

# NC EXTENDED CONTENT STANDARDS UNIT PLAN

- K-5 NC EXTENDED CONTENT STANDARDS UNITS PACED FROM AUGUST TO JUNE.
- UNITS BUILD UPON EACH OTHER
- UNITS FOR ALL SUBJECTS: RL, RI, RF, WRITING, SEL, LANGUAGE, MATH, SCIENCE AND SOCIAL STUDIES.
- COVERS STANDARDS FOR GRADES K-5



Week #	Dates	Instruction Days
1	Aug 26 - 30	5
2	Sept 3 - 6	4
3	Sept 9 - 13	5

## Math

Counting: K.OC.1 K.OC.4 K.OC.5  
1.NBT.1 1.NBT.7 1.NBT.2  
2.NBT.2 2.NBT.3 3.NBT.3  
4.NBT.2



# Extended Standards Pacing Guide

**National Assoc For Gifted Children**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the text 'National Assoc For Gifted Children'.

## **Extended Standards Pacing Guide:**

### **Making Creative Schedules Work in Middle and High Schools** Elliot Y. Merenbloom, Barbara A. Kalina, 2006-12-28

Use creative scheduling strategies to improve student teacher relationships and promote more positive learning experiences Today s schools are responding to the pressing need for positive student teacher relationships that promote successful learning and prevent dropouts and violence To meet this challenge many secondary schools are reorganizing around smaller schools or houses and structuring longer blocks of learning time Authors Elliot Y Merenbloom and Barbara A Kalina provide a step by step process for leaders and school teams focused on restructuring to promote more meaningful interaction between teachers and students Through troubleshooting know how short real life case stories and detailed decision making and planning charts this roll up your sleeves working handbook Offers a thorough presentation of restructuring options with advantages and disadvantages of multiple models Walks leaders and teams through the decision making and solution building processes Presents instructional formats and strategies that maximize the benefits of restructured schedules Discusses how to prepare and communicate with students and parents about changes This practical user friendly book helps teachers school leaders curriculum developers and administrators fashion a vision that nurtures positive learning experiences and strengthens student achievement

### **International Handbook of Leadership for Learning** Tony

Townsend, John MacBeath, 2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean Whereas common terms such as instructional leadership reduce learning to outcomes leadership for learning embraces a much wider developmental view of learning

### **The High-Performing School**

Mardale Dunsworth, Dawn Billings, 2009-06-01 Get three books in one First learn what research has identified as the 10 indicators of high performing schools Then use rubrics to track how closely your school reflects those practices and learn what you can do to improve Finally use tools and strategies to create buy in and involve all stakeholders as well as monitor and report progress along the way

Implementing Response-to-Intervention at the School, District, and State Levels: Dr.

Howie Knoff,2009-04 Normal 0 false false false EN US X NONE X NONE MicrosoftInternetExplorer4 Style Definitions table  
MsoNormalTable mso style name Table Normal mso tstyle rowband size 0 mso tstyle colband size 0 mso style noshadow yes  
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hansi font family Calibri mso hansi theme font minor latin mso bidi font family Times New Roman mso bidi theme font minor  
bidi Response to Intervention RtI involves evaluating the degree that students a master academic material in response to  
effective instruction and b demonstrate appropriate prosocial behavior in response to effective classroom management When  
students are not progressing or responding academically or behaviorally to effective instructional conditions RtI includes a  
functional assessment problem solving process to determine the reason s for the lack of success and the implementation of  
strategic through intensive interventions to help those students progress and be successful At an operational level RtI is  
often described as working within a flexible three tiered system that is guided by students academic and behavioral outcomes  
The goal ultimately is to facilitate learning and mastery by ensuring effective instruction and classroom management for all  
students Tier 1 and by speeding early and effective interventions to those students who need more strategic interventions  
Tier 2 or more intensive interventions Tier 3 interventions see the diagram below Critically effective RtI processes focus on a  
interventions not diagnostic labels b individualized functional assessment not universal or standard assessment batteries  
tests or evaluation protocols and c student focused contextual decision making not rigid psychometric decision rules At the  
core of this process is a data based functional assessment problem solving process While there are many sound problem  
solving models and processes all of the effective ones have four primary components Problem Identification Problem Analysis  
Intervention and Evaluation While some utilize more steps or different semantic terms all of the research based models  
components can be distilled down to these four primary components From an RtI perspective it is critical to note that RtI is  
an evaluation step That is it is impossible to determine whether a student has responded to an intervention if the intervention  
has not already been implemented This Electronic Book E Book focuses on describing the critical components of effective RtI  
systems and approaches at the school district and state levels as well as the step by step the Data based Functional  
Assessment Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT School Prevention  
Review and Intervention Team process In doing this a Problem solving Consultation Intervention context is used throughout  
and effective instruction assessment progress monitoring intervention and evaluation processes from kindergarten through  
high school are highlighted In addition the seven steps of the Data based Functional Assessment Problem Solving process are  
presented in detail and applied to case studies Readers will learn how to scientifically clarify and identify referred student  
problems how to generate hypotheses to explain why these problems exist how to test and validate in invalidate these

hypotheses and then how to link confirmed hypotheses to evidence based interventions and to evaluate students responsiveness to them Numerous case studies are presented throughout the E Book to demonstrate the RtI process and to provide readers with examples of how to implement it at student school system and state levels Readers should finish the book with a working understanding of how to implement effective RtI processes at all of these levels and how to strategically plan and evaluate the implementation process

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*Using the Next Generation Science Standards With Gifted and Advanced Learners* Cheryll M. Adams,Alicia Cotabish,Mary Ricci,2021-10-03 Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators examples and strategies to implement the Next Generation Science Standards NGSS with gifted and advanced learners at all stages of development in K 12 schools The book describes and demonstrates with specific examples from the NGSS what effective differentiated activities in science look like for high ability learners It shares how educators can provide rigor within the new standards to allow students to demonstrate higher level thinking reasoning problem solving passion and inventiveness in science By doing so students will develop the skills habits of mind and attitudes toward learning needed to reach high levels of competency and creative production in science fields

Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more

The School Improvement Planning Handbook Daniel L. Duke,Marsha Carr,William Sterrett,2012-12-27 Developing and updating school improvement plans is an annual ritual for virtually all school principals and their school improvement committees Still large numbers of schools continue to produce disappointing outcomes The authors believe that part of the problem is the result of plans that focus on the wrong targets and that rely on ineffective strategies for improvement To help principals and their school improvement committees develop and implement plans with a greater likelihood of success the authors offer a step by step process for school improvement planning They go on to pinpoint specific school improvement goals including raising reading and mathematics achievement building robust school cultures addressing the needs of English language learners improving instruction and reducing absenteeism and dropouts For each goal a variety of objectives and proven strategies is presented along with sample school improvement plans The book addresses the differences in planning to turn around a low performing school planning to sustain improvements over time and planning to move a good school to a great school

*The Boundless Classroom* Nathan Lang-Raad,James V. Witty,2022-08-12 Discover how to plan effective blended instruction with purpose and intention with

help from this definitive practical guide to lesson design A global pandemic hit our world and education has forever changed But have your instructional practices changed Teachers must now leverage technology to provide students with high quality teaching and learning experiences that transcend a traditional classroom s walls This is a historic opportunity to abandon antiquated teaching practices and reimagine instruction in ways that boost learning outcomes and prepare students for living and working in the digital age This book offers guidance for creating and sustaining rigorous and engaging blended learning solutions Opening with lessons learned from the pandemic the book addresses impacts on lesson design and delivery student engagement assessment and teacher training and PD The following chapters build on and address these experiences with each chapter featuring strategies and examples of how to implement effective approaches to lesson design for blended and online instruction This book Explores seven different blended learning models with strategies and suggestions for implementing each one Provides detailed guidance for planning a blended learning curriculum from establishing a digital infrastructure to integrating students into a learning management system LMS to mapping a course scope and sequence Provides step by step design essentials for developing a pacing guide and creating effective blended and virtual lessons Features downloadable templates checklists and guided professional learning tasks in every chapter to help design virtual and blended lessons Includes strategies for implementing authentic student led assessments The book is sure to meet the needs of varying practitioners who are eager to learn about designing successful blended learning courses and understanding what makes each course work Audience K 12 teachers and instructional designers faculty in higher education programs

It Makes Sense! Melissa Conklin,2010 Ten frames are a model to help students efficiently gain and develop an understanding of addition and subtraction The classroom tested routines games and problem solving lessons in this book use ten frames to develop students natural strategies for adding numbers and fit into any set of state standards or curriculum Provided by publisher **Educating African American Students** Gloria Swindler Boutte,2015-08-20 Focused on preparing educators to teach African American students this straightforward and teacher friendly text features a careful balance of published scholarship a framework for culturally relevant and critical pedagogy research based case studies of model teachers and tested culturally relevant practical strategies and actionable steps teachers can adopt Its premise is that teachers who understand Black culture as an asset rather than a liability and utilize teaching techniques that have been shown to work can and do have specific positive impacts on the educational experiences of African American children

**The Joy of Coaching** Rebecca Frazier,2020-08-06 The secrets of coaching excellence are already inside you Successful coaching has long been seen as a mental exercise in order to do right by the teachers you serve you put theory into practice establish orderly processes analyze data effectively and implement externally mandated reforms The truth though is that truly great coaches derive their success not just from what they do but also from who they are This groundbreaking book based on research from an innovative mixed methods study provides a holistic approach to coaching that honors both mind

and heart As you explore the most important characteristics of the best instructional coaches caring authenticity trustworthiness flexibility and more you ll develop and hone those same characteristics in yourself Features include A framework and structure for developing the characteristics of effective instructional coaches Comprehensive analysis of each characteristic Examples and stories of effective coaching in action Activities exercises and action points Resources for encouragement and renewal School coaches have the power to make a real difference in the lives and futures of teachers and students By balancing your outward competencies with the inspirational application of your own inward growth you ll bring new joy and success into your coaching relationships

Fieldwork Educator's Guide to Level II Fieldwork Elizabeth DeJuliis, Debra Hanson, 2024-06-01 A new comprehensive resource for fieldwork educators and academic fieldwork coordinators Fieldwork Educator s Guide to Level II Fieldwork provides a blueprint for designing implementing and managing Level II fieldwork programs for occupational therapy and occupational therapy assistant students across practice settings Drawing from the expertise of renowned individuals in the field Drs Elizabeth D DeJuliis and Debra Hanson provide the tools for fieldwork educators and academic fieldwork coordinators to put together learning frameworks educational theories and clinical instructional techniques within and outside occupational therapy in order to create and maintain high quality Level II learning experiences Fieldwork Educator s Guide to Level II Fieldwork challenges fieldwork educators and academic fieldwork coordinators to shift their mindset to facilitating skill acquisition and to adjust their teaching approach to match the learning needs and developmental level of the student Designed to meet the definition of Level II fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards and in response to common pitfalls and challenges in clinical education today Fieldwork Educator s Guide to Level II Fieldwork is the go to guide for the busy practitioner and academic fieldwork coordinator What is included in Fieldwork Educator s Guide to Level II Fieldwork Expansive overviews of supervision models and vignettes illustrating use across practice settings Examples and templates to construct a learning plan site specific learning objectives orientation weekly schedules and learning contracts Tools and strategies to uniquely develop and foster clinical reasoning in fieldwork Models for dually approaching supervision and mentorship Strategies for addressing unique student learning and supervision needs Fieldwork Educator s Guide to Level II Fieldwork can be used as a standalone resource or as a complement to Fieldwork Educator s Guide to Level I Fieldwork which was designed in tandem with this text to holistically address Levels I and II fieldwork education

**Leadership on Purpose** Rosemary Papa, Rex Fortune, 2002-07-03 With a wonderful mix of theory and practice this volume is for professionals and for lay people indeed for anyone interested in the crucial questions related to educational leadership in this country The authors are to be congratulated and the readers will be grateful for their efforts Barry Munitz President and CEO JP Getty Trust Learn proven techniques to increase achievement in ethnically diverse classrooms This compelling guide masterfully demonstrates how high achievement can exist in the midst of high minority enrollment and high poverty By

drawing upon the best practices of 13 exemplary schools the book highlights the specific means by which ethnically diverse namely African American and Latino students can attain educational success These Promising Practices are presented in a user friendly well organized format with real examples interwoven throughout An invaluable resource it shares school tested methods that can be replicated readily including 7 strategies for principals to be effective leaders creating a culture of equal learning opportunities for all students 8 tactics for successful curriculum and classroom instruction from assessment to staff development 9 proven ways to make meaningful connections with parents which promote higher student and teacher performance

**The Pedagogy of Confidence** Yvette Jackson, 2015-04-24 In her new book prominent professional developer Yvette Jackson focuses on students strengths rather than their weaknesses to reinvigorate educators to inspire learning and high intellectual performance Through the lens of educational psychology and historical reforms Jackson responds to the faltering motivation and confidence of educators in terms of its effects on closing the achievement gap The author seeks to rekindle the belief in the vast capacity of underachieving urban students and offers strategies to help educators inspire intellectual performance Jackson proposes that a paradigm shift towards a focus on strengths will reinvigorate educators passion for teaching and belief in their ability to raise the intellectual achievement of their students Jackson addresses how educators can systematically support the development of motivation reflective and cognitive skills and high performance when standards and assessments are predisposed to non conceptual methods Furthermore she examines challenges and offers strategies for dealing with cultural disconnects the influence of new technologies and language preferences of students

The Block Scheduling Handbook J. Allen Queen, 2008-12-19 This step by step resource offers three block schedule models sample lessons instructional strategies and templates to get a successful alternative scheduling program up and running

International Perspectives on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2018-01-01 Curriculum can be defined in a variety of ways It might be viewed as a body of knowledge a product or a process Curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers students and the context of schooling One reason to study curriculum is to reveal the expectations processes and outcomes of students school learning experiences that are situated in different cultural and system contexts further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts Kulm Li 2009 p 709 This volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community s understandings of mathematics curriculum through viewing a variety of ways that curricula are developed understood and implemented in different jurisdictions countries Within this volume we define curriculum broadly as the set of mathematics standards or outcomes the messages inherent in mathematics curriculum documents and resources how these standards are understood by a variety of stakeholders and how they are enacted in classrooms The focus is on the written implied and enacted



curriculum in various educational settings throughout the world      **Resources in Education** ,1997      *The Common Core, an Uncommon Opportunity* Judith K. March, Karen H. Peters, 2013-11-05 Because the Common Core requires bold action Why The Common Core an Uncommon Opportunity Why now Because it tackles a largely overlooked component of implementation how to redesign your instructional delivery system K 12 And you ll have to if you don t you ll be subject to the very same failure and frustration so many other districts and schools are experiencing What s more March and Peters describe how to integrate 21st Century Skills at the very same time It will help district leaders Develop structured consistent and organized teaching and learning practices Make district wide infrastructure adjustments for sustained reform Use best practices for sustained achievement and continuous curriculum review      [Using the Common Core State Standards for English Language Arts With Gifted and Advanced Learners](#) National Assoc For Gifted Children, 2021-09-03 Using the Common Core State Standards for English Language Arts With Gifted and Advanced Learners provides teachers and administrators examples and strategies to implement the new Common Core State Standards CCSS with advanced learners at all stages of development in K 12 schools The book describes and demonstrates with specific examples from the CCSS what effective differentiated activities in English language arts look like for top learners It shares how educators can provide both rigor and relevance within the new standards as they translate them into meaningful experiences for gifted and advanced learners      **Math Trailblazers 2E G3 Teacher Implementation Guide** TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover

## The Enigmatic Realm of **Extended Standards Pacing Guide**: Unleashing the Language is Inner Magic

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