAR 3
WEEK 5
SUMMARIZING

THINKING MAPS YEAR 3
WEEK 6
QUESTIONING

THINKING MAPS YEAR 3
WEEK 7
INFERENCE

THINKING MAPS YEAR 3
WEEK 8
TEACHING COMPREHENSION STRATEGIES
DISTRICT LEVEL

DATE TO BE DETERMINED
Train administrators and additional TOTs from campuses

Thinking Maps Year I overview to all new teachers

Review guidance Plan w/ Monitoring

CAMPUS LEVEL by Campus T.O.T.

AUGUST, 2014
Share plans with staff Implement 8-week Action Plan

Grade Level or Content meetings

Assistance and Monitoring

OCTOBER, 2014
Identify specific lessons/activities targeting Prediction Visualization and Making Connections based on teacher input and CWT

JANUARY, 2015
Identify specific lessons/activities targeting Summarization Questioning and Inference based on teacher input and CWT

Revised by Staff Development Department 8/2014
Questions from Texts, Teachers and Tests

Thinking Processes

Thinking Maps as Tools

How are you defining this thing or idea? What is the context: What is your frame of reference?

DEFINING IN CONTEXT

Circle Map

How are you describing this thing? Which adjectives would best describe this thing?

DESCRIBING QUALITIES

Bubble Map

What is the similar and different qualities of these things: Which qualities do you value the most? Why?

COMPARING AND CONTRASTING

Double Bubble Map

What are the main ideas, supporting ideas and details in this information?

CLASSIFYING

Tree Map

What are the component parts and sub-parts of this whole physical object?

PART-WHOLE

Brace Map

What happened? What is the sequence of events? What are the substages?

SEQUENCING

Flow Map

What are the causes and effects of this event? What might happen next?

CAUSE & EFFECT

Multi-Flow Map

What is the analogy being used? What might happen next?

SEEING ANALOGIES

Bridge Map

All maps can utilize a....

FRAME OF REFERENCE
<table>
<thead>
<tr>
<th>Preguntas del Maestro, Exámen o Textos</th>
<th>Proceso de Pensamiento</th>
<th>Thinking Maps (Mapas de pensamiento como instrumentos)</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cómo se define esta situación o idea? ¿Cuál es el contexto?</td>
<td>DEFINIR EN CONTEXTO</td>
<td>Mapa de círculo</td>
</tr>
<tr>
<td>¿Cómo describirías esta situación o idea? ¿Cuáles adjetivos describirían mejor esta situación?</td>
<td>DESCRIBIR</td>
<td>Mapa de burbuja</td>
</tr>
<tr>
<td>¿Qué son las cualidades diferentes y similares de esta situación? ¿Cuáles cualidades tienen el mayor valor? ¿Por qué?</td>
<td>COMPARAR-CONTRASTAR</td>
<td>Mapa de doble burbuja</td>
</tr>
<tr>
<td>¿Qué son las ideas principales, ideas que prestan apoyo y detalles en esta información?</td>
<td>CLASIFICAR</td>
<td>Mapa de árbol</td>
</tr>
<tr>
<td>¿Qué son las partes mayores y partes menores del objeto físico?</td>
<td>ENTERO-PARTES</td>
<td>Mapa de tirante</td>
</tr>
<tr>
<td>¿Qué sucedió? ¿Qué es la secuencia de los eventos? ¿Qué son las etapas del evento?</td>
<td>SECUENCIA</td>
<td>Mapa de flujograma</td>
</tr>
<tr>
<td>¿Qué son las causas y efectos de este evento? ¿Qué sucederá después?</td>
<td>CAUSA-EFECTO</td>
<td>Mapa de multi-flujograma</td>
</tr>
<tr>
<td>¿Qué es el factor que los relaciona? ¿Cuál es la metáfora que guía?</td>
<td>VERANALOGIAS</td>
<td>Mapa de puente</td>
</tr>
<tr>
<td>¿Cuál es su marco de referencia? ¿Cómo sabes lo que sabes? ¿Qué está influenciando la información en tu mapa? ¿Por qué es esta información importante?</td>
<td>Todos los mapas pueden utilizar un...</td>
<td>MARCO DE REFERENCIA</td>
</tr>
</tbody>
</table>
Marzano’s Strategies

Research has indicated that a student’s academic background knowledge plays a significant role in his or her academic achievement in school and on their lives after school. Robert Marzano has identified nine instructional strategies that are most likely to improve students understanding of key concepts across all content areas and across all grade levels. These strategies include: (1) identifying similarities and differences, (2) summarizing and note taking, (3) reinforcing effort and providing recognition, (4) homework and practice, (5) nonlinguistic representations, (6) cooperative learning, (7) setting objectives and providing feedback, (8) generating and testing hypotheses, and (9) cues, questions and advanced organizers (Marzano, et al., Classroom Instruction That Works). A description of each strategy is briefly explained below.
Marzano’s Cheat Sheet

- **Identifying Similarities and Differences**—This is a mental operation, which allows students to solve more difficult problems. This can be done by assigning tasks such as comparisons, classifications and analogies (enhanced by graphic organizers).

- **Summarizing and Note Taking**—Summarizing is distilling of information into an economical and synthesized form. Students must delete some information, substitute some information, and keep some information. Note Taking is making a determination as to what is important and stating it economically.

- **Reinforcing Effort and Providing Recognition**—This is an instructional technique addresses students’ attitudes and beliefs. Not all students realize the importance of believing in effort, but students can learn to change their beliefs to an emphasis on effort. Reward is most effective when it is contingent on the attainment of some standard performance. Abstract symbolic recognition is more effective than tangible rewards (Personalizing Recognition; Pause, Prompt, and Praise).

- **Homework and Practice**—Homework and Practice provide students with opportunities to deepen their understanding and skills relative to content that has been initially presented to them. Homework—amount different at different levels; parent involvement kept to minimum—purpose should be articulated. Practice—establish a policy; homework assignments that are clear for purpose and outcome

- **Nonlinguistic Representations**—imagery representation of knowledge—graphic representation, models, create a mental picture

- **Cooperative Learning**—a grouping strategy that provides for positive interdependence (sink or swim together); face to face interaction (helping to learn, applauding success and efforts); individual and group accountability (each has to contribute to achieve the goal); interpersonal and group skills (communication, trust, and leadership); Group processing—(how well they functioned and how it can better)

- **Setting Objectives and Providing Feedback**—Setting Objectives is establishing a direction for learning (should narrow what students focus on, should not be too specific, students should be encouraged to personalize). Give students timely, corrective feedback on how well they are doing

- **Generating and Testing Hypothesis**—This involves the application of knowledge. If something does not work, make a decision as to why. Afterwards, test to see if your decision was accurate. Students should be able to explain their hypothesis and conclusions.

- **Cues, Questions, and Advanced Organizers**— Cues and questions are ways that a classroom teacher helps students use what they already know. These should focus on what is important as opposed to what is unusual. Higher level questions produce deeper learning. Questions are effective learning tools even when asked before a learning experience. Wait time has the effect of increasing the depth of students’ answers. Advanced Organizers are designed to bridge the gap between what the learner already knows and what he needs to know before he can successfully learn the task at hand. These should focus on what is important. Higher level advanced organizers produce deeper learning. They are most useful with information that is not well organized.
<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Data Script</th>
<th>How Often</th>
<th>How to Fill Data Script</th>
<th>Monitoring for the Following Side Effects</th>
</tr>
</thead>
</table>
| TCMPC Unit Assessments | Analyze data:  
- By teacher  
- By grade level or department  
- Progress of tier 2 and 3 students  
- Comparison to district  
- Gains between administrations  
- Item analysis for intervention  
- TEKS analysis for intervention  
- SPED  
  - Accommodations  
  - Modifications | Use TCMPC Unit Test Timeline | Edusoft Report Builder allows for multiple tests and analysis by teacher | STAAR/TAKS Benchmarks |
| Attendance | Analyze or disaggregate data:  
- By teacher  
- Compared to teacher attendance  
- By 6 weeks period  
- Repeat offenders  
- Special populations | 6 Week Timeline Weekly for Chronic Cases | Pinnacle Time Clock | STAAR/TAKS TCMPC Unit Assessments Grades Benchmarks/Comprehensives |
| Discipline | Analyze or disaggregate data:  
- Number of referrals by nine weeks  
- Repeat offenders  
- By offense  
- By referring teacher  
- SPED  
  - On campus suspensions  
  - Off campus suspensions | 6 Week Timeline | Pinnacle | STAAR/TAKS TCMPC Unit Assessments Grades Benchmarks/Comprehensives Attendance |
| Grades | Analyze data:  
- Failure Reports  
- Monitor students who failed or are in danger of failing  
- Grade distribution by teacher  
  - Number of A, B, C, D, F  
  - Number of students on A or AB honor roll  
  - Number of students with one or more D or F | After Nine Weeks Grading Period Every 3 Weeks for Students in Danger of Failing | Pinnacle | STAAR/TAKS TCMPC Unit Assessments Benchmarks/Comprehensives |
<table>
<thead>
<tr>
<th>Component</th>
<th>Analyze or disaggregate data:</th>
<th>Immediately After Administration</th>
<th>Edusoft Report Builder</th>
<th>STAAR/TAKS TCMPC Unit Assessments Benchmarks/Comprehensives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks/Comprehensives</td>
<td>• By teacher&lt;br&gt;• By subject&lt;br&gt;• By grade level&lt;br&gt;• By performance band&lt;br&gt;• Special populations&lt;br&gt;• Gains between administrations&lt;br&gt;• Goal setting after each administration&lt;br&gt;  o Review goals before next administration&lt;br&gt;  o If goals not met, plan for intervention&lt;br&gt;• Special Education accommodations&lt;br&gt;• Item analysis&lt;br&gt;• TEKS analysis&lt;br&gt;• Reporting category analysis</td>
<td></td>
<td></td>
<td>TELPAS Reports STAAR/TAKS TCMPC Unit Assessments Benchmarks/Comprehensives</td>
</tr>
<tr>
<td>iStation – Reading Math – PreK Circle, Envision Diagnostic</td>
<td>• By teacher&lt;br&gt;• By grade level&lt;br&gt;• Goal setting after each administration&lt;br&gt;  o Review goals before next administration&lt;br&gt;  o Check to ensure goals are met&lt;br&gt;  o Plan for intervention&lt;br&gt;• Special Education Accommodations</td>
<td>Beginning of Year Middle of Year End of Year</td>
<td>Reports</td>
<td>Benchmarks</td>
</tr>
<tr>
<td>TELPAS</td>
<td>• By grade level&lt;br&gt;• Performance in listening, speaking, writing and reading&lt;br&gt;• Percentage of students with composite ratings of beginning, intermediate, advanced and advanced high&lt;br&gt;• Percentage of students who progressed one or more proficiency level&lt;br&gt;• Gains in comprehension scores</td>
<td>End of Year Review Beginning of Year</td>
<td>TELPAS Reports</td>
<td>STAAR/TAKS TCMPC Unit Assessments Benchmarks/Comprehensives</td>
</tr>
<tr>
<td>Retention/Placement Data</td>
<td>Monitor:&lt;br&gt;  • Progress of students who did not earn promotion to next grade level&lt;br&gt;Track:&lt;br&gt;  • Percentage of students retained at each grade level&lt;br&gt;  • Percentage of students placed in each grade level</td>
<td>End of Year Review Beginning of Year</td>
<td>ITTCS</td>
<td>STAAR/TAKS TCMPC Unit Assessments Benchmarks/Comprehensives</td>
</tr>
</tbody>
</table>
District Content Processes
Mathematics Problem Solving Process

Understand the Problem

✓ Read the problem.
✓ What facts do you know?
✓ What do you need to find?

Make a Plan

✓ Think about how the facts relate to each other.
✓ Plan a strategy to solve the problem.

Carry out the Plan

✓ Use your plan to solve the problem.
✓ What is your solution?

Evaluate the Solution for Reasonableness

✓ Look back at the problem.
✓ Does your answer make sense?
Reading Process

Predicting

✓ Draw a conclusion about what you will be reading
✓ Activities to develop schema

Clarifying

✓ Knowing what to do when I don’t get the meaning
✓ Decoding strategies
✓ Contextual vocabulary
✓ Reread
✓ Conversation: internal/external
✓ Visualization

Questioning

✓ Students are expected to ask relevant questions, seek clarification, and locate facts and details about stories and other text and support answers with evidence.
✓ Right There Questions
✓ Think, Search and Find
✓ Author and Me
✓ On My Own

Summarizing

✓ Within the reading
✓ After the reading

Responding/Reflecting

✓ Text to Text
✓ Text to Self
✓ Text to World
Writing Process

Planning

√ Select a genre appropriate for conveying the intended meaning to an audience
√ Determine appropriate topics through a range of writing strategies
√ Developing a controlling idea

Drafting

√ Choosing an appropriate organizational strategy (e.g. sequence of events, cause-effect, compare-contrast)
√ Building on ideas to create a focused, organized, and coherent piece

Revising

√ Clarify meaning
√ Enhance style
√ Include a variety of sentences (e.g. simple, compound and complex)
√ Improve transitions
√ Combining and rearranging sentences or larger unites of text after rethinking how well questions of purpose, audience, and genre have been addressed

Editing

√ Edit drafts for grammar, mechanics, and spelling

Publishing

√ Revise final draft in response to feedback from peers and teacher
√ Publish written work for appropriate audiences
### READING
- Use context to determine or clarify the meaning of words
- Make inferences/use textual evidence
- Summarize, paraphrase and synthesize texts
- Make connections between texts

### WRITING
- Revise
- Write to a prompt while maintaining a focus
- Clear thesis
- Writing in a variety of contents

### MATH
- Math in everyday situations
- Use a problem solving model
- Select/develop a problem solving strategy
- Use mathematical tools
- Communicate mathematical ideas
- Make generalizations, conjectures and justify thinking

### SCIENCE
- Analyze information
- Interpret information
- Make inferences
- Communicate valid conclusions
- Use scientific tools and instruments
- Use models to represent

### SOCIAL STUDIES
- Sequencing, categorizing, cause/effect, inference
- Organize, analyze and interpret information
- Use primary and secondary resources

### NOTES
- Additional comments regarding instruction
Grading Policy
The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated District objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in arriving at grades for students. These guidelines shall ensure that grades reflect a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. The following guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Academic programs for grades 1–5 shall adhere to the following guidelines when determining grades:

1. Number grades shall be assigned for language arts, reading, social studies, mathematics, science, and Spanish language arts.

2. Letter grades shall be assigned for art, music, theatre arts, physical education, and health.

   Letter grades shall be reflected as follows: E = Excellent, S = Satisfactory, N = Needs Improvement, and U = Unsatisfactory to indicate that the student has not mastered the skills taught during the grading period.

3. For grade levels 1–5, grades for the semester shall be determined according to the following:
   a. First nine-week grades shall count as 50 percent.
   b. Second nine-week grades shall count as 50 percent.

4. For grade levels 1–5, teachers shall grade on a nine-week basis according to the following guidelines:
   a. Formative grades shall count as 50 percent of the student’s average. Formative evaluation activities shall in-
Middle school students shall earn three types of grades: cycle, semester, and yearly. The middle school academic program shall adhere to the prescribed guidelines when calculating grades. All departments shall determine grades according to the following process.

 Grades shall be cumulative over each of the cycles (nine-week grading periods.) Nine-week cycle grades shall be calculated using the following formula:

1. Formative grades shall count as 50 percent of the student’s average in the middle school program. Formative evaluation activities shall include practice exercises and skill-building activities aimed at acquiring or strengthening knowledge, e.g., homework, class work, pop quizzes, learners’ logs, notebooks, class participation, and labs that are primarily for practice concept development.

2. Summative grades shall count as 50 percent of the student’s average in the middle school program. Summative evaluation activities shall include unit tests and other tasks used to determine a grade at the completion of a learning activity, e.g., unit tests, weekly test projects, presentations, book reports, research papers, portfolios, and labs that are primarily for assessment purposes.

First- and second-semester grades shall be calculated using the following formula:

1. Cycle 1 grades shall count as 50 percent.

2. Cycle 2 grades shall count as 50 percent.

The yearly grade shall be calculated using the following formula:
Semester 1 grade plus Semester 2 grade divided by two = Yearly grade.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nine-Week Cycle 1 Grade</td>
<td>Second Nine-Week Cycle 2 Grade</td>
</tr>
<tr>
<td>50% (F)</td>
<td>50% (F)</td>
</tr>
<tr>
<td>50% (S)</td>
<td>50% (S)</td>
</tr>
<tr>
<td>Cycle 1 = 50%</td>
<td>Cycle 2 = 50%</td>
</tr>
<tr>
<td>Semester 1 Grade</td>
<td>Semester 2 Grade</td>
</tr>
</tbody>
</table>

Semester 1 Grade + Semester 2 Grade divided by 2 = Yearly Grade

F = Formative  S = Summative

HIGH SCHOOL GRADEING GUIDELINES

The high school academic program shall adhere to the following guidelines when determining grades:

1. The semester grade shall be based on the following formula. The sum of formative and summative grades shall count as 100 percent of the semester grade. Cumulative nine-week average = 50 percent formative grades/50 percent summative grades.

2. All departments shall grade on a nine-week basis according to the following guidelines:

   a. Formative grades shall count as 50 percent of the student’s cumulative average in the high school program. Formative evaluation activities include practice exercises and skill-building activities aimed at acquiring or strengthening knowledge, e.g., homework, class work, pop quizzes, notebooks, class participation, and labs that are primarily for practice concept development.

   b. Summative grades shall count as 50 percent of the student’s cumulative average in the high school program. Summative evaluation activities shall include unit tests and other tasks used to determine a grade at the completion of a learning activity, e.g., unit tests, weekly test projects, presentations, book reports, research papers, portfolios, and labs that are primarily for assessment purposes.

3. Examinations shall emphasize higher-level thinking skills that objectively evaluate all Texas Essential Knowledge Skills (TEKS) taught during that time period.

For a unit course as defined by Chapter 28 and the District course catalog, a student may earn 1 credit when both final semester
grades are averaged and the average results in a grade of 70 or above. A student may earn 0.5 credit for one semester of a full-unit course that is completed with at least a grade of 70 or above. A student may retake a semester of a unit course that has not been completed with a grade of 70 in either night school or in summer school with prior written approval from the student's home campus counselor or principal. Night school and summer school grades may be averaged with grades earned during the regular school year to determine unit credit.

END-OF-COURSE ASSESSMENTS
When required by state law, unless deferred, a student's score on the initial end-of-course (EOC) assessment shall count for 15 percent of the student's final grade for the course as reported on the student's transcript.

RETTAKES
If a student retakes an EOC assessment, the District will use the retake score until the student earns credit.

SPECIAL EDUCATION
A student's ARD committee shall determine the type of assessment to be administered and how the score on an EOC assessment shall be used for final course grades, credit decisions, and graduation requirements.

GRADING
Calculation of grades with EOC assessment scores shall be in accordance with the District's grading guidelines.

[See EIC for class rank provisions addressing EOC assessments. See EKB for further information regarding EOC assessments.]

PROGRESS REPORTING
After the completion of each three weeks, teachers shall provide a notice of progress on each student enrolled in their class to the student's parent and/or guardian. For those students who are failing or in danger of failing (below 74), a parent conference shall be offered. Performance shall be measured in accordance with this policy and the standards established in EIE(LOCAL).

INTERIM REPORTS
Interim progress reports may be issued at the teacher's discretion.

The District shall make this information available to the sponsors of extracurricular activities in which the student participates. The notice shall stipulate that the student will have the remainder of the nine-week period to bring the grade up to 70 or above and that the student will be suspended from extracurricular activities if the grade is not brought up to that point by the end of the nine-week period. The District may require any student whose midreporting-period grade average is below 70 or borderline to attend enrichment classes. [See EHBD(LEGAL) and FM(LEGAL)]

CONFERENCES
In addition to conferences scheduled at least once a year, conferences may be requested by a teacher or parent as needed.
Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.
Edgewood High School Endorsements with Majors
<table>
<thead>
<tr>
<th>Major</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation (KHS)</td>
<td>Web Technologies TP</td>
<td>Animation TP</td>
<td>Advanced Animation 2 credits</td>
<td>Video Game Design TP</td>
</tr>
<tr>
<td>Automotive Technology (FAA)</td>
<td>Business Information Management TP</td>
<td>Energy, Power, &amp; Transportation</td>
<td>Automotive Technology 2 credits</td>
<td>Advanced Automotive Technology 2 credits</td>
</tr>
<tr>
<td>Construction (KHS)</td>
<td>Principles of Architecture &amp; Construction TP</td>
<td>Construction Management</td>
<td>Construction Technology TP</td>
<td>Advanced Construction Technology 2 credits</td>
</tr>
<tr>
<td>Culinary Arts (MHS)</td>
<td>Principles of Hospitality &amp; Tourism</td>
<td>Restaurant Management &amp; Lifetime Nutrition &amp; Wellness</td>
<td>Culinary Arts 2 credits</td>
<td>Practicum in Culinary Arts 2 credits</td>
</tr>
<tr>
<td>English (MHS)</td>
<td>Debate I</td>
<td>Debate II</td>
<td>Debate III</td>
<td>Debate IV or other approved English elective</td>
</tr>
<tr>
<td>English (KHS)</td>
<td>Journalism</td>
<td>Advanced Journalism Yearbook I</td>
<td>Advanced Journalism Yearbook II</td>
<td>Advanced Journalism Yearbook III</td>
</tr>
<tr>
<td>Information Technology (KHS)</td>
<td>Web Technologies TP</td>
<td>Telecommunications &amp; Networking</td>
<td>Internetworking Technologies I</td>
<td>Internetworking Technologies II 2 credits</td>
</tr>
<tr>
<td>Manufacturing (KHS)</td>
<td>Principles of Architecture &amp; Construction TP</td>
<td>Principles of Manufacturing</td>
<td>Welding TP</td>
<td>Advanced Welding 2 credits TP</td>
</tr>
</tbody>
</table>
### Public Services Endorsement

<table>
<thead>
<tr>
<th>Major</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science (MHS)</td>
<td>Principles of Health Science</td>
<td>Health Science</td>
<td>Problems &amp; Solutions I-Health Science (Phlebotomy) 7163 and/or Anatomy &amp; Physiology (Sci) 4551</td>
<td>Problems &amp; Solutions II-Health Science (Pharmacy Tech) or Practicum in Health Science 3 credits</td>
</tr>
<tr>
<td>Cosmetology (FAA)</td>
<td>Business Information Management</td>
<td>Introduction to Cosmetology</td>
<td>Cosmetology I 2 credits</td>
<td>Cosmetology II 3 credits</td>
</tr>
<tr>
<td>Criminal Justice Corrections (KHS)</td>
<td>Principles of Law, Public Safety, Corrections, and Security</td>
<td>Law Enforcement I</td>
<td>Law Enforcement II</td>
<td>Correctional Services &amp; Forensic Science (Sci)</td>
</tr>
<tr>
<td>ROTC (KHS &amp; MHS)</td>
<td>ROTC I</td>
<td>ROTC II</td>
<td>ROTC III</td>
<td>ROTC IV</td>
</tr>
</tbody>
</table>

### STEM (Science, Technology, Engineering & MATH)

<table>
<thead>
<tr>
<th>Major</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Engineering &amp; Robotics (MHS)</td>
<td>Concepts of Engineering</td>
<td>Engineering Design and Presentation</td>
<td>Robotics and Automation</td>
<td>Practicum in STEM 2-3 credits or Engineering Design and Problem Solving</td>
</tr>
<tr>
<td>Major</td>
<td>Class 1</td>
<td>Class 2</td>
<td>Class 3</td>
<td>Class 4</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Fine Arts-Art</strong></td>
<td>Art I</td>
<td>Choose one:</td>
<td>Choose one:</td>
<td>Choose one:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing 2</td>
<td>Drawing 3</td>
<td>Drawing 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Painting 2</td>
<td>Painting 3</td>
<td>Painting 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ceramics 2</td>
<td>Ceramics 3</td>
<td>Ceramics 4</td>
</tr>
<tr>
<td><strong>Fine Arts-Theater</strong></td>
<td>Theatre Arts 1</td>
<td>Choose one:</td>
<td>Choose one:</td>
<td>Choose one:</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td>Theatre Arts 2</td>
<td>Theatre Arts 3</td>
<td>Theatre Arts 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre Production 1</td>
<td>Theatre Production 2</td>
<td>Theatre Production 3</td>
</tr>
<tr>
<td><strong>Fine Arts-Theater</strong></td>
<td>Technical Theatre 1</td>
<td>Technical Theatre 2</td>
<td>Technical Theatre 3</td>
<td>Technical Theatre 4</td>
</tr>
<tr>
<td>Technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts-Music-</strong></td>
<td>Instrumental Ensemble 1</td>
<td>Instrumental Ensemble 2</td>
<td>Instrumental Ensemble 3</td>
<td>Instrumental Ensemble 4</td>
</tr>
<tr>
<td><strong>Mariachi</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts-Music-</strong></td>
<td>Orchestra 1</td>
<td>Orchestra 2</td>
<td>Orchestra 3</td>
<td>Orchestra 4</td>
</tr>
<tr>
<td><strong>Orchestra</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts-Music-</strong></td>
<td>Choir 1</td>
<td>Choir 2</td>
<td>Choir 3</td>
<td>Choir 4</td>
</tr>
<tr>
<td><strong>Choir</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts-Dance</strong></td>
<td>Dance I</td>
<td>Choose one:</td>
<td>Choose one:</td>
<td>Choose one:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Team 2</td>
<td>Dance Team 3</td>
<td>Dance Team 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Folklorico 2</td>
<td>Folklorico 3</td>
<td>Folklorico 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance 2</td>
<td>Dance 3</td>
<td>Dance 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band (KHS &amp; MHS)</td>
<td>Band I</td>
<td>Band 2</td>
<td>Band 3</td>
<td>Band 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Languages (KHS &amp; MHS)</strong></td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Spanish IV AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two years of one language:</td>
<td>Two years of a different language:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish I and Spanish II</td>
<td>Spanish I and Spanish II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>French I and French II</td>
<td>French I and French II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Science I and Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Spanish IV AP</td>
<td>Spanish V AP or French I</td>
</tr>
<tr>
<td></td>
<td>(Spanish I credit received in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Spanish I credit received in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grades 7 and 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish IV AP/DL (Lang)</td>
<td></td>
<td>Dual Language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Spanish I and II credits earned</td>
<td></td>
<td>Spanish V AP/DL (Lit) or French I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in grades 7 and 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish IV AP/DL (Lit)</td>
<td></td>
<td>Dual Language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td>Spanish V AP/DL (Lit) or French I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish III</td>
<td></td>
<td>Dual Language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td>Spanish V AP/DL (Lit) or French I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish IV AP/DL (Lit)</td>
<td></td>
<td>Dual Language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td>Spanish V AP/DL (Lit) or French I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish IV AP/DL (Lit)</td>
<td></td>
<td>Dual Language students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td>Spanish V AP/DL (Lit) or French I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Endorsement complete)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>