

Transcript – Introduction to the Interactive

Use the interactive below to explore the Curriculum Focal Points across grade levels. As you are exploring, look for connections between and among the grade levels. Please note that there is more than one way to organize your cards.

Transcript—Grade K–2 Instructions

Hello, I'm Stefani Kulhanek, Education Specialist for Region 4. I will be walking you through grade-level exercises for grades kindergarten through second grade. Now let's take a forest-level look at the focal points for kindergarten through grade three.

Below, you'll notice focal points grouped by grade. We'll be considering how these focal points are related among and within the grade levels.

Begin by selecting one focal point from the kindergarten group. Next, choose a focal point from each of the subsequent grades that supports your idea that focal points from one grade to another are connected. Feel free to try multiple arrangements among the cards. There is no right or wrong answer for this exercise. The key here is to be mindful of the focal point connections between and within the grades. Please record your findings in your Vertical Look journal page.

Transcript—Grade 3–5 Instructions

Hi, I'm Crystal Munsinger, Education Specialist at Region 4. Today I'll be walking you through the exercises for grades three through five. Now let's take a forest-level look at the focal points for grades three through six.

Below, you'll notice focal points grouped by grade. We'll be considering how these focal points are related among and within the grade levels.

Begin by selecting one focal point from the grade three group. Next, choose a focal point from each of the subsequent grades that supports your idea that focal points from one grade to another are connected. Feel free to try multiple arrangements among the cards. There is no right or wrong answer for this exercise. The key here is to be mindful of the focal point connections between and within the grades. Please record your findings in your Vertical Look journal page.

One of the more noticeable patterns is the building of fluency with operations. Students move from whole numbers to fractions and decimals to integers. Notice that the concept of fractions is addressed at each grade level, moving from understanding fractions in third grade all the way to being fluent with fraction operations in fifth grade.

At first glance, you may not see fractions mentioned in the sixth grade focal points, but think about the focal point where applying ratios and rates is mentioned. A solid understanding of fractions is needed there as well.

There is a similar pattern when thinking about geometric figures. In third grade, students describe characteristics; in fourth, they measure angles; and in fifth, they find perimeter, area, and volume. However, the related concept may not be as obvious in sixth grade. Notice that it is included in the focal point about using expressions and equations to show relationships.

Finally, let's not forget the process standards. As we use the focal points to plan lessons and curricula, the process standards hold all the supporting student expectations together. They are the mortar to all the bricks within a curriculum focal point.

Transcript—Grade 6–8 Instructions

Hello, I'm Sherry Olivares; I'm an Education Specialist from Region 4. I'll be working with you through the grade-band-specific materials for grades six through eight. Now let's take a forest-level look at the focal points from grades five through eight.

Below, you'll notice focal points grouped by grade. We'll be considering how these focal points are related among and within the grade levels.

Begin by selecting one focal point from the grade five group. Next, choose a focal point from each of the subsequent grades that supports your idea that focal points from one grade to another are connected. Feel free to try multiple arrangements among the cards. There is no right or wrong answer for this exercise. The key here is to be mindful of the focal point connections between and within the grades. Please record your findings in your Vertical Look journal page.

One of the more noticeable ideas is that there is not a focal point in the eighth grade that addresses developing fluency with rational numbers and operations. When you look at the focal points from the previous grade levels, you'll notice that students are expected to be fluent with addition, subtraction, multiplication, and division of rational numbers by seventh grade.

Also, you may have noticed that the focal points that relate to expressions and equations now include geometric concepts. As such, the fifth grade focal points represented in solving problems with perimeter, area, and volume are a building block to the expressions and equations focal points found in grades six through eight.

Finally, you may have noticed that the progression of data starts with the students organizing and representing data in grade five. Then the students move to representing and understanding in grade six. Students will then be comparing two sets of data in grade seven, and they'll make inferences in grade eight. That's a nice progression.

Let's not forget the process standards as we use the focal points to plan lessons and curricula. The process standards hold all the supporting student expectations together. They are the mortar to all the bricks within a curriculum focal point.