

Updated 5.27.15

	Curriculum Materials	Assessments	Professional Learning
K-2 Literacy	<p>Scope and Sequence:</p> <ul style="list-style-type: none"> Aligned to the CCSS Alignment of the performance-based assessments Rigorous instructional foci aligned to the CCSS Suggested texts and Text Dependent Questions (TDQs) called out in each unit that exists in the current teacher guides <p>Literacy Block Components:</p> <ul style="list-style-type: none"> Skills/Word Work/Morphology English Language Development (ELD) Guided Reading/literacy stations Close Reading of complex texts and writing in response to reading <p>Close Reading Exemplar Lessons including suggested Text Sets:</p> <ul style="list-style-type: none"> Each quarter k-2 teachers will have a series of close reading lessons built as a model of rigorous Standards based exemplars that include text dependent questions and suggestions for writing in response to a text or multiple texts. Lessons will be built for ELA-E and ELA-S teachers that culminate with an authentic writing task. 	<ul style="list-style-type: none"> Running Records in order to measure and monitor steady reading progress <p>Formative Assessments (school based):</p> <ul style="list-style-type: none"> Suggested performance-based Assessments provided in the Scope and Sequence that align to CCSS, accompanied by CCSS Aligned Rubrics: CCSS rubrics for Opinion, Informative/Explanatory, and Narrative writing in response to reading 	<p>Academic Partners will provide ongoing training for Networks, school leaders, teachers on Guided Reading and pedagogy related to Close Reading and standards based instruction. School based facilitators, TECs, and Team Leads will have access to training in order to build capacity at schools. Close Reading training and coaching to include:</p> <ul style="list-style-type: none"> Selection of high-quality, complex text Text-Based questions & discourse Habits of Discussion Habits of Mind Writing about the text Accountable Talk <p>Guided Reading Plus/Guided Reading Support:</p> <ul style="list-style-type: none"> Network partners to support GRP Certificate programs K-2 & 3-5 will continue with the addition of an ELA-S 3 -5 strand

	<p>School Expectations</p> <ul style="list-style-type: none"> • School Leaders will develop consistent expectations for components of the literacy block across grade levels with a focus on deepening content knowledge and developing effective pedagogical practices. • Teachers will deepen understanding of priority standards and become <i>increasingly</i> proficient at creating standards based lessons that effectively integrate reading, writing, speaking & listening and language around <i>increasingly</i> complex text. • School Leaders will develop structures, opportunities and schedules in collaboration with Academic Partners, TECs, Literacy DRs and, where appropriate, facilitators to train and coach teachers and teacher teams to attain optimal instructional impact. 		
<p>Grade 3 Literacy</p>	<p>Scope and Sequence:</p> <ul style="list-style-type: none"> • Aligned to the CCSS • Alignment of the performance-based assessment • Rigorous instructional foci aligned to the CCSS Suggested texts and Text Dependent Questions (TDQs) called out in each unit that exists in the current teacher guides <p>Literacy Block Components:</p> <ul style="list-style-type: none"> • Skills/Word Work/Morphology • English Language Development (ELD) • Guided Reading/literacy stations • Close Reading of complex texts and writing in response to reading <p>Module design of 40 lessons built in alignment to EngageNY in collaboration with ELA and Social Studies Departments provided to schools by 3rd trimester.</p>	<ul style="list-style-type: none"> • Interims built to the CCSS • Suggested Running Records in order to measure and monitor steady reading progress • Formative Assessments: Suggested performance-based Assessments provided in the Scope and Sequence that align to CCSS, accompanied by CCSS aligned rubrics: CCSS rubrics for Opinion, Informative/ Explanatory and Narrative writing in response to reading 	<ul style="list-style-type: none"> • Opportunity to opt into summer institute run by Expeditionary Learning and yearlong training with 4th and 5th grade teachers as they deepen their understanding of Close standards based instruction, Reading and related pedagogy. <p>Academic Partners will provide ongoing training and coaching for Networks, school leaders and teachers on pedagogy related to Close Reading and standards based instruction throughout the school year.</p> <p>School based facilitators, TECs, and Team Leads will have access to training in order to build capacity at schools.</p> <p>Guided Reading Plus/Guided Reading Support:</p> <ul style="list-style-type: none"> • Network partners to support GRP • Certificate programs K-2 & 3-5 will continue with the addition of an ELA-S3-5 strand

Existing Curriculum Details 2015-16



	<p>School Expectations:</p> <ul style="list-style-type: none"> • School Leaders will develop consistent expectations for components of the literacy block across grade levels with a focus on deepening content knowledge and developing effective pedagogical practices. • Teachers will deepen understanding of priority standards and become <i>increasingly</i> proficient at creating standards based lessons that effectively integrate reading, writing, speaking & listening and language around <i>increasingly</i> complex text. • School Leaders will develop structures, opportunities and schedules in collaboration with Academic Partners, TECs, Literacy DRs and, where appropriate, facilitators to train and coach teachers and teacher teams to attain optimal instructional impact. 		
<p>9-12 Literacy/English</p>	<ul style="list-style-type: none"> • Year-long scope & sequence including new resources: CCSS Standards map and revised embedded assessment performance tasks • Supplemental resources including Close Reading tasks • Teacher and student consumables for each grade level • Anchor texts for novel study units • DPS Instructional Modules to replace Springboard units 	<ul style="list-style-type: none"> • Embedded assessments • End of unit assessments • End of semester/course exams 	<ul style="list-style-type: none"> • Language & Literacy Academic Partners • Access to ongoing support with standards and pedagogy • Year-long support for new teachers in secondary literacy via the New Teacher Induction program • Unpacking of units and backward planning (DDI)
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers must have/use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 		

Existing Curriculum Details 2015-16



	Curriculum Materials	Assessments	Professional Learning
K-5 Math	<ul style="list-style-type: none"> • <i>Everyday Math</i> as core (Teacher Guide, Math Journals, Games, other teacher resources) • Student texts in both English and Spanish • Scope and Sequence provides additional lessons to support CCSS along with rich performance/learning tasks • Instructional Tasks embedded in units of study • Two exemplary SLOs including an objective statement, performance criteria, and learning progression 	<ul style="list-style-type: none"> • Unit assessments in both English and Spanish performance/learning tasks 	<ul style="list-style-type: none"> • Discussion of Unit overviews • Use of Scope and Sequence to unpack units and back plan (DDI) • Central curriculum specialist or academic partner support
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers use collaborative planning to backward plan a unit based on the unit assessment and the standards/ELGs for a given unit. • Teachers use collaborative planning time in order to plan lessons with rigorous tasks, review student work and other relevant data, and plan instructional next steps. 		

Existing Curriculum Details 2015-16



<p>9-12 Math</p>	<ul style="list-style-type: none"> • Teacher Guides and Resources packages for Alg 1, Geo, and Alg 2 including Condensed Lessons in Spanish • student books for each course • Scope and Sequence provides additional lessons to support CCSS along with rich performance/learning tasks • Instructional Tasks embedded in units of study • Curriculum Customization (iHUB) with additional tasks and lesson plans with videos for launching lessons • Two exemplary SLOs including an objective statement, performance criteria, and learning progression • Curriculum Customization (iHUB) with additional tasks and lesson plans with videos for launching lessons 	<ul style="list-style-type: none"> • Unit assessments • Performance/learning tasks 	<ul style="list-style-type: none"> • Discussion of Unit overviews • Use of Scope and Sequence to unpack units and back plan (DDI) • Math Partners for support
<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers use collaborative planning to backward plan a unit based on the unit assessment and the standards/ELGs for a given unit. • Teachers use collaborative planning time in order to plan lessons with rigorous tasks, review student work and other relevant data, and plan instructional next steps. 			

Existing Curriculum Details 2015-16



	Curriculum Materials	Assessments	Professional Learning
<p>K, 1, 2, 5 Social Studies</p>	<p><i>TCI Social Studies Alive!</i></p> <ul style="list-style-type: none"> • <i>K-Me and My World</i> • <i>Grade 1-My School and Family</i> • <i>Grade 2-Communities</i> • <i>Grade 5-America’s Past</i> <ul style="list-style-type: none"> • <i>Lesson Guide</i> • <i>Lesson Masters</i> • <i>Visuals</i> • CD • Online subscription • <i>Interactive Student Notebook</i> • Student Text • Additional PFL online PFL resources through Econedlink and Federal Reserve Banks. • One exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and also supports the Common Core Literacy focus standards. 	<ul style="list-style-type: none"> • Embedded formative assessments • End of unit assessments and performance tasks. 	<p>District Provided:</p> <ul style="list-style-type: none"> • K-5 Personal Financial Literacy Cohort 2 (Grant from Great West Financial) • Language and literacy partners • Access to ongoing support with standards and pedagogy • Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning • Online community of support for teachers • Crosswalk between instructional strategies and standards for literacy • Continuous improvement of all social studies resources to align with and support literacy standards. • Identification of exemplary classrooms in order to provide learning labs for teachers.
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers use TCI teacher and student materials • Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 		

<p>3-4 Social Studies</p>	<p>Third and fourth grade social studies curriculum is undergoing a change to ensure alignment with the social studies CAS. The transition will allow for 2 options in 2015-16 with full implementation in 2016-2017. See the attached document or link for further details.</p>		
<p>6 Social Studies Inquiry Driven Unit and CaseStudy Materials</p>	<ul style="list-style-type: none"> • Teacher Learning Trajectory for each unit via Scope and Sequence. • Open source texts and text sets to support units (available electronically or bound with per student subsidy for printing costs). • Virtual Economics Flash Drive 4.0 • 2 published LDC Modules to embed meaningful literacy instruction; fully supported with student and teacher facing materials. Available in Spanish • Exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and linked to the CCSS 	<ul style="list-style-type: none"> • 6 End-of-Unit Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Rubrics provided for all end of unit assessments in Spanish and English • Embedded formative targets for teacher planning and tracking student learning 	<p>District Supports:</p> <ul style="list-style-type: none"> • Literacy Design Collaborative (LDC) in conjunction with Reach Associates will provide a 2 day session in summer 2015 • Content Literacy Partners • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Focus on use of primary source documents • Identification of exemplary classrooms in order to provide learning labs for teachers. <p>Vendors:</p> <ul style="list-style-type: none"> • World Affairs Challenge Teacher Workshop: Designing Effective Policy Action Projects (date TBD).
<p>School Expectations:</p> <ul style="list-style-type: none"> • School leaders will develop understanding of the DPS priority literacy standards across the content areas for the secondary level. • School leaders will support structures, opportunities, and schedules for training, collaborative planning, and data teams to review rigorous tasks, student work, and other relevant data to plan for next steps and attain optimal instructional impact. • Teachers will deepen understanding of the DPS priority literacy standards by implementing content-based instructional modules and written performance tasks using backwards design theory. • Teachers attend the 2 day LDC/standards training in summer with additional on-site individual and team support throughout the implementation of and final submission of student work during the 2015-2016 school year. 			

Existing Curriculum Details 2015-16



<p>7-8 Social Studies <i>TCI History Alive! The Medieval World and Beyond</i> and <i>History Alive! The US Through Industrialism:</i></p>	<ul style="list-style-type: none"> • Teacher guides, presentations and online system for tracking student progress • Interactive Student notebooks for each student • Spanish materials available online • Exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and linked to the CCSS 	<ul style="list-style-type: none"> • End-of-Unit Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Embedded formative targets for teacher planning and tracking student learning 	<p>District Provided:</p> <ul style="list-style-type: none"> • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Focus on use of primary source documents • Identification of exemplary classrooms in order to provide learning labs for teachers.
<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers implement end of unit performance tasks • Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 			

Existing Curriculum Details 2015-16



<p>9-12 Social Studies <i>TCI History Alive!</i> <i>Pursuing American Ideals:</i> US History</p>	<ul style="list-style-type: none"> • Teacher guides, presentations and online system for tracking student progress • Interactive Student notebooks for each student • Spanish materials available online • 2 published LDC Modules to embed meaningful literacy instruction; fully supported with student and teacher facing material. Available in Spanish • Exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and linked to the CCSS 	<ul style="list-style-type: none"> • End-of-Unit Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Embedded formative targets for teacher planning and tracking student learning • End of Course Assessment • Rubrics provided for all end of module assessments in Spanish and English 	<p>District Provided</p> <ul style="list-style-type: none"> • Literacy Design Collaborative (LDC) in conjunction with Reach Associates will provide a 2 day session in summer 2015 and additional on-site support throughout 2015-16. • Content Literacy Partners • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Focus on use of primary source documents • Support for using Center for Civic Education <i>We The People: The Citizen and the Constitution</i> resources • Identification of exemplary classrooms in order to provide learning labs for teachers. <p>Vendors: Facing History and Ourselves Teacher Workshop: Reconstruction (date TBD).</p>
<p>School Expectations:</p> <ul style="list-style-type: none"> • School leaders will develop understanding of the DPS priority literacy standards across the content areas for the secondary level. • School leaders will support structures, opportunities, and schedules for training, collaborative planning, and data teams to review rigorous tasks, student work, and other relevant data to plan for next steps and attain optimal instructional impact. • Teachers will deepen understanding of the DPS priority literacy standards by implementing content-based instructional modules and written performance tasks using backwards design theory. • Teachers attend the 2 day LDC/standards training in summer with additional on-site individual and team support throughout the implementation of and final submission of student work during the 2015-2016 school year. 			

Existing Curriculum Details 2015-16



<p>9-12 Social Studies Center for Civic Education <i>We The People; Foundations of Democracy; and Project Citizen:</i></p> <p>Civics</p>	<ul style="list-style-type: none"> • Teacher Learning Trajectory for each unit via Scope and Sequence. • 2 published LDC Modules to embed meaningful literacy instruction; fully supported with student and teacher facing materials. Available in Spanish. • Exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression and linked to the CCSS 	<ul style="list-style-type: none"> • End-of-Unit Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Embedded formative targets for teacher planning and tracking student learning • End of Course Assessment • Rubrics provided for all end of module assessments in Spanish and English 	<ul style="list-style-type: none"> • Content Literacy Partners • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Focus on use of primary source documents • Identification of exemplary classrooms in order to provide learning labs for teachers. <p>Vendor:</p> <ul style="list-style-type: none"> • Project Citizen Teacher Workshop: Designing Effective Policy Action Projects (date TBD)
<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers attend 2-day LDC training in summer with additional on-site individual and team support throughout the 2015-16 school year • Teachers implement LDC Modules with teacher and student materials and submit student work (extended writing samples) for district calibration. • Teachers have and use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps 			

Existing Curriculum Details 2015-16



	Curriculum Materials	Assessments	Professional Learning
<p>K-5 Science</p>	<ul style="list-style-type: none"> • Teacher guide for each of the 3 units of study including literacy strategies • Student books for each unit in both English and Spanish Scope and sequence for year with additional resources (e.g., some additional lessons) • Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning • Kit for each unit provided and delivered to school teacher ready (on rotation schedule from SRC) with all supplies • An exemplary SLO for each grade level that includes an objective statement, performance criteria, and the complete learning progression 	<ul style="list-style-type: none"> • Sample assessments provided 	<ul style="list-style-type: none"> • Professional learning on claims, evidence, and reasoning provided on request • Discussion of Unit overviews • Use of Scope and Sequence to unpack units and back plan (DDI)
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps • Teacher adhere to all safety guidelines (provided by curriculum specialists) 		

<p>6 Science</p>	<ul style="list-style-type: none"> • Teacher guide for each course and additional teacher resources • Student books for each course in both English and Spanish • Scope and sequence for each course with additional resources (e.g., additional tasks, technology resources) • Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning • Kit for each course provided with all supplies; refurbishment of kit is provided each year • Curriculum Customization service (iHUB) for grade 6 and grade 8 science with all curriculum loaded and additional resources • 2 new LDC modules in sixth grade • Two exemplary SLOs for each grade level that include an objective statement, performance criteria, and the complete learning progression 	<ul style="list-style-type: none"> • Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Rubrics provided for all end of unit assessments in Spanish and English • Embedded formative targets for teacher planning and tracking student learning 	<p>District Supports:</p> <ul style="list-style-type: none"> • Literacy Design Collaborative (LDC) in conjunction with Reach Associates will provide a 2 day session in summer 2015 • Content Literacy Partners • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Identification of exemplary classrooms in order to provide learning labs for teachers
<p>School Exceptions</p> <ul style="list-style-type: none"> • School leaders will develop understanding of the DPS priority literacy standards across the content areas for the secondary level. • School leaders will support structures, opportunities, and schedules for training, collaborative planning, and data teams to review rigorous tasks, student work, and other relevant data to plan for next steps and attain optimal instructional impact. • Teachers will deepen understanding of the DPS priority literacy standards by implementing content-based instructional modules and written performance tasks using backwards design theory. • Teachers attend the 2 day LDC/standards training in summer with additional on-site individual and team support throughout the implementation of and final submission of student work during the 2015-2016 school year. • Teachers adhere to all safety guidelines (provided by curriculum specialists) 			

Existing Curriculum Details 2015-16



<p>7-8 Science</p>	<ul style="list-style-type: none"> • Teacher guide for each course and additional teacher resources • Student books for each course in both English and Spanish • scope and sequence for each course with additional resources (e.g., additional tasks, technology resources) • Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning • Kit for each course provided with all supplies; refurbishment of kit is provided each year • Curriculum Customization service (iHUB) for grade 6 and grade 8 science with all curriculum loaded and additional resources • 2 new LDC modules in sixth grade • Two exemplary SLOs for each grade level that include an objective statement, performance criteria, and the complete learning progression 	<ul style="list-style-type: none"> • Sample assessments provided 	<ul style="list-style-type: none"> • Discussion of Unit overviews • Use of Scope and Sequence to unpack units and back plan (DDI)
	<p>School Expectations:</p> <ul style="list-style-type: none"> • Teachers use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps • Teacher adhere to all safety guidelines (provided by curriculum specialists) 		

	Curriculum Materials	Assessments	Professional Learning
9-12 Science	<ul style="list-style-type: none"> Teacher guide for each course with additional teacher resources including differentiation strategies for English Learners student books for each course in both English and Spanish for Earth Science and Biology (Chemistry and Physics include a Spanish glossary) Scope and sequence for each course with additional resources (e.g., additional tasks, technology resources) Timely unit overviews from the curriculum specialist prior to the start of each unit to support teachers in their planning Kit for each course provided with all supplies; refurbishment of kit provided each year Curriculum Customization service (iHUB) for Earth Science with all curriculum loaded and additional resources including differentiation strategies Two exemplary SLOs for each grade level that include an objective statement, performance criteria, and the complete learning progression Curriculum Customization service (iHUB) for Earth Science with all curriculum loaded and additional resources 	<ul style="list-style-type: none"> Assessment resources provided as part of teacher resources 	<ul style="list-style-type: none"> Discussion of Unit overviews Use of Scope and Sequence to unpack units and back plan (DDI)
	<p>School Expectations:</p> <ul style="list-style-type: none"> Teachers use collaborative planning time in order to plan for rigorous tasks, review student work and other relevant data, and plan instructional next steps Teacher adhere to all safety guidelines (provided by curriculum specialists) 		

<p>Chemistry</p>	<ul style="list-style-type: none"> • Teacher guide for each course with additional teacher resources including differentiation strategies for English Learners • student books for each course in both English and Spanish for Earth Science and Biology (Chemistry and Physics include a Spanish glossary) • scope and sequence for each course with additional resources (e.g., additional tasks, technology resources) 	<ul style="list-style-type: none"> • Performance Tasks designed to ensure rigor, relevance, and alignment to CAS and CCSS • Rubrics provided for all end of unit assessments in Spanish and English • Embedded formative targets for teacher planning and tracking student learning 	<ul style="list-style-type: none"> • Discussion of Unit overviews • Use of Scope and Sequence to unpack units and back plan (DDI) • Literacy Design Collaborative (LDC) in conjunction with Reach Associates will provide a 2 day session in summer 2015 • Content Literacy Partners • Access to ongoing support with standards and pedagogy • Unpacking of units and backward planning (DDI) • Identification of exemplary classrooms in order to provide learning labs for teachers
<p>School Expectations:</p> <ul style="list-style-type: none"> • School leaders will develop understanding of the DPS priority literacy standards across the content areas for the secondary level. • School leaders will support structures, opportunities, and schedules for training, collaborative planning, and data teams to review rigorous tasks, student work, and other relevant data to plan for next steps and attain optimal instructional impact. • Teachers will deepen understanding of the DPS priority literacy standards by implementing content-based instructional modules and written performance tasks using backwards design theory. • Teachers attend the 2 day LDC/standards training in summer with additional on-site individual and team support throughout the implementation of and final submission of student work during the 2015-2016 school year. • Teachers adhere to all safety guidelines (provided by curriculum specialists) 			