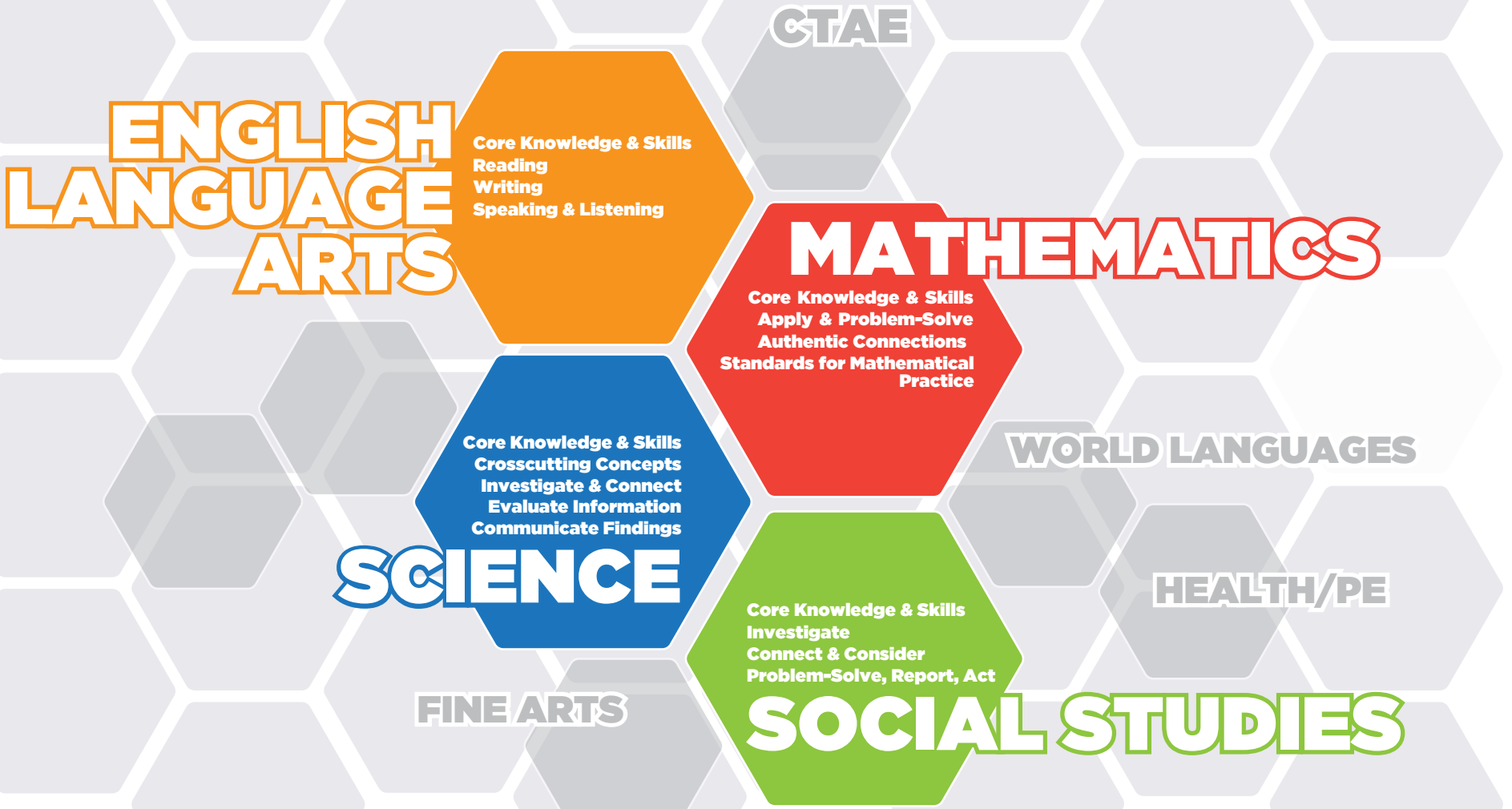
# HENRY COUNTY SCHOOLS

Better Together.

# BALANCED INSTRUCTION



HENRY COUNTY SCHOOLS

# BALANCED INSTRUCTION in ENGLISH LANGUAGE ARTS


We are committed to excellence in literacy by promoting reading, writing, and speaking/listening. Students will engage in literary experiences that include exposure to high quality texts, rigorous and personalized instruction, and activities to foster critical thinking and relevant learning. A balanced approach between core knowledge and skills, reading, writing, speaking and listening allows students to engage in all areas of learning and ultimately develop independence in their abilities.

## Embedded Practices

- Students engage in meaningful and challenging learning activities that address their unique characteristics and needs.
- Students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking.
- Students leverage a variety of digital and print resources to learn content and demonstrate what they know.

## Core Knowledge & Skills

- **Students practice** word study through phonics, word work, and vocabulary.
- **Students learn** to read in K-2 through explicit instruction.
- **Students read** to learn in grades 3-5.
- **Students build** their literacy knowledge in grades 6-12.

HENRY Teaching & Learning Standards

## Reading

- **Students read**, comprehend, and analyze on or above grade level texts.
- **Students engage** with complex texts in multiple genres and a variety of formats to build and foster independent reading.
- **Students use** reference materials to answer questions or solve problems.
- **Students acquire** grade level vocabulary and build reading fluency.

## Writing

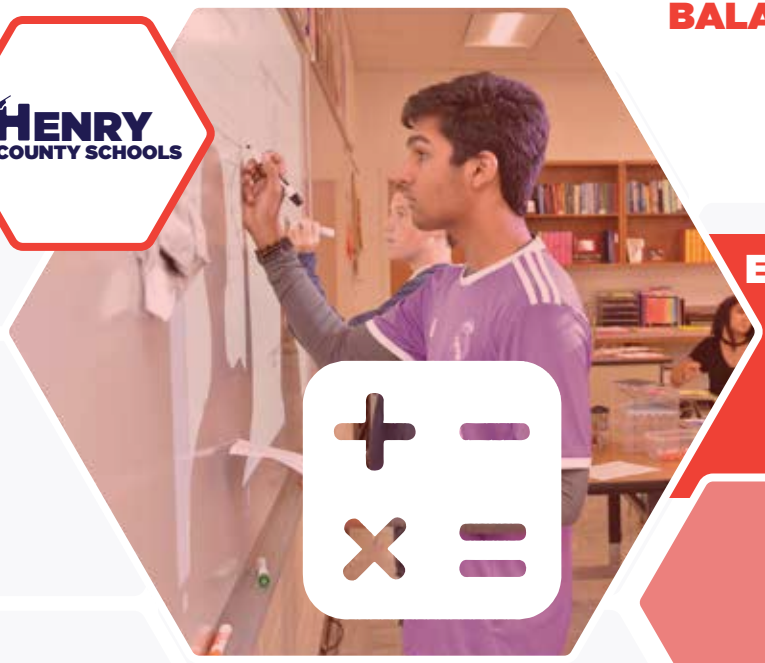
- **Students write** for varied purposes in multiple genres using a variety of formats.
- **Students write** in response to texts.
- **Students use** research to produce writing that answers questions or solves problems.
- **Students communicate** in writing using appropriate grade level vocabulary, language conventions, and textual evidence to support ideas.

## Speaking & Listening

- **Students engage** in academic conversations around relevant topics.
- **Students contribute** in discussions, using evidence from a text to support claims and ideas.
- **Students use** appropriate grade level vocabulary, grammar, spelling and language in dialogue and presentations.

# BALANCED INSTRUCTION in MATHEMATICS

An effective mathematics classroom incorporates a variety of instructional approaches that focus on the development of conceptual understanding and procedural skills through problem-solving. A balance of these approaches allows students to engage in authentic learning, utilize the mathematical practices, and make connections.



## Embedded Practices

- Students engage in meaningful and challenging learning activities that address their unique characteristics and needs.
- Students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking.
- Students leverage a variety of digital and print resources to learn content and demonstrate what they know.

## Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Core Knowledge & Skills

- **Students utilize** various tools to make sense of mathematical skills and concepts.
- **Students understand** concepts through models and relevant examples.
- **Students visually** represent mathematics.
- **Students engage** in explanatory/reflective writing.
- **Students develop** skills through purposeful practice.
- **Students compute** with numbers accurately, efficiently, and flexibly.


## Apply & Problem-Solve

- **Students communicate** ideas to develop skills and understanding.
- **Students focus** on efficiency of strategy rather than rote procedures.
- **Students solve** problems to understand math in the world around them.

## Authentic Connections

- **Students mathematize** their world.
- **Students make** mathematical connections.
- **Students apply** their thinking to new contexts and situations.
- **Students engage** in inquiry.

HENRY COUNTY SCHOOLS

# BALANCED INSTRUCTION in SOCIAL STUDIES

The primary purpose of social studies instruction in Henry County Schools is to support students in making informed and reasoned decisions for the public good. The Henry County model for social studies instruction balances the gathering of knowledge with application and action.

## Embedded Practices

- Students engage in meaningful and challenging learning activities that address their unique characteristics and needs.
- Students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking.
- Students leverage a variety of digital and print resources to learn content and demonstrate what they know.

## Investigate

- **Students develop** questions.
- **Students inquire** to build new knowledge.
- **Students analyze** multiple sources.

## Connect & Consider

- **Students identify** connections between the past and the present.
- **Students place** historical figures, events, or sources within the broader context of time and place.
- **Students draw** conclusions.

## Problem-Solve, Report, Act

- **Students evaluate** and construct arguments to support or refute claims or conclusions.
- **Students write** to communicate evidence-based findings.
- **Students apply** knowledge to real-world problems by actively promoting citizenship and participating in positive change.

## Core Knowledge & Skills


**The core knowledge and the skills of social studies provide the essential foundation for a balanced model of instruction. Students will be able to apply knowledge proficiently in a variety of settings. Throughout K-12 education, these skills and strategies are developed through consistent instruction, practice, and application. Instruction and instructional resources emphasize these elements, which include literacy skills, map and globe skills, and information-processing skills.**

# BALANCED INSTRUCTION in SCIENCE

Science instruction balances core knowledge with crosscutting concepts and science and engineering practices. Through obtaining, evaluating and communicating information, students are actively engaged in a range of learning experiences that foster a comprehensive knowledge of science.

HENRY COUNTY SCHOOLS

## Embedded Practices

- Students engage in meaningful and challenging learning activities that address their unique characteristics and needs.
- Students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking.
- Students leverage a variety of digital and print resources to learn content and demonstrate what they know.

## Core Knowledge & Skills

Students engage in core scientific knowledge integrated with science and engineering practices to build a foundation to think and act as a scientist. By developing skills and strategies to investigate and solve problems, students build knowledge. This knowledge, paired with curiosity, provides students opportunities to observe, interpret and make scientific connections to the outside world.

HENRY Teaching & Learning Standards

## Investigate & Connect

- **Students gather** information and evaluate claims.
- **Students solve** real-world problems.
- **Students ask** questions to plan and carry out investigations.
- **Students apply** mathematics and computational thinking to make sense of data.

## Evaluate Information

- **Students evaluate** claims, methods, and designs.
- **Students analyze** and interpret data.
- **Students apply** mathematical and computational thinking to evaluate quantitative relationships.
- **Students develop** conclusions and solutions supported by evidence.
- **Students read** technical text and evaluate claims, methods, and designs.

## Communicate Findings

- **Students communicate** ideas and methods they generate.
- **Students use** argumentation supported by evidence to validate claims.
- **Students construct** models to communicate ideas.
- **Students share** ideas and methods they generate through technical writing.

## Crosscutting Concepts

Students apply crosscutting concepts across all disciplines throughout the K-12 science experiences. These include: Patterns, Cause and Effect; Scale, Proportion and Quantity; System and System Models, Energy and Matter, Structure and Function, and Stability and Change. Progression of crosscutting concepts from grade to grade ensures students demonstrate mastery of core knowledge and skills.