

Curriculum Updates



**March
2020**

Curriculum & Instruction

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for Curriculum and
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Teaching and Learning

Brooke Johnston
Director of Exceptional
Children

Beth Davis
Director of Testing and
Accountability/
PowerSchool

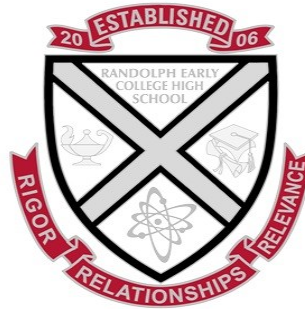
Dale Brinkley
Director of Information
Systems

Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy

Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy

Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy

Proudly Featuring Instructional Highlights From



Randolph Early College
High School



Farmer
Elementary School

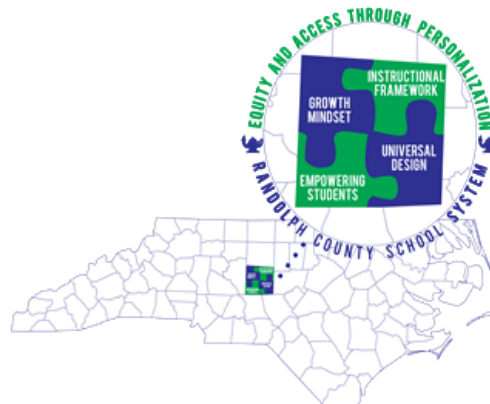


Uwharrie Ridge
Six-Twelve



Tabernacle
Elementary School

Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy



Randolph Early College High School

Principal: Shea Setzer Grosch

Lead Teacher: Monica Williams



To celebrate Mole Day at RECHS, Mrs. Wood hosts a “Mol-E-Bration!” While enjoying mole-themed music and eating mole-inspired foods such as Coca-Mola, marsh-mole-low treats, and doughnut moles, students have the opportunity to share their creativity by presenting stuffed animal moles that they made for extra credit.

In English, Mrs. Mroczkowski transforms her classroom into “Cafe Amore,” where dating and books come together. Students are amazed by the transformation. She even has a live screensaver with music playing for ambiance.

Chemistry - In commemoration of Avogadro’s number (6.022×10^{23}), Mole Day is celebrated by chemistry students, teachers, and enthusiasts from 6:02 a.m. to 6:02 p.m. on October 23. Mole Day typically falls during National Chemistry Week, which emphasizes the importance of chemistry in our everyday lives. Mole Day was created as a way to foster interest in chemistry, and schools throughout the United States and around the world celebrate with various chemistry activities related to moles, a basic measuring unit in chemistry. As a culminating activity, students complete a collaborative, hands-on activity requiring them to demonstrate content knowledge and critical thinking skills. Decoding binary to solving chemistry problems, students excitedly accept the challenge to save the avocados.

English - Students are assigned a table as they enter the “Café,” where they find a selection of seven books, a features “menu” with a description, and date rating sheets. Students are to spend 7 minutes “checking out” each book. Halfway through the activity, they take a break and light refreshments are served. Students then have time to discuss their “dates” with their tablemates. At the conclusion of the final book date, each student completes a choice ballot with their two favorite “dates” to complete.

Mole Day brings fun and excitement to moles, which can be overwhelming at times when doing calculations on the magnitude of 602 sextillion! Students become absurdly fond of moles and continue to send mole jokes and Mole Day wishes to their teacher for years to follow.

When students are given choice, they take ownership and often excel beyond what is required. This is the final activity Mrs. M does with her class, because it takes the entire semester to demonstrate and teach students general expectations. It is a wonderfully delicious experience!

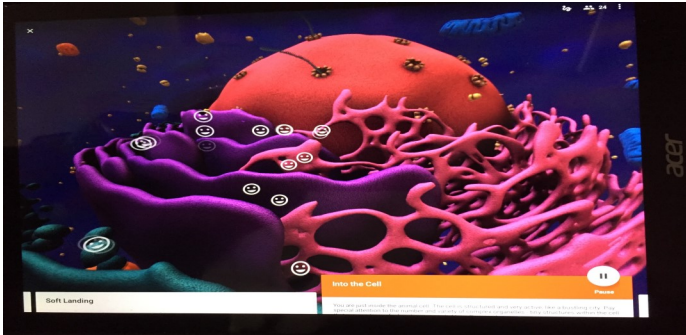


Uwharrie Ridge Six Twelve

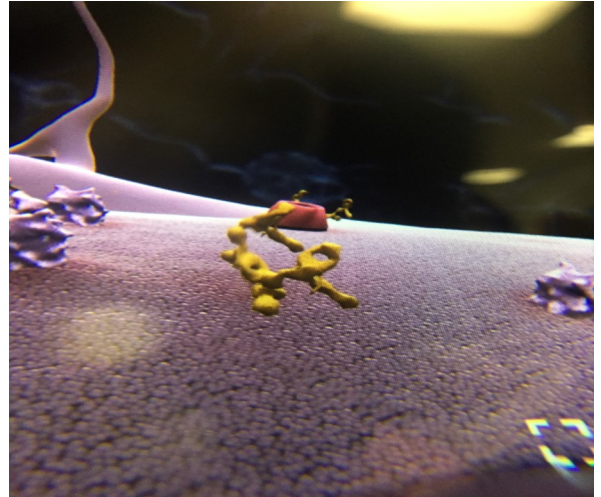
Principal: Brian Hill

Assistant Principal: Laura Popp

Lead Teacher: Ashley Bullington



Teacher View - Mrs. Maracin is able to move around the cell environment, allowing students to see the organelles within an animal and plant cell.

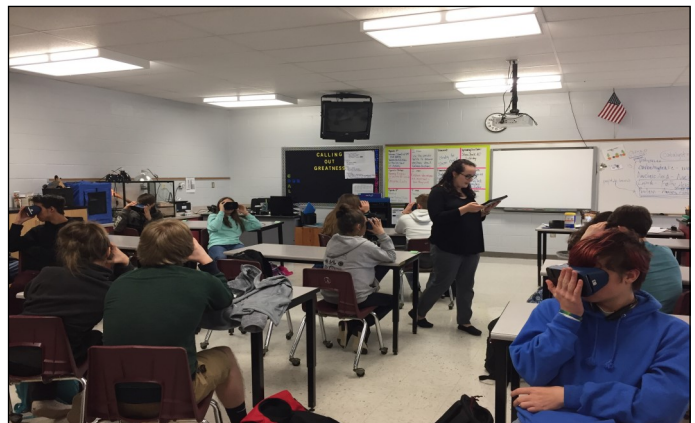


Student View – Students explore the plasma membrane of an animal cell.

The Uwharrie Ridge 6-12 Science Department has a set of virtual reality (VR) goggles that can be used to explore complex concepts and visit destinations around the world. Using the VR goggles, students can experience and interact with museums, factories, landscapes, and sites without leaving the classroom. They can even study aspects of the human body and environment that cannot be seen with the naked eye. For the introduction of cell structure unit, Mrs. Maracin used the VR goggles to allow her Biology students the opportunity to view the structure of cells firsthand. This innovative technology allows our biology students to explore and discover all the structures involved in the most basic level of life.

Using the VR goggles and the Google Expeditions App, students join the session assigned by the teacher. Mrs. Maracin guided her students through the cellular expedition by using a tablet connected to each student's VR goggles. While navigating through the cell, Mrs. Maracin helped students focus on specific cellular structures while the Google Expedition App allowed her to utilize differentiated questions for the class. Through the app, the teacher sets the level of questioning as beginner, intermediate, or advanced to support class discussions. This form of biology instruction enhances topics that can be hard-to-difficult to process without seeing it with your own eyes.

At Uwharrie Ridge 6-12, VR learning in being used to transform the way educational content is being delivered. Teachers are using VR goggles to introduce difficult topics, reinforce content mastery, and connect learning to personal experience. Virtual Reality learning can be used in many content areas to reinforce mastery. This real life experience has had a positive impact on the learning process at Uwharrie Ridge 6-12.



Students in Mrs. Maracin's Biology class virtually explore the inside of a cell.

Farmer Elementary School

Principal: Nathan Gray

Assistant Principal: Beth Davis

Lead Teacher: Brandi Edmundson



Students in Ms. Athay's third grade class read an article on Triathlons. The teacher chose three specific words from the article as a focus for the students. Given the article and a picture clue, students worked in pairs to use text evidence to define their assigned words in terms they could understand and explain to someone else. Then, they used the word in their own sentence. Ms. Athay chose Tier 2 words that students would see and use again in future texts while also focusing on pre-fixes, such as tri-.

At Farmer Elementary School, we model being lifelong learners. Staff participates in ongoing professional development opportunities throughout the year that cover a wide variety of topics and areas. As a school team, through the analyzation of student performance data, we determined that vocabulary was an area that we could focus on and improve. We believe that by increasing our focus on vocabulary and improving our capacity to deliver vocabulary instruction to our students, we can help them become stronger and more successful readers. Teachers participate in professional development led by our lead teacher and then translate the new techniques, strategies, and activities into classroom practice. Teachers come back together to share experiences and continue practicing more strategies to implement with students. This focus on vocabulary instruction has already had a positive impact on our students' ability to successfully read and interact with text.

In physical education, Mrs. Tysinger has worked on incorporating vocabulary practice as well as supporting visual cues commonly used in classrooms. Students are getting added practice with high frequency words by matching words given to them on a card with the word on the wall. Once the words are matched, the students perform the exercise assigned to their card.



Tabernacle Elementary School

Principal: Justin Pugh
Assistant Principal: Beth Davis
Lead Teacher: Paige Motley



At Tabernacle Elementary School, one of our BEP classes is a Science, Technology, Engineering, and Math (STEM) Lab. During this class, Mrs. Heather George works with students to help them better understand all of the elements of STEM. In February, Tabernacle received a Hess Truck STEM kit, featuring 12 Hess trucks. The students have been very engaged in STEM lab while getting to experiment with the Hess Trucks. One task the 5th grade students completed was to measure how far the Hess trucks could roll on their own.

On February 13, our focus on STEM got even bigger when we enjoyed our STEM Parent Night. During this night, teachers on each grade level prepared two experiments in their classrooms. These experiments included a focus on each grade level's North Carolina Essential Science Standards, as well as a focus on space, which is our school-wide theme this year. In kindergarten and 1st grade, students made moon sand and constellations. In 2nd grade, students made cup phones and wind pinwheels. In 3rd grade, students made rockets and a diagram of the solar system. In 4th grade, students made Oreo moon phases and magnet rockets. In 5th grade, students designed roller coasters and made a water cycle in a bag. Students and parents also had the option of engineering their own airplane. The evening was a roaring success with so much science, technology, engineering and math happening in the building.

At Tabernacle Elementary School, our focus on STEM engages our students into a new love of science, technology, engineering, and math. With STEM careers becoming a popular and 21st century career path, putting an emphasis on it at the elementary level will allow students to see all of their future career options. We are thankful for Mrs. George and our teachers for their continued interest and engagement with STEM activities.

