Revisions to Ohio's English Language Arts and Mathematics Model Curriculum

December 5, 2017

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Today's Presenters

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Ohio Department of Education

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Ohio Department of Education

Today's Discussion Points

Overview

Process

Review

Overview

Responsibility for Instruction

State	• Standards
State	• Model Curriculum
District/ School	• Local Curriculum • Textbooks
Teacher	• Lesson Plans • Homework

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Supporting Local Schools

ORC 3301.079 requires the state to develop and adopt model curriculum.

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ORC 3313.60 gives each district control over its own local curriculum.

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State support for local decisions.

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Model Curriculum

IS:

- Expectations for learning/Progression Statements
- Content elaboration

IS NOT:

- Lesson Plans
- Test Specs
- Local Curriculum

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Differentiating Model from Local Curriculum
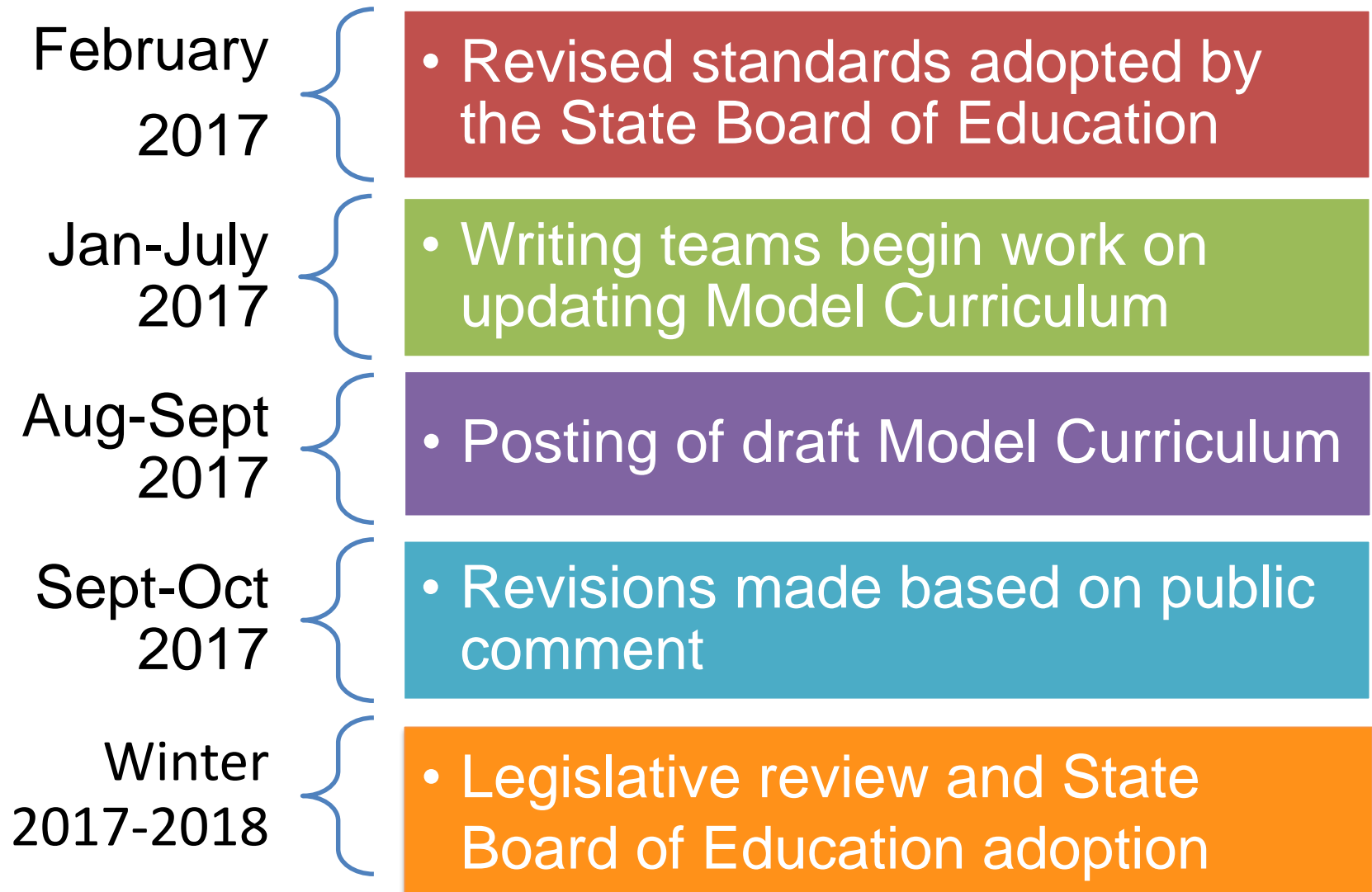
Model Curriculum

- Explore and practice mental computation and estimation strategies including rounding

Local Curriculum

- Use math games that incorporate rounding and mental math.

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Process

Model Curriculum

February 2017	• Revised standards adopted by the State Board of Education
Jan-July 2017	• Writing teams begin work on updating Model Curriculum
Aug-Sept 2017	• Posting of draft Model Curriculum
Sept-Oct 2017	• Revisions made based on public comment
Winter 2017-2018	• Legislative review and State Board of Education adoption

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Math Writing Teams

140+ Ohio teachers and curriculum leaders

50% of participants were new to statewide writing teams

More than 5 full day meetings

Additional content review teams ensured coherence between grades

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ELA Writing Teams

175+ Ohio teachers and curriculum leaders

65% of participants were new to statewide writing teams

9 full day meetings

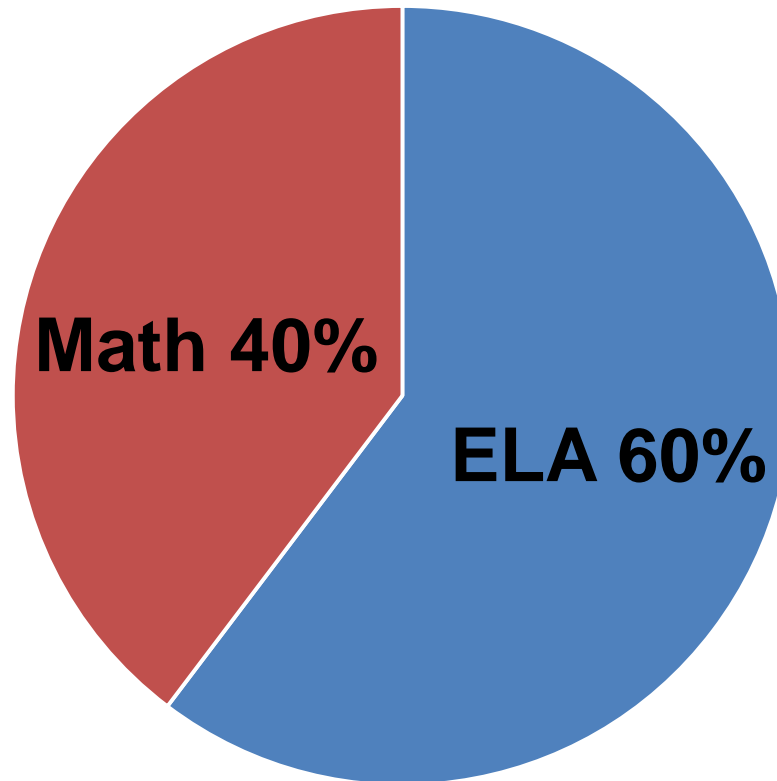Regional English Language Arts leaders reviewed the updates for accuracy

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Model Curriculum – Public Engagement

Model Curriculum Update Survey

August 16, 2017 - September 13, 2017

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912 Overall Responses

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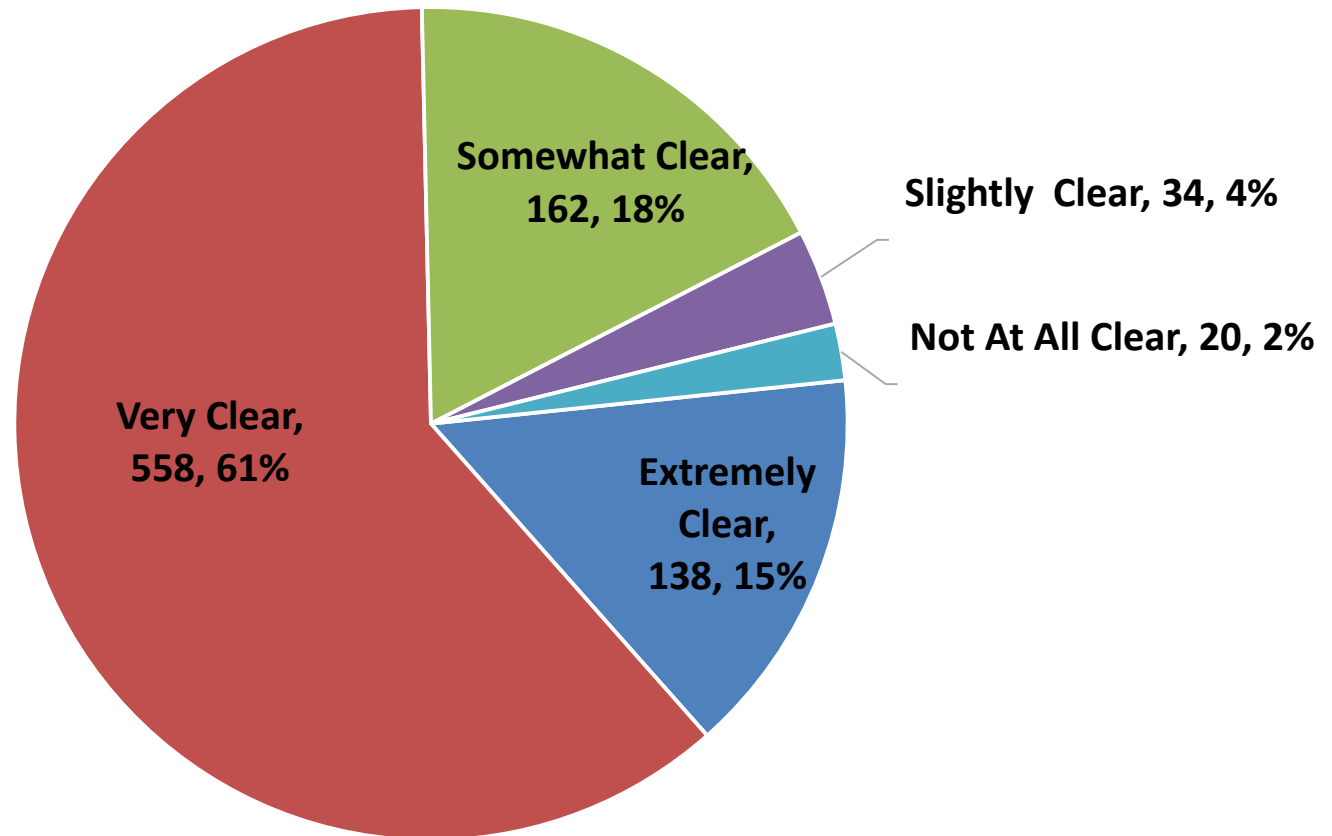
Public Comments - Content Area

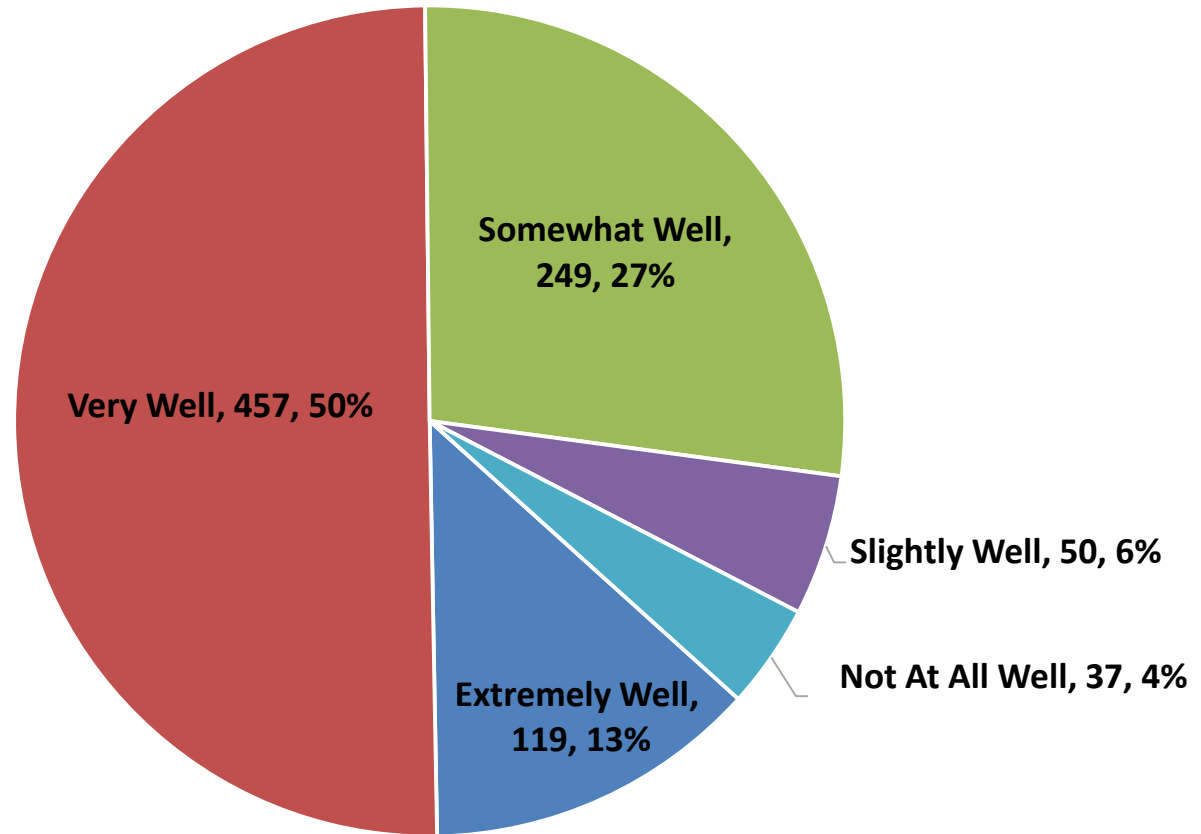# Public Comment - Respondents
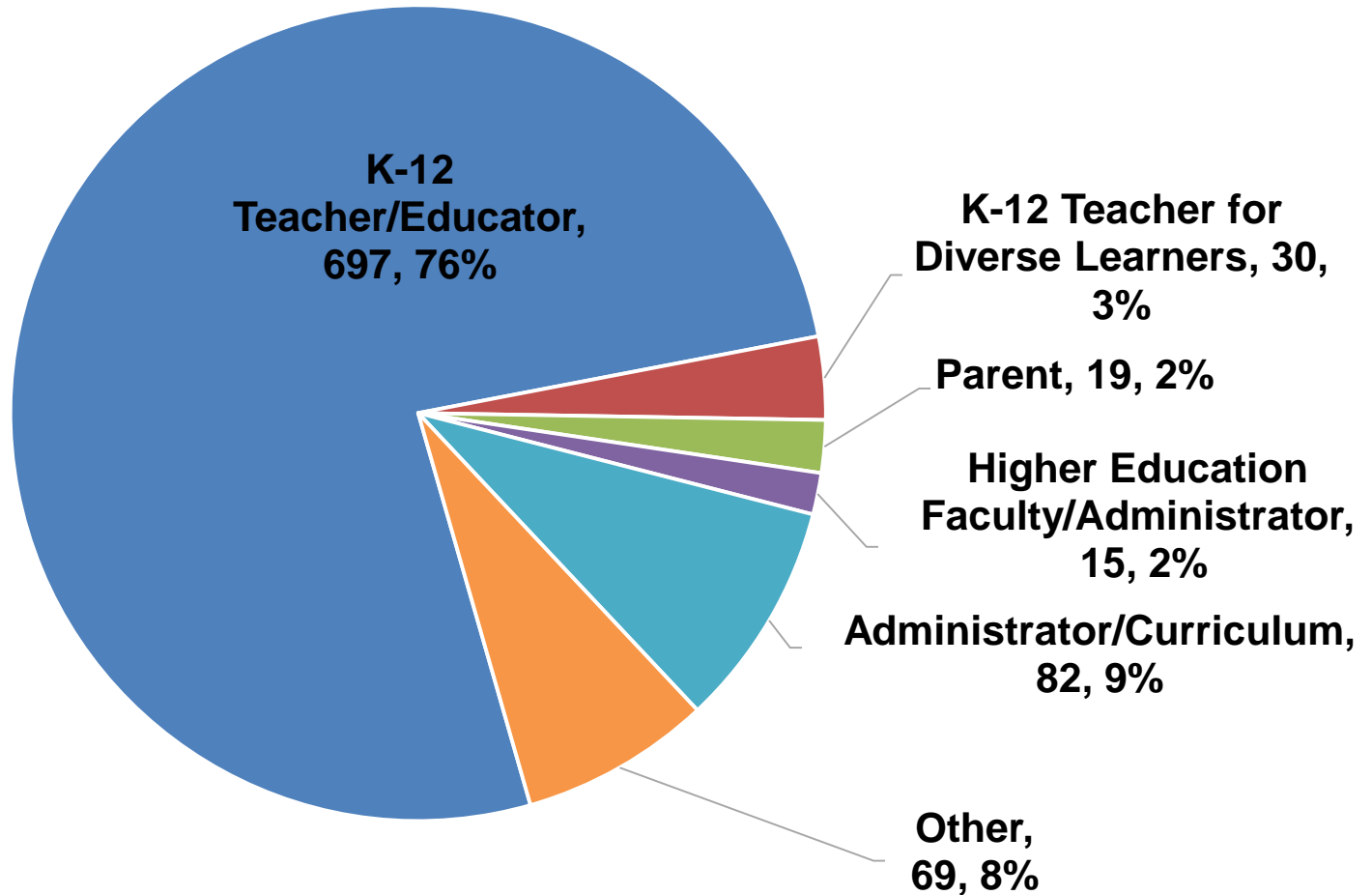
912 Total Respondents

Clarity of Draft Model Curriculum

How clear is the information in the updated model curriculum in relation to the knowledge & skills in Ohio's Learning Standards?

Very Clear, 558, 61%

Somewhat Clear, 162, 18%

Slightly Clear, 34, 4%

Not At All Clear, 20, 2%

Extremely Clear, 138, 15%

912 Total Comments

Effectiveness of Model Curriculum

How well does the proposed model curriculum improve the understanding of Ohio's Learning Standards?

Somewhat Well, 249, 27%

Slightly Well, 50, 6%

Not At All Well, 37, 4%

Very Well, 457, 50%

Extremely Well, 119, 13%

912 Total Comments

Review

Ohio's Model Curriculum for Mathematics

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Framework of Math Standards Grade 3 Example

Cluster - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects

Standard - Work with time and money (3.MD.1)

Standard -Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters (3.MD.2)

Math Model Curriculum

Expectations for Learning

Content Elaborations

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Part 1: Model Curriculum

Math Expectations for Learning

Essential Understanding	Mathematical Thinking	Instructional Focus

Essential Understandings Grade 3 Example

The **important concepts** of the cluster

Grade 3 Cluster - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects

Time is Measured in hours and minutes.

Money is added and subtracted using whole number strategies.

Liquid volume is measured in liters.

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Mathematical Thinking
Grade 3 Example

Describes the **mental processes and practices** important to the cluster

Grade 3 Cluster - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects

Interpret word problems to determine the operation to be used

Pay attention to and make sense of quantities

Reflect on whether the results are reasonable

Instructional Focus
Grade 3 Example

Key skills and procedures students should know and demonstrate

Grade 3 Cluster - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects

Tell and write time to the nearest minute.

Use paper bills in different denominations

Using models and drawings, measure and estimate liquid volumes

Part 2: Model Curriculum Content Elaborations

Assigns the cluster to a **Critical Area of Focus**

Identifies **Connections** to other math standards in the same grade level

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Critical Areas of Focus and **Connections** help educators identify when and how standards can be taught simultaneously

Part 2: Content Elaborations
Grade 3 Critical Areas of Focus

1. Multiplication and division within 100

2. Understanding of fractions

3. Understanding of the structure of rectangles

4. Describing and analyzing two-dimensional shapes

5. Solving multi-step problems

Part 2: Content Elaborations Grade 3 Connections

Cluster - Solve problems involving money, measurement, and estimation of intervals of time, liquid volumes, and masses of objects

- Fluently add and subtract money within 1,000 (3.NBT.2).
- Fluently multiply and divide and solve word problems within 100 with an emphasis on multiplication and division situations for measurement (3.OA.3, 7).
- Solve word problems using the four operations (3.0A.8).
- Understand a fraction as a number on a number line (3.NF.2).
- Apply equivalency of fractions (3.NF.3).

Ohio's Model Curriculum for English Language Arts
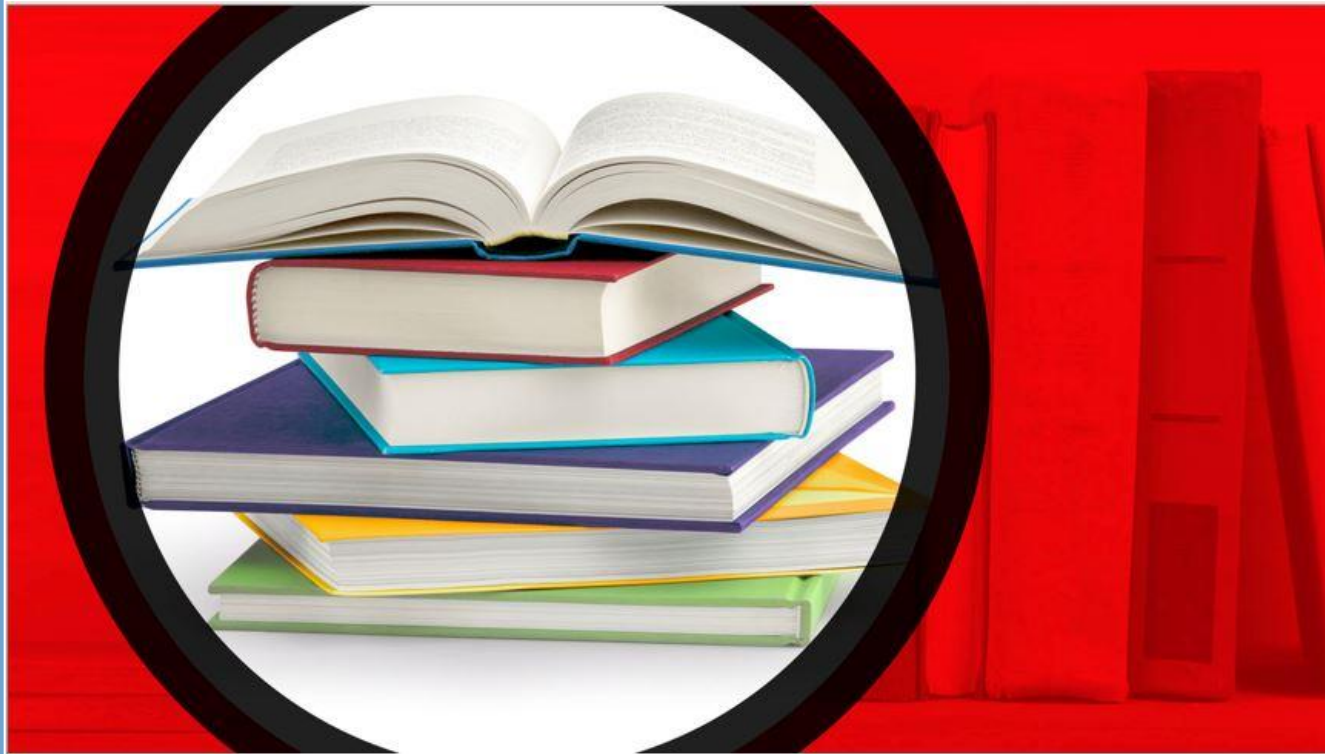
ELA Model Curriculum

Progression Statements

Content Elaborations

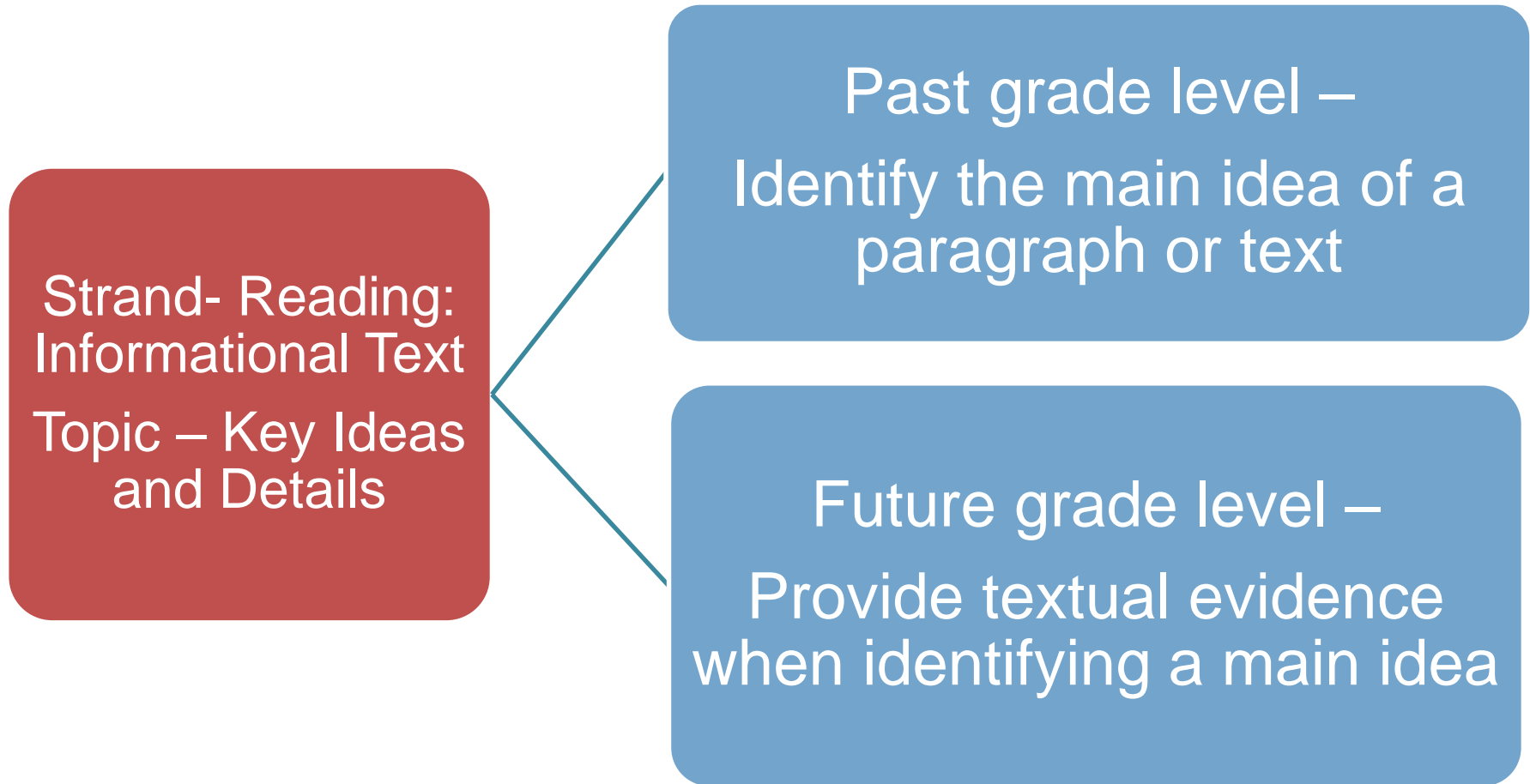Ohio | Department of Education

Part 1: Progression Statements

The progression of learning from one year to the next matters

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Describes what students are expected to learn in the past and future grade levels

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Succinctly connects topics between grade levels.

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Part 1: Progression Statements Grade 3 Example

Strand- Reading: Informational Text

Topic – Key Ideas and Details

Past grade level –

Identify the main idea of a paragraph or text

Future grade level –

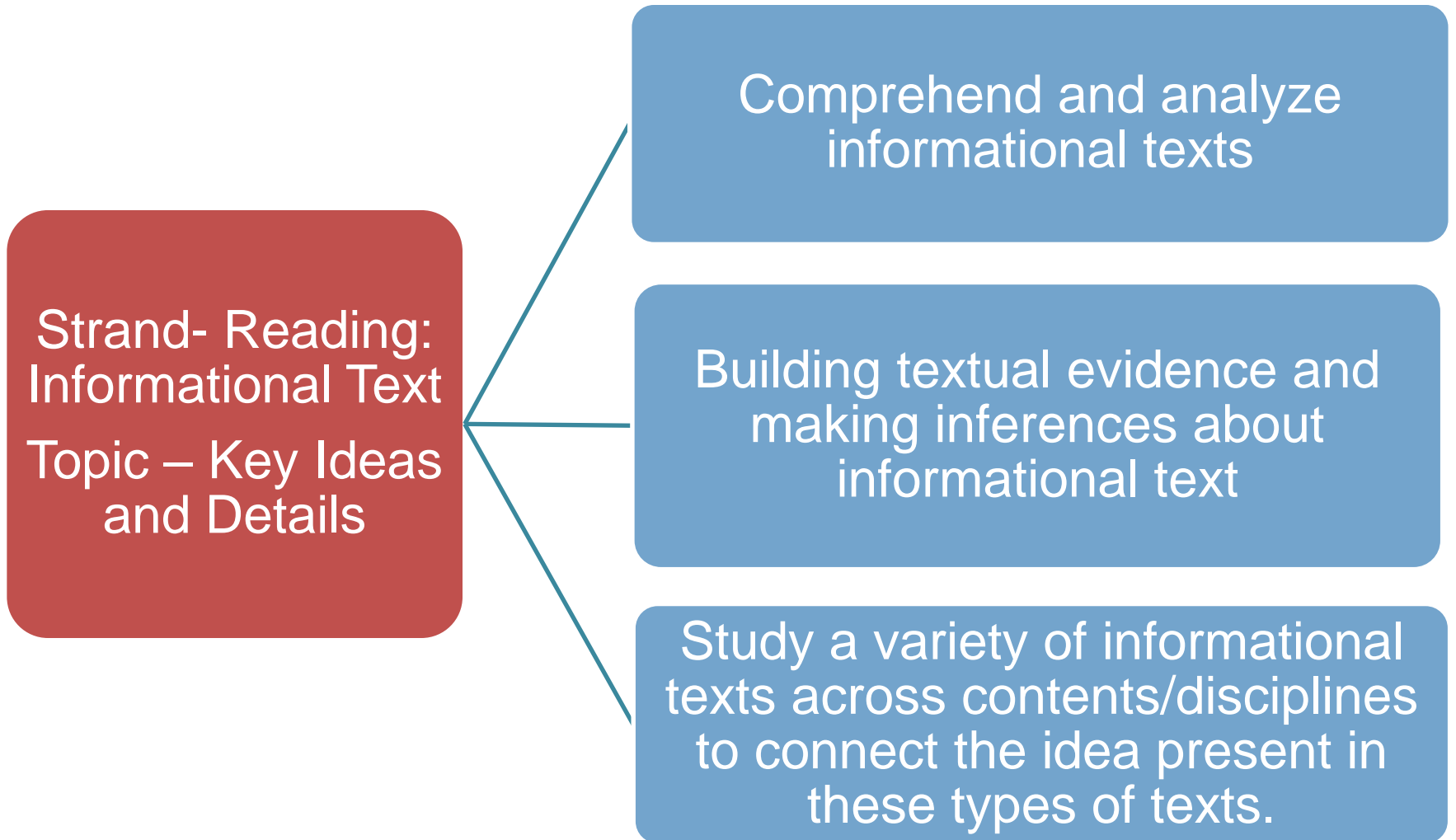Provide textual evidence when identifying a main idea

Part 2: Content Elaborations

Describes what students are expected to learn by topic or grouping of standards in the current grade level.

Deepens the educator's understanding of the expectations of students.

Part 2: Content Elaborations Grade 3 Example

Strand- Reading: Informational Text

Topic – Key Ideas and Details

- Comprehend and analyze informational texts
- Building textual evidence and making inferences about informational text
- Study a variety of informational texts across contents/disciplines to connect the idea present in these types of texts.

Conclusion

Timeline

Jan. 2017
Revised Standards Adopted

2017
Model Curriculum Revisions

2017-2018
Implementation of Revised Standards

2018-2019
Updated Assessment with Revisions

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Ohio Learning Standard Revision Website

English Language Arts and Mathematics

Science
Social Studies and Financial Literacy

Revised Standards

Model Curriculum Update

Standards Revision

http://education.ohio.gov/Standards-Revision

Questions