

PROPOSAL FOR CURRICULUM RESOURCE/TEXTBOOK ADOPTION

MATH AND SOCIAL STUDIES

Submitted by: Darla Payne, Director of
Curriculum and Instruction (K-6)



PURPOSE



Curriculum resources, materials, and textbooks are embedded tools for delivering of the curriculum. It is important that curriculum resources match our students learning styles as well as their diverse learning needs. Curriculum materials in the most effective classrooms will give students multiple means of representation of concepts, multiple means of engaging in learning the concepts, and multiple means of expressions for students to demonstrate what they have learned.

It is with these things in mind that we are proposing the adoption of the following textbooks for math and social studies courses.

The current contracts for both math and social studies kindergarten through 8th grade have expired allowing for an opportunity to evaluate other resources that will fit the learning needs of our students.

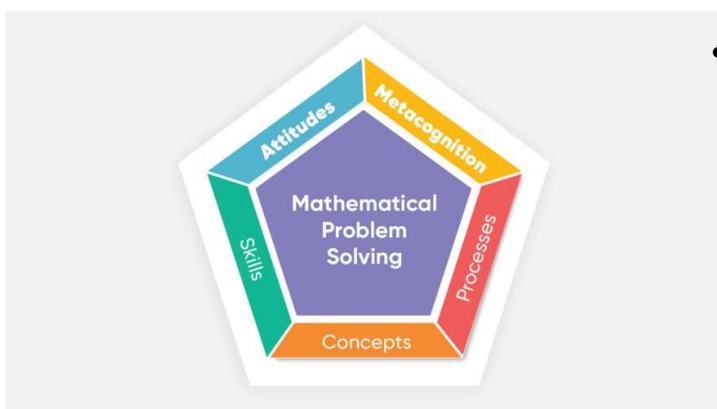
This proposal is to request approval of “Math in Focus” for math and “TCI” for social studies. A pilot was completed at the 6th grade level for TCI and teacher reviews for Math in Focus across grade levels.

Math in Focus

Mathematicians are problem solvers first. When students can't find the meaning of numbers and symbols, problem solving is a struggle. Math in Focus helps students learn the language of math. Through hands-on learning, visualization, and pictorial representations, their understanding of math content grows.



Teacher-informed curriculum builds mastery

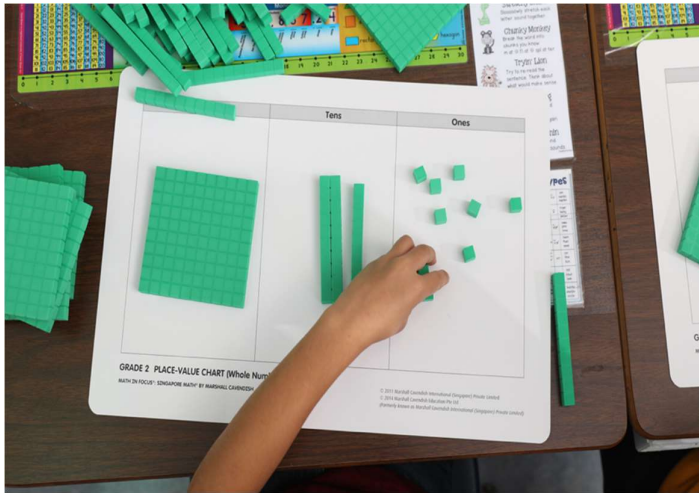


- **Conceptualization**
An emphasis on the concrete to pictorial to abstract approach allows students to gain deeper conceptual understanding through hands on manipulatives, diagrams and models, and abstract symbols.



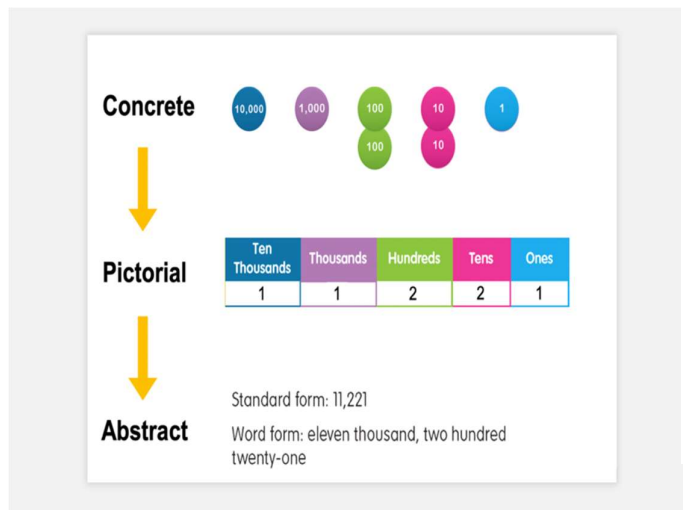
- **Gradual Release**
The Engage-Learn-Try Focus Cycles present a concept step by step so that students can easily grasp it.
- **Problem Solving**
Problem solving is central to learning. Students are guided in acquiring and applying concepts and skills to non-routine, open-ended, and real-world problems

VISUAL LEARNING BUILDS UNDERSTANDING



- In the concrete stage, students use hands on manipulative to explore new concepts.

- From there, students move to pictorial stage to see these ideas represented by diagrams and discover how models help to demonstrate the relationships between numbers.



- Finally, students connect their concrete experiences and pictorial representations to abstract symbols, such as numbers.

The quote includes all manipulative kits, as well as both digital and print textbooks. Will be modified once current school inventory of manipulatives is taken at each building. Also, it can be decided to use just print or just digital copies of the textbook.

TCI – History Alive

TCI is a social studies curriculum built to engage students. Students learn best when completely immersed in their learning environment. They learn best when activities are memorable. TCI integrates engaging activities, aligned with state-specific standards into every unit.

Engaging Ready to Use Content

- TCI has easy to use lesson plans and activities, so that the teacher spends less time planning and more time teaching, engaging students, and offering feedback that moves students forward. Teachers can engage students in stories that immerse the class in social studies with an inquiry activity, focus on integrating reading, or combine the features to meet the diverse needs of their learner.

Interactive Activities

- Students are engaged through TCI’s hands-on lessons. Inquiry projects, debates, and experiential exercises are the ways that students investigate and master key concepts.

Immersive Technology

- Built in technology guides students through multimedia and learning games while helping teachers grade assignments and track student progress.

Literacy in Social Studies

- Literacy is an important component of any student’s education and is the focus of both NIS and NPS. Literacy is integrated into all lesson planning tools and resources in addition to ensuring instruction meets NCSS social studies standards.