



SUPPORTING EXCELLENCE

A Framework for Developing, Implementing,
and Sustaining a High-Quality District Curriculum

SECOND EDITION



Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION

ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 78 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, instructional support, leadership, management, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best education for urban youth.

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September 2023



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ACKNOWLEDGMENTS

Teaching and learning have changed substantially in recent years, driving the demand for more responsive curricular materials and guidance to help teachers address unfinished learning, boost student engagement, and meet the social emotional and mental health needs of students. While these learning necessities are not new, the pandemic served to highlight their fundamental role and connection to academic outcomes. Furthermore, the pandemic exposed the significant systemic and structural barriers to learning faced by marginalized populations and diverse learners that have been present for decades. These factors included physical barriers, such as a lack of proficiency or access to technology and the Internet, as well as barriers such as low expectations, limited communication between communities and schools, and outdated or culturally inappropriate curricular materials that limited student access to rigorous, grade-level instruction.

Developed through combined efforts of Council staff together with school district academic leaders and other experts, this 2nd edition of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* is designed to help districts:

- Determine the quality and alignment of curriculum guidance to clarify the district's learning expectations at each grade-level with a focus on student assets and diverse learners;
- Ensure that curriculum guidance includes appropriate scaffolding and support for English language learners, students with disabilities, and historically marginalized students that is rigorous and aligned to district standards; and
- Provide support in the district's curriculum guidance for addressing unfinished learning during Tier I instruction that also attends to the social, emotional, and well-being of students.

This revised edition would not have been possible without the contributions from our advisory committee comprised of Chief Academic Officers, content leaders in mathematics, English Language Arts, Science, and History/Social Science, as well as directors of Multilingual Education and Special Education from our member districts. We are most grateful to the national experts and Council staff who served as technical advisors and contributed their expertise, experiences, and insight during the revision process. This includes Ricki Price-Baugh (retired), Robin Hall, Denise Walston, Karla Estrada (former staff), Farah Assiraj, and Nicole Mancini who led this effort. We also would like to thank Council staff that reviewed drafts of the curriculum framework and provided feedback: Michael Casserly (senior advisor), Gabriella Uro, David Lai, Akisha Osei Sarfo, Amanda Corcoran, and Alka Pateriya. Finally, we want to thank Pamela Seki and Cathy Martin for collecting and compiling guidance submissions from our member districts as well as the designer of this framework, Roxanne Bradley-Tate.

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PART I:

PURPOSE, PRINCIPLES, AND PRECONDITIONS



Overview

In the ongoing effort to improve standards-based instruction in our nation's urban public schools, the Council of the Great City Schools published a second edition of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*. This document is designed to help districts:

- Determine the quality and alignment of instructional guidance to clarify the district's learning expectations at each grade-level with a focus on student assets and diverse learners;
- Ensure that instructional materials for English language learners, students with disabilities, and historically marginalized students are rigorous and aligned to district standards; and
- Provide targeted professional development for teachers, principals, and district staff.

Teaching and learning have changed substantially in recent years, driving the demand for more responsive curricular materials and guidance to help teachers address unfinished learning, boost student engagement, and meet the social emotional and mental health needs of students. While these learning necessities are not new, the pandemic served to highlight their fundamental role and connection to academic outcomes. Furthermore, the pandemic exposed the significant systemic and structural barriers to learning faced by marginalized populations and diverse learners that have been present for decades. These factors included physical barriers, such as a lack of proficiency or access to technology and the Internet, as well as barriers such as low expectations, limited communication between communities and schools, and outdated or culturally inappropriate curricular materials that limited student access to rigorous, grade-level instruction.

This second edition provides instructional leaders and staff with a core set of criteria for what high-quality district curriculum guidance must entail in today's educational environment in order to ensure all of our school children meet the highest standards and become successful and productive members of society. With the help of instructional leaders from our urban districts and guidance from our expert panel, we have included additional key features with annotated exemplars from our member districts that reflect a focus on addressing unfinished learning during Tier I instruction, incorporating social and emotional learning, supporting culturally-relevant instruction, effectively employing instructional technology, and addressing inequities in access to grade-level instructional rigor. This second edition also provides actionable recommendations for developing, implementing, and continuously improving upon a district's curriculum, ensuring that it reflects shared instructional beliefs and high expectations for all students throughout the district.

Although this framework is grounded in college- and career-readiness standards, it does not repeat them except to provide clarity in the exemplars. The framework assumes the content taught using the curriculum will build background knowledge and academic language in core subjects but does not identify specific instructional strategies. The document also does not advocate a particular format for designing curriculum. Based on the level of expertise, knowledge of content and pedagogy of educators, and trends in student achievement, a district will need to determine the grain size (the level of detail needed to explain district expectations) for its curriculum guidance. Some districts may choose to provide an explanation of standards or include units of study, lesson plans, and/or pacing guides to support teachers in delivering effective instruction. Students' needs across our districts vary, so the framework provides guidance on meeting the needs of diverse learners, to ensure all students have access to high-quality instruction. It is essential that each district examine, monitor and utilize their student data for the district, by school, by grade, by subject, and by classroom to make appropriate instructional decisions ensuring that all students are able to access and learn grade-level content.

Defining Curriculum

In order to provide structure to this guide for developing and implementing a high-quality curriculum, the project advisory team developed the following definition:

A district curriculum is the central guide for teachers and all instructional personnel about what is essential to teach and how deeply to teach it throughout the district so every child has access to rigorous academic experiences and instructional and social emotional supports in meeting academic standards. It also provides guidance for all instructional staff who support and supervise teaching and student learning.

A district curriculum goes beyond a mere listing of standards, although it is based on the college- and career-readiness standards adopted from the state. However, it incorporates and articulates the additions the school system has made to more clearly translate the content knowledge, conceptual and procedural understanding, and social emotional skills students are expected to access, learn, and apply in multiple learning situations. The district's philosophy of what learning is essential, how students learn, and how to gauge student progress is central to the development of the curriculum. The curriculum itself explicitly indicates what the district values and requires (holds tightly) in every classroom and acknowledges where schools and teachers have autonomy.

The district curriculum is not a textbook, a set of materials, or a digital system. An effective curriculum does, however, identify and connect educators to resources that the district requires, and provides guidance in the selection and use of classroom resources to best leverage student strengths, including cultural and linguistic assets, and address diverse needs. The curriculum considers the time required to teach the essential content to all students. Feedback from users is incorporated in the development, revision, and implementation of the district curriculum to leverage teacher expertise and to ensure continuous reflection and refinement of the district's instructional principles and expectations.

The Purpose of a Quality Curriculum

The main purposes of developing a high-quality, standards-aligned curriculum are:



To prepare students for college and careers.



To support teachers in delivering effective instruction.



To ensure access, for all students, to rigorous, engaging, and meaningful grade-level educational experiences in every school and classroom throughout the district.



To provide students with just-in-time, and intentionally designed support and instruction enabling them to access grade-level content.



To engage students in high-quality learning experiences allowing them to demonstrate their agency and leverage their talents, skills, and cultural and linguistic assets.

The lack of a clear and well-implemented curriculum leaves teachers and administrators to individually determine what the district expects and leads to a variety of interpretations that may or may not be aligned with district expectations. This is especially detrimental in urban settings, where high staff turnover requires structures and mechanisms for maintaining the continuity of expectations. Moreover, high student mobility in urban centers presents the challenge of ensuring students do not miss key concepts by transferring from one school to another in the district, which can be mitigated by having common curriculum expectations across schools. Shifts to remote or hybrid learning reinforce how vital it is to ensure continuity of learning that meets the level of district expectations. Given the diversity of students and learning needs in our urban classrooms, there is also the need for clarity around how to differentiate instruction for students to attain their greatest potential while maintaining a high level of rigor, access to core content and standards for all students, and a sense of community and belonging.

Preconditions for Supporting a High-Quality Curriculum

A number of political, technical, and organizational preconditions are needed to support the development and implementation of a high-quality curriculum. In particular, a high-quality curriculum has the best chance of improving instruction systemwide if:

- The district has consistently communicated a strong, unifying vision for high-quality school and classroom practice that is founded on college- and career-readiness standards and high expectations for all students.
- The district has set clear, measurable goals for the academic attainment of all students.
- Curriculum guidance explicitly indicates what instructional decisions and mandates are to be made at the district level (i.e., what the district “holds tightly”), and where schools and teachers have autonomy in making decisions about what and how to teach.
- The district has provided equitable access to high-quality instructional resources, including technology.
- The district has a comprehensive professional development and implementation plan in place and communicates the message that not only teachers, but a wide variety of central office and school-based leaders and staff, are expected to develop the content knowledge and skills necessary to implement district college- and career-readiness standards within a supportive classroom environment.
- The district ensures that internally and externally provided professional development is consistent

with the district's instructional vision, aligned to college- and career-readiness standards, and prioritized and logically organized to address teacher needs.

- The district continuously works to build a culture of shared accountability, including processes to monitor student learning and achievement across central office departments, staff, and schools.
- The district has a system in place to inform modification, continuation, and evaluation of its curriculum guidance using evidence of student work and teacher feedback.

The most effective approach is one that tailors the level of central oversight to the needs of schools, based on where schools and the district are on the continuum of progress for all student groups. Some districts are highly centralized in their implementation of curriculum and instruction, while others give schools a high degree of autonomy in these areas. Districts need to strategically consider why and how their particular approach to school oversight is likely to improve instruction and advance academic achievement for all students based on staff capacity and student performance. In particular, if a district or school has low levels of achievement, a high degree of school-based instructional decision making is unlikely to provide the guidance and consistency necessary to improve student performance. Moreover, in those districts where schools earn greater autonomy through high achievement, this should not mean that such schools are free to determine instructional standards. The district should still lay out what skills and knowledge they expect all students to have, and high-performing schools should be given the latitude to build on these curricular expectations.

Finally, regardless of the management approach of a district, there must be checkpoints and measures for gauging whether the school system is on the right path in its instructional efforts. These measures should consist of a diverse set of indicators of student achievement and access to rigorous, grade-level content. The district should ensure that all formative, summative, and criterion-based assessments, as well as the systematic evaluation of student work, are aligned to the content and rigor of college- and career-readiness standards.

Principles for Design and Implementation

In developing and adopting curricula, districts often face many of the same challenges. These challenges range from the strategic to the tactical. For instance, a curriculum is unlikely to be implemented with fidelity across a school system if district leaders have not communicated why it is essential for all students or its importance as a driving force behind instructional improvement. Districts must

also ensure that teachers and instructional leaders share an accurate understanding of instructional expectations. At the same time, implementation can also be derailed if curricular materials are not aligned to the standards and easy to use, or if there are problems in the pace of instruction presented or in the distribution of materials, resources, or guidance. Whether the curriculum guidance takes the form of a hard copy or is housed on an electronic platform, it must be easily accessible, user-friendly, and immediately applicable for instructional staff. It is helpful to start with a shared understanding of the curriculum design principles and how it should be introduced and implemented in schools throughout the district. Specifically, a district curriculum should:

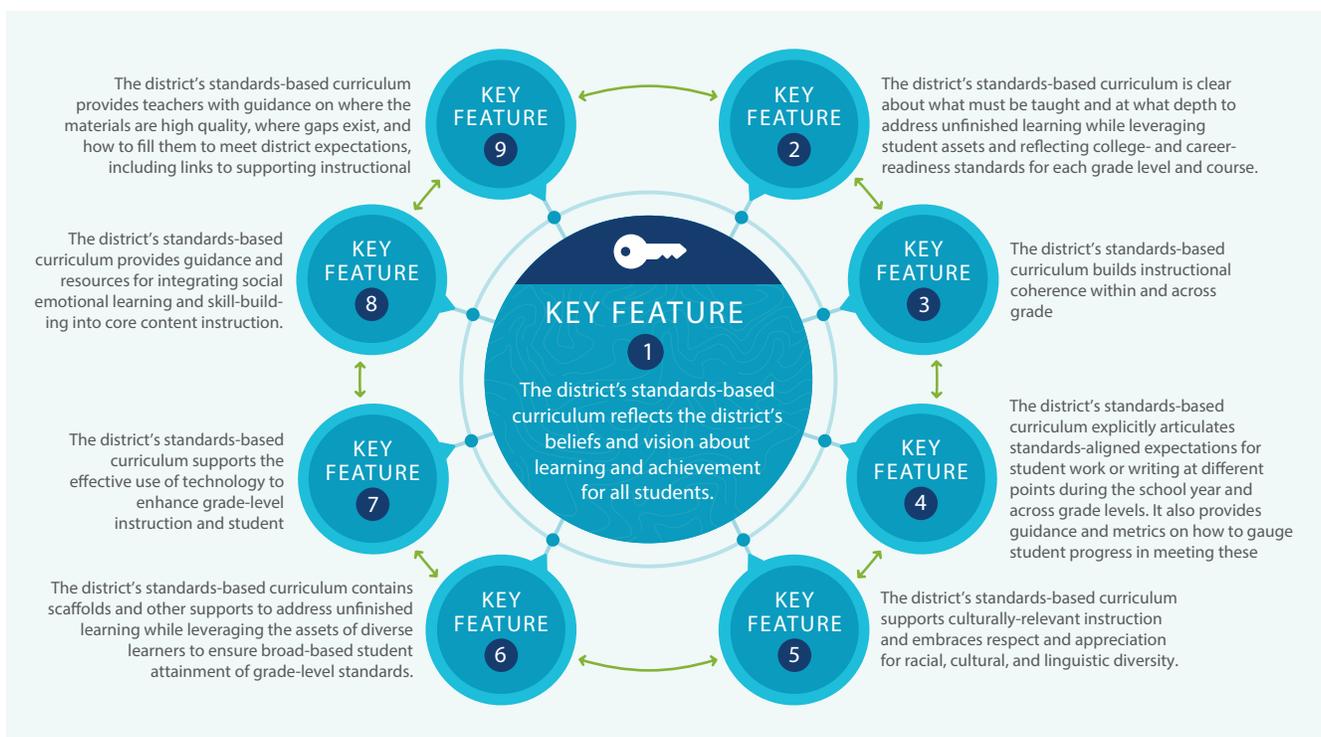
- ✓ Reflect the district's values and its philosophy of how students learn and what learning is essential at each grade level.
- ✓ Provide coherent instructional experiences that increase in complexity over time within and across grade-levels from pre-kindergarten through high school and systematically build student academic and social emotional readiness for college and careers.
- ✓ Address the trends in district data where large numbers of students are likely to have unfinished learning and provide teachers guidance for addressing those gaps, while leveraging student assets, in the context of grade-level instruction.
- ✓ Provide clarity on required and optional resources for all instructional staff, including those who support and supervise teaching.
- ✓ Provide teacher guidance on the importance of incorporating culturally responsive texts, tasks, and resources that respect and celebrate the cultural, ethnic, and linguistic diversity of students.
- ✓ Provide guidance on the many roles of technology to enhance grade-level teaching and learning across multiple learning environments.
- ✓ Articulate continuum of learning that delineates the content knowledge, academic language, and skills that should be taught, and at approximately what point during a school year, so students who transfer between schools have a coherent learning experience.
- ✓ Create the floor, not the ceiling, for learning at every grade level and in every course. In this way, the curriculum should support and challenge the full range of learners from struggling students to gifted and talented students.

- ✓ Incorporate exciting learning opportunities within and outside school to keep students engaged as they learn challenging content, skills, and concepts.
- ✓ Address the importance of social-emotional learning opportunities that will increase student preparedness for rigorous learning experiences and collaborative tasks.
- ✓ Communicate why, when, and how to use assessments, including criterion-referenced, summative, and formative assessments, to determine how well students are progressing in attaining a particular standard or set of standards.
- ✓ Employ a two-way communication process in order to respond to feedback and meet evolving student and educator needs.

Structure of the Document

Part II of this *Supporting Excellence Curriculum Framework* is organized by nine key features that undergird high-quality curriculum guidance capable of improving districtwide student achievement. Each key feature includes a description of why it is important and how it looks in practice, together with annotated exemplars from our member districts appropriate for all college- and career-readiness standards.

As illustrated in the diagram below, the district's vision, mission, and beliefs undergird the Key Features, and all are interconnected. While all the Key Features are numbered, the order does not indicate a hierarchy nor level of importance.



Part III contains actionable recommendations and illustrations for developing, implementing, and continuously improving a district's curriculum guidance towards high academic expectations. Districts are strongly encouraged to conduct a crosswalk between their curriculum and the key features of a quality curriculum to determine the best entry point for curriculum revision. Our recommendation is to first examine if the district's beliefs and vision are inclusive of all students and if the curriculum provided is reflective of the vision.

This section is followed by a Study Guide that allows the reader to apply their understanding of the key features and ensure a shared understanding of these concepts.

Please note that each Key Feature is relevant to curriculum development; however, curriculum priorities must be based on the district's needs. Each district should leverage the resources provided here based on their district's context and vision about learning and achievement for all students.

PART II:

NINE KEY FEATURES OF A STRONG, STANDARDS-ALIGNED CURRICULUM



So, what do these defining principles of a high-quality curriculum look like in practice? In this section, we will provide concrete examples of district curricula that illustrate a set of nine key features of quality and alignment. In particular, we aim to illustrate how and when:

- 1 The district's standards-based curriculum reflects the district's beliefs and vision about learning and achievement for all students.
- 2 The district's curriculum is standards-based and clear about what must be taught and at what depth to address unfinished learning while leveraging student assets and reflecting college- and career-readiness standards for each grade level and course.
- 3 The district's standards-based curriculum builds instructional coherence within and across grade levels and learning environments.
- 4 The district's standards-based curriculum explicitly articulates standards-aligned expectations for student work or writing at different points during the school year and across grade levels. It also provides guidance and metrics on how to gauge student progress in meeting these expectations.
- 5 The district's standards-based curriculum supports culturally-relevant instruction and embraces respect and appreciation for racial, cultural, and linguistic diversity.
- 6 The district's standards-based curriculum contains scaffolds and other supports to address unfinished learning while leveraging the assets of diverse learners to ensure broad-based student attainment of grade-level standards.
- 7 The district's standards-based curriculum supports the effective use of technology to enhance grade-level instruction and student engagement.
- 8 The district's standards-based curriculum provides guidance and resources for integrating social emotional learning and skill-building into core content instruction.
- 9 The district's standards-based curriculum provides teachers with guidance on where the materials are high quality, where gaps exist, and how to fill them to meet district expectations, including links to supporting instructional resources.



KEY FEATURE 1

The district's standards-based curriculum reflects the district's beliefs and vision about learning and achievement for all students.

Why is this important?

A district's beliefs and vision for student learning and achievement are only effective as a driving force for instruction if they are understood and embraced by teachers, principals, and other school-level staff and leaders. The district's standards-based curriculum is therefore a critical opportunity for the district to affirm and communicate its commitment to educational equity, high standards, and respect for the cultural and linguistic backgrounds of all students. It is only when teachers and administrators clearly understand the value placed on these principles and readily see how their work is connected to the overall mission of the organization that a district's instructional vision can be translated into everyday classroom instruction.

What does it look like?

The standards-based curriculum should both explicitly and implicitly reflect a district's beliefs and vision about student learning and achievement. For example, the introduction to a curriculum document should specifically reference a district's mission statement and guiding principles, and indicate how classroom instruction is directly linked to those ideals. The curriculum should also explicitly link to the district's strategic activities and goals.

Moreover, a district's beliefs and standards need to be *implicitly* reflected in the curriculum through rigorous texts, assignments, and lessons. Mixed messages can occur when curriculum documents exhort teachers to hold all students to high standards, but then provide low level instructional programming, materials, and tasks for student learning that contradict this vision for rigorous instruction.

Prior to designing new curriculum guidance, curriculum writers should carefully review the district's beliefs and vision and establish criteria as they develop their guidance to ensure alignment. Each suggested activity and exemplar of student work should then be checked to see that they align with and support high instructional standards.

The document should also provide support to instructional staff to attain those goals. The curriculum needs to not only reflect higher expectations, but also provide guidance on how to advance students who have not been challenged in prior grades, so they can make the necessary progress in their academic language, reading, and reasoning skills. If the district believes students learn best in a particular way, then curriculum examples should reflect those approaches.

Example 1: English Language Arts District of Columbia Public Schools (DCPS)

The District of Columbia Public School’s vision is to ensure “every student feels loved, challenged, and prepared to positively influence society and thrive in life.” To this end, the DCPS standards-based curriculum across grade levels is designed to engage students and develop their ability to think critically and make sense of their community and the world. District Visions is a language arts curriculum written by DCPS teachers and managed by the DCPS secondary literacy team (part of the Office of Teaching and Learning). The following unit reflects the district’s mission and beliefs that “every school guarantees that students reach their full potential through rigorous and joyful learning experiences in a nurturing environment.”



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

| Content Area and Grade | English Language Arts, Grade 8 |
|---|---|
| Why is this an example of Key Feature 1? | <p>The curriculum is built around four core principles that reflect the district’s vision, mission, and beliefs. The curriculum is designed so that teachers can leverage resources, build on student assets, and adapt to meet their students’ individual needs. The lessons in the curriculum focus on inquiry and investigation which harness the power of well-crafted questions to build students’ knowledge and critical thinking skills. DCPS identifies three levers of change to improve student achievement: highly effective educators, rigorous academic content, and engaged families and motivated students. The district is committed to ensuring that students throughout the district have comparable and rigorous learning experiences.</p> |
| Structure of the Exemplar | <p>The curriculum guidance provides units of study that are aligned to specific standards in literature, informational texts, writing, speaking and listening, and language. This guidance also delineates the integration of culturally-responsive pedagogy, social emotional learning, and approaches to teaching sensitive subjects in context. Each unit of study includes essential questions and enduring understandings specific to the unit. The guidance equips teachers with the tools and intellectual preparation they need to deliver high-quality learning experiences for all students.</p> |
| Additional Resources, continued | <ul style="list-style-type: none"> • The Power of Text Sets • Anchor Text Audio Recording • ELA Supplemental Materials PlayPosit Bulbs for differentiation |

FIGURE 1.

The DCPS curriculum provides teachers the tools they need to effectively address specialized learning needs, unfinished learning, and leverage student assets, while celebrating cultural and linguistic differences.

ELA 8

Unit 4 Overview

Unit Learning Trajectory

This unit will challenge students to explore the concept of community and how the life experiences of individuals connect to form a community. Through a thorough study of fiction and non-fiction texts, students will come to understand that community is comprised of both physical and nonphysical elements. They will also reflect on and discuss the ideas that (1) the life experiences of individuals impact a community, (2) community includes both topography and humanity, and (3) empathy for and understanding of others is essential for a community's survival. After gaining a thorough understanding of community, students will transform into social activists as they investigate ways to enact positive change in their communities.

Students will read the novel, *145th Street Short Stories*, by Walter Dean Myers, to explore how stories of individual human experiences connect all of humanity. Each focal passage from *145th Street Short Stories* is included in a thematic text set with other prose and/or poetry that explore various aspects of the human condition. These text sets allow students to delve deeper into examining how community impacts individuals and how the emotions and experiences of individuals connect to impact a community. They include poetry, informational texts, short stories, and an audio clip. This unit will also challenge students to continually make text-to-text connections as they read the combination of texts. Further, this unit's Cornerstone provides students with the opportunity to take a critical look at their own communities and develop and implement a grassroots campaign to address an area of concern.

Students reflecting on themselves as evolving writers is another vital component of this unit. In addition to crafting two original pieces of writing, students will revisit one of their writings from a previous unit to reflect on their strengths and weaknesses. Through this process, students will (1) gain insight about who they are as writers and (2) refine their writing skills. Students will demonstrate mastery of speaking and listening skills during the Cornerstone experience, where students will develop grassroots campaigns, workshop the campaigns for feedback, and present their campaigns to their peers.

The unit is organized into 6 phases that guide teaching about community, from the discussion of how the experiences of individuals create community to how students can become agents of change in their own communities.

Essential Questions

- How am I impacted by my community?
- How can I impact my community?
- How does an author use the story of an individual to connect all of humanity?
- How does reflection and revision improve my writing and my confidence in my writing?

Enduring Understandings

- The life experiences of individuals impact a community.
- Empathy for and understanding of others is essential for a community's survival.
- Youth have ability to be positive change agents in their community.

Recurring Common Core State Standards (CCSS)

| Reading: Literature | Reading: Informational Texts | Writing | Speaking & Listening | Language |
|---|---|--|---|---|
| RL.8.4 , RL.8.10 | RI.8.1 , RI.8.2 , RI.8.4 , RI.8.10 | W.8.4 , W.8.5 , W.8.6 , W.8.9 , W.8.10 | SL.8.1 , SL.8.6 | L.8.2c , L.8.4 , L.8.6 |
| RL.8.4 , RL.8.5 , RL.8.9 | RI.8.4 , RI.8.5 | W.8.1 , W.8.2 , W.8.3 , W.8.4 , W.8.5 | SL.8.4 , SL.8.5 , SL.8.6 | L.8.1 , L.8.2 , L.8.3 |

Unit 4 Focal Standards

The essential questions and enduring understandings build depth of understanding and real-world applications. The unit learning experiences help students learn how they can become agents of change in their own communities. This relates to the district's vision that every child is prepared to positively influence society and thrive in life.

Unit Texts Overview

Unit text sets provide a variety of genres from anchor to supporting texts that deepen students' understanding and lead students to mastering assessment tasks in each phase of the unit. Joyful learning experiences are created by connecting rich content to students lives and communities.

Students will read the texts listed below during this unit. Optional texts are highlighted in yellow; all other texts listed on this page are required reading for students. Teachers may utilize the optional texts to further enhance this unit if time permits.

Common Core Band Lexile Text Difficulty Ranges for Grades 6-8: 955L-1155L

| Text | Instructional Use | Source |
|--|----------------------------|----------------------|
| Anchor Text(s) | | |
| <i>145th Street: Short Stories</i> by Walter Dean Myers | Anchor Text | Print |
| Informational Text | | |
| "Race is a Social Concept, Not a Scientific One" By Michael Hadjiargyrou | Introducing the Unit | Canvas |
| "The Child's View of Working Parent" from <i>Fortune</i> by Cora Daniels | Supporting the Anchor Text | Canvas |
| <i>Beyond Resistance! Youth Activism and Community Change</i> by Shawn Ginwright, Pedro Noguera, and Julio Cammarota | Close Reading Module | Canvas |
| Poetry and Fiction Texts | | |
| "I've heard said" by Julia Alvarez | Introducing the Unit | Canvas |
| "Human Family" by Maya Angelou | Supporting the Anchor Text | Canvas |
| "Those Winter Sundays" by Robert Hayden | Supporting the Anchor Text | Canvas |
| "The World Is Not a Pleasant Place to Be" by Nikki Giovanni | Supporting the Anchor Text | Canvas |
| "Vade Mecum" by Billy Collins | Supporting the Anchor Text | Canvas |
| "Those Who Don't" from <i>The House on Mango Street</i> by Sandra Cisneros | Introducing the Unit | Canvas |
| "Papa Wakes Up Tired in the Dark" from <i>The House on Mango Street</i> by Sandra Cisneros | Supporting the Anchor Text | Canvas |
| "Salvador Late or Early" from <i>Woman Hollering Creek and Other Stories</i> by Sandra Cisneros | Supporting the Anchor Text | Canvas |
| "Mango Says Goodbye Sometimes" from <i>The House on Mango Street</i> by Sandra Cisneros | Supporting the Anchor Text | Canvas |
| The Parable of the Good Samaritan | Supporting the Anchor Text | Canvas |
| Audio/Visual Texts | | |
| NPR's Morning Edition "Good Samaritan" | Supporting the Anchor Text | Link |

The Role of Varied "Leveled" Texts and Potential Suggestions

[The Power of Text Sets: An easy, research based and fun way to become a strong reader](#)

What is a text set? Text sets are intentionally grouped sets of texts and media resources focused on a specific topic designed to help all learners build background knowledge and vocabulary through a volume of reading on science, social studies, and other high-interest topics.

Why use a text set? There are so many reasons to use a text set. Here are just a few:

- To allow student voice and choice for independent reading. Students can select topics that interest them, that connect to and relate to their lives, or that will give them new perspectives.
- To build knowledge about the topic of an anchor text (before, during, or after reading) in order to enrich that reading experience. For example, students can build their knowledge of the time period of a historical fiction text or the setting of a text that takes place in a potentially unfamiliar habitat or location.
- To support science and social studies content through reading. Students can learn about the world around them including social issues, current events, or the past through topically connected texts.
- To support authentic writing and research. Students can keep track of new knowledge and the vocabulary they are learning.

This section illustrates the core principle of equitable access to "a world-class educational experience" and challenging, grade-level work. Consistent structures, supports, and resources ensure that all students have access to outstanding learning opportunities. Texts in a text set may be below-, at-, or above-grade level according to quantitative and qualitative complexity, and relationship to reader and task.

PART II: KEY FEATURE 1

The district illustrates their commitment to holding students to high standards by providing curriculum that is aligned to college-and career-readiness standards as well as local and state assessments.

Phase 4, Close Reading Module

See Canvas Module 4.11
Approximately 3 Days

Texts: *Beyond Resistance! Youth Activism and Community Change* by Shawn Ginwright, Pedro Noguera, and Julio Camarota

Students will be able to...

- Closely read a text stopping to synthesize central ideas through stop and jots, turn and talks and annotations, summary, etc. (RI.8.1, RI.8.2)
- Define and understand unknown words in context to better comprehend texts. (L.8.4)

Phase 4 Assessment Prompt: Explain the importance of young people being viewed as individuals who “produce knowledge to transform their world” in a positive way by adults. Support your response with evidence from the text.

The curriculum guidance includes common tasks aligned to the anchor standards to ensure that every school provides students with rigorous and joyous learning experience in a nurturing environment. The guidance identifies the essential tasks required for the unit but encourages teachers to add additional formative assessments as appropriate.

Unit Task List

Included in this Task List are the Essential Tasks in this unit aligned to the Focal Anchor Standards and curricular culminating tasks. Each task is listed on the Unit Planning Calendar (below) and teachers are encouraged to add formative tasks and assessments, as is appropriate. This Task List can also be provided to students as they track their progress through the unit.

Categories include: "Application" and "Formative Assessment"

| Module | Task | Category | Points | Due | Done (p) | Grade |
|--------------|---|----------------------|--------|-----|----------|-------|
| 4.1 | <p>Texts: Student Writing Portfolio</p> <p>Prompt: In a well-organized essay, explain how you have developed as a writer over the course of the school year. Your essay should address: weaknesses you overcame as a writer this year, your current strengths as a writer, the activities, discussions, and/or peer and teacher feedback that changed you as a writer, aspects of your current writing you like best.</p> | Formative Assessment | 10 | | | |
| 4.2 | <p>Texts: "I've heard said" & "Those Who Don't"</p> <p>Prompt: Select one text and respond to the following questions. How does the author convey their understanding of community? How does the text structure contribute to the meaning of the text?</p> | Formative Assessment | 10 | | | |
| 4.3 | <p>Texts: "Big Joe's Funeral" & "Human Family" by Maya Angelou</p> <p>Prompt: Compare the views of community and connection in the two texts. Explain how the differing structure of each text contributes to its meaning.</p> | Formative Assessment | 10 | | | |
| 4.4 RCT 7 | <p>Text: "Those Winter Sundays"</p> <p>Prompt:</p> <ol style="list-style-type: none"> (1) Write an objective summary of the poem. (2) Analyze the author's use of imagery and details to reveal the speaker's attitude towards his father. | Assessment | 20 | | | |

Example 2: Mathematics Charlotte-Mecklenburg Schools

Similarly in Charlotte-Mecklenburg School District (CMS), the district’s mission is to create an innovative, inclusive, student-centered environment that supports the development of independent learners. This exemplar reflects attention to meeting district-wide expectations for students while meeting the individual needs of linguistically and culturally diverse learners. This curriculum design also embeds both instructional supports, especially mathematics language routines, and ESL instructional supports within the Math 1 curriculum.



| | |
|---|--|
| Content Area and Grade | Math 1 High School |
| Why is this an example of Key Feature 1? | The excerpt below from the introduction to the Math 1 curriculum provides teachers with an understanding of the district’s beliefs and mission for student achievement—a mission that embodies equitable mathematics teaching and learning and supports student voice and agency. Each unit is focused on the major themes in algebra including how to create a positive classroom climate and strong classroom community, safety to take risks and make mistakes, and student growth in their understanding of mathematics, and their attitudes about the field of mathematics. In addition, the Language and Learning Acquisition department worked with the curriculum resource provider to integrate additional supports for the adopted textbook to meet the needs of English learners. |
| Structure of the Exemplar | There is an introduction to the Math 1 course which provides an overview of what students will experience throughout the year. The exemplar has students engaged in math tasks and activities with increasing levels of complexity, reflecting the district’s vision of creating learning environments that are cognitively demanding and require persistence. This exemplar also promotes collaboration and engagement activities, and features two types of ESL instructional supports. |

FIGURE 2.

The overview of the Math 1 curriculum provides teachers with an understanding of the district’s beliefs and vision for student learning and achievement—a vision that embodies equitable mathematics teaching and learning and supports student voice and agency.

Math 1

Woven throughout Math 1 are experiences for students and stakeholders to examine ideas of social justice, engage in current events, and expand and apply mathematics into everyday life. Reflection, student voice and agency, and high expectations are critical components of this curriculum. As a result, students consistently have opportunities to dig deeper into their worldviews and their identities as mathematicians. It is important to note that some of the topics may encourage passionate conversations and debate among students. Teachers should discuss these opportunities for student discourse during their planning meetings and recognize these possibilities when implementing the curriculum in their own classroom, leveraging their strong classroom cultures and inclusive classroom environments.

This example connects to the district’s theory of action, mission, and vision statement.

Embedded strategies include different math language routines that allow all students to access grade-level content that meets district expectations.

An additional scaffold helpful for some students to engage in “Notice and Wonder” could be sentence frames, such as “I notice that...” or “I wonder about...”

Activity 1: What Is Math 1? (10 minutes)

Instructional Routine: Notice and Wonder

The purpose of this activity is to provide students an opportunity to see what topics are included in Math 1 and informally share with the class what topics they may already have some experience with from earlier courses or from their own life experiences.

This is the first time in the course that students will participate in a *Notice and Wonder* routine.

NOTICE AND WONDER



What Is This Routine? Students are shown some media or a mathematical representation. The prompt to students is “What do you notice? What do you wonder?” Students are given a few minutes to think of things they notice and things they wonder, and share them with a partner. Then, the teacher asks several students to share things they noticed and things they wondered; these are recorded by the teacher for all to see. Sometimes the teacher steers the conversation to wondering about something mathematical that the class is about to focus on.

Why This Routine? The purpose of the *Notice and Wonder* routine is to make a mathematical task accessible to all students with these two approachable questions. By thinking about them and responding, students gain entry into the context and might get their curiosity piqued. Taking steps to become familiar with a context and the mathematics that might be involved is making sense of problems (MP1).

Activity 1: Broad Jump Distances: Histogram (15 minutes)**Instructional Routine:** Collect and Display (MLR2) - Responsive Strategy**Building On:** NC.6.SP.4**Building Towards:** NC.M1.S-ID.2

The mathematical purpose of this activity is to represent and analyze data with histograms. Students will create two different histograms from the same data set by organizing data into different intervals.

Step 1

- Ask students to form pairs or use visibly random grouping.
- Students work through the activity for 5–10 minutes.

Advancing Student Thinking: Students may struggle to know how to place numbers that lie on the boundary between intervals. For example, students may not know if a value like 160 should be included in the interval 150–160 or 160–170. Explain to students that the lower boundary value is included in the interval, and the upper boundary value is not. For example, the interval 160–170 includes all the values that are greater than or equal to 160 and less than 170.

RESPONSIVE STRATEGY

As groups work, circulate and listen to student talk about the similarities and differences between the types of data collected. Write down common or important phrases you hear students say about each type onto a visual display (e.g., “these are all numbers” or “this only has one answer”). Collect the responses into a visual display. Throughout the remainder of the lesson continue to update collected student language and remind students to borrow language from the display as needed.



Collect and Display (MLR2)

This is used to illustrate and connect the progression of learning standards across grade-levels/ courses.

Note the concrete guidance for teachers to engage in peer coaching to embrace student dissent and discussions. This creates the conditions for success and advances the district's mission to create independent learners. Additionally, the guidance identifies typical misconceptions and lingering questions that students may have during the instructional process. Providing this information ensures access and high levels of learning for all students.

The district has ESL instructional support built-in called a responsive strategy. These supports are denoted by the purple boxes seen in the margins of pages in the teacher manuals. These scaffolds support the development of academic language and provide access for all students—reflecting the district's vision and mission.

**KEY FEATURE 2**

A district's standards-based curriculum is clear about what must be taught and at what depth to address unfinished learning while leveraging student assets and college- and career-readiness standards for each grade level and course.

Why is this important?

Curriculum leaders have the advantage of examining the pre-kindergarten through grade twelve curriculum from a broad perspective. They know what standards have come before and what is coming next. Based on walk-throughs, student work, and districtwide student achievement data, they can also identify patterns in the assets and needs of learners—including common areas or signs of unfinished learning—to address the aspects of a standard or learning expectation that need to be clarified or where just-in-time instruction will likely be necessary to keep students on grade level.

It is critical that this overarching knowledge and understanding of what must be taught, and at what depth, is shared with teachers through clear and explicit curriculum guidance. Clarifying district expectations for what is essential learning at each grade level creates the basis for building shared understanding of where to focus teaching efforts. This common ground ensures that all students in every classroom and in every school have access to the same concepts, knowledge, and skills they will need to meet district expectations and succeed in higher grade levels and courses. Without such clarity, individual teachers and school planning teams may misinterpret the meaning or purpose of grade-level standards. This can create and expand inconsistencies in instructional rigor and gaps in student learning—gaps that become increasingly evident as students move into higher grade levels.

Given the challenge of widespread unfinished learning in the aftermath of the pandemic and school closures, it is important to identify what learning is essential in each grade and subject to prepare students for future academic work. Problems in student achievement in Algebra I, for example, might be traced to incomplete or unclear coursework and instruction in elementary school concepts that teachers could have taught, but did not realize that they needed to.

What does it look like?

Curriculum guidance should articulate learning expectations by grade level and subject in a way that is clear enough to avoid confusion or misconception. A mere listing of curriculum standards is insufficient. Finding the right level of granularity to ensure that district curricular expectations are clear is a district decision that must be made based on the content expertise and skill level of the end users. A district with high teacher turnover rates, for instance, may choose to provide more detailed guidance and direction than those with a stable, experienced teaching force.

Quality curriculum guidance also alerts teachers to typical student misconceptions and incomplete learning based on student performance in previous years, and how to address them by leveraging student assets from prior grade levels while simultaneously working on grade-level concepts and skills. This is especially important for meeting the needs of diverse learners and students who have been marginalized or excluded from accessing grade-level standards and learning environments.

Example 3: English Language Arts

To illustrate how a district could provide clarity not only around what needs to be taught, but at what depth, we have developed the following sample unit overview based on a template from a member district. We start by describing a key grade four English language arts standard and how instructional rigor and student understanding should build over the course of the year. To assist teachers as they work with students to make meaning of this content, the overview then addresses strategies and things to consider before teaching, during teaching, and after teaching (assessment considerations). This document also lays out the connections to the overall goal of college- and career-readiness for all students.

However, it is important to note that the level of detail and guidance provided here assumes a fair amount of expertise in the standards. For example, when we refer to the use of “text-dependent questions,” we are assuming that teachers are skilled in the concept and use of this instructional practice. A district that has not provided substantial professional development in the instructional shifts called for by college- and career-readiness standards may want to consider providing an even more detailed description or pairing the unit overview with more explicit guidance on this concept.

| | |
|---|--|
| Content Area and Grade | English Language Arts, Grade 4 |
| Why is this an example of Key Feature 2? | This curriculum guidance describes a key grade four standard (comparing the points of view of different narrators, including the difference between first- and third-person narrations) and how instructional rigor and student understanding should build over the course of the year. |
| Structure of the Exemplar | After presenting and describing the standard, this exemplar provides teachers with a section on using prior knowledge to make connections, a section on Acquisition and Applications divided up by knowledge and skills, and a section on making meaning, both before and during instruction. This ensures that all aspects of the standards that the district intends are there for all teachers to guide them in focusing their instruction. |
| Additional Resources | <i>Placing Text at the Center of the Standards-Aligned ELA Classroom.</i> |

FIGURE 3.

| | | | |
|---|---|--|--|
| <i>RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i> | | <p>This summary of grade three work helps to clarify the depth expected for grade four instruction and student learning.</p> | |
| <p>This standard can be addressed as a natural complement to other standards and an extension of learning from prior grades. In grade four, students are expected to refer to explicit details when explaining the meaning of what they have read or when they are making inferences based on information from the text.</p> <p>As they progress through this school year, students will respond to a range of questions that require them to use their knowledge and skills in finding key ideas and</p> | <p><i>Using prior knowledge to make explicit connections to new learning</i></p> | | |
| | <p>In grade three, students learned how to distinguish their own point of view in a text from that of the narrators or those of characters. (CCSS RL. 3.6) Students have also learned that point of view is how the author feels about a particular topic (for/against, pro/con).</p> | | |
| | <p><i>Acquisition and Applications</i></p> | | |
| | <p>KNOWLEDGE</p> <p>Students will build their awareness of how author's use of language and writing structures impact the reader and reveal the author's point of view about a character or topic.</p> | <p>SKILLS</p> <p>Students in grade four will be able to:</p> <ul style="list-style-type: none"> Recognize the author's point of view by attending to what the characters say and do and the word choices the author makes. | <p>Here the district lays out a systemic set of learning expectations, and the essential knowledge and skills they expect students to develop at this grade level.</p> |

PART II: KEY FEATURE 2

| | | |
|---|--|--|
| <p>details in order to analyze the author’s language as a vehicle for conveying meaning in increasingly challenging texts.</p> <p>This year students not only answer questions and complete tasks that will require them to compare and contrast points of view—both the author’s stance on issues as revealed in statements and word choices (Grade 3), they must also note the difference between first- and third-person narrations in literary texts. (CCSS RL 4.6)</p> <p>Now, the fourth grade teacher is building on this prior learning and expanding the concept of point of view to include first- and third- person narration.</p> <p>Also, the students’ ability to distinguish their own points of view from that of the author is further extended to learning how to compare and contrast points of view from different stories.</p> <p>Reaching proficiency of this standard is not a small step but requires a series of instructional experiences that include all of the strands—reading, writing, speaking and listening and language—in the teaching and learning process.</p> <p>Using read-alouds to</p> | <p>KNOWLEDGE, <i>continued</i></p> <ul style="list-style-type: none"> • Students will know that different narrators can present the same events in different ways • First-person narrator describes his/her own thoughts and feelings and may take part in or retell an event as if he or she was a participant. • First-person narration uses I, me, my, and we. (Note: Show students the difference between when a narrator is speaking versus when a character’s words in dialogue use the pronoun “I”. (e.g., I was so surprised to see the wonderful gift before me. Versus, Tom said, “I was so surprised to see the wonderful gift before me.”). • Third-person narrator describes how other characters think and feel and does not take part in an event. • Third person narration uses a named person or the pronoun, he, she, they, him, or her. • Understand the effect of the author’s choice to write in first person or third person narration. | <p>SKILLS, <i>continued</i></p> <ul style="list-style-type: none"> • Recognize the author’s viewpoint revealed in the information he/ she chooses to provide or omit and the word choices the author makes. • Distinguish between what it means to make comparisons and contrasts. • Distinguish and cite examples of how the author’s selection of first or third person narrative impacted the student as a reader, to show that they understand the advantages and disadvantages of the writer’s choice. • Use accurate vocabulary and academic language in summaries or other writing assignments to compare and contrast points of view in the texts under discussion. • Evaluate the use of accurate vocabulary in summaries or other writing assignments students write to compare and contrast points of view in the texts under discussion • Use evidence from the text for how the character thinks and feels as the story progresses. • Use small groups for peer editing before revision and final drafts. |
|---|--|--|

These bulleted notes alert teachers to areas where students commonly experience confusion. This guide for learning will prevent future misconceptions.

These statements provide clarity on what must be taught at each grade level.

model and provide examples of how to analyze first- and third-person narrations and use them as springboards to comparing and contrasting points of view—using text dependent questions that draw students back to the text—will provide the practice and scaffolding needed for all students to reach proficiency of this standard.

Graphic organizers can also be used to help students organize and structure their thoughts and evidence from the text to support their responses.

Here, the curriculum builds a shared understanding of where to focus teaching efforts.

SKILLS, *continued*

- Write a story from the view point of one of the characters in the texts.

Helping Students Make Meaning

BEFORE TEACHING

- Select two texts on a particular topic or theme that share similar big ideas and understandings—one with first-person narration and the other with third person narration.
- Note stopping points in the texts that are key for determining author's point of view and create text-dependent questions that will require students to provide evidence from the text to support their responses.
- Note stopping points in the texts that will enable teachers to draw attention to the impact of the author's word choice. This is helpful to monolingual and multilingual learners.

Text-dependent questions for reaching proficiency in this content standard require students to:

- Determine the point of view of the author (for/against, pro/con, and provide examples from the text that support their conclusion.
 - Provide key details from the texts that support comparisons.
 - Recognize key details from the texts that support contrasts.

Depth of Knowledge:
The tasks are designed to extend student reasoning through discussions and structured readings to demonstrate their understanding of comparison and contrast.

DURING TEACHING

- Provide models of comparisons and contrasts of points of view in student work or other instructional materials.
- Provide opportunities for multiple readings of both texts separately through structured reading and discussion of student responses to text dependent questions. (A variety of methods can include: whole class discussion, think-pair-share, independent written response, small group, etc.).
- Structure discussions and writing opportunities so that students meet this content standard.
- Use graphic organizers or other visuals to structure/record discussions regarding comparison and contrast of the author's point of view in both texts (i.e. A Venn diagram or table can be constructed easily and provides reinforcement for content learning).
- Provide multiple opportunities for students to demonstrate their level of understanding and achievement of the standard (i.e., create a grid with multiple columns and rows to create side-by-side comparisons of multiple texts on the same topic, event or experience noting similarities and differences in points of view; compare communication in different forms such as contrasting a dramatic performance with a print version of the same story and variants in points of view).

Example 4: Mathematics, K-2 Baltimore City Public Schools

In this curriculum guidance excerpt in mathematics, Baltimore City Public Schools (BCPS) has incorporated public domain materials from [Illustrative Mathematics](#), as well as the CGCS [Parent Roadmaps](#) and Grade-Level Instructional Materials Evaluation Tool ([GIMET-QR](#)). They have customized this information to provide their K-2 teachers with an overview of the progression in addition and subtraction problems.

The district shows teachers the growing sophistication in the problem types from kindergarten to grade two for *operations and algebraic thinking*. Concrete examples of the types of problems are much more helpful than a general statement such as “Add and subtract two single-digit numbers.” This is how the district attempts to show the depth at which these concepts need to be taught to reflect college- and career-readiness standards.

BALTIMORE CITY PUBLIC SCHOOLS

| Content Area, Standard, and Grade | Mathematics, Grades K-2 |
|--|--|
| Why is this an example of Key Feature 2? | In this example, Baltimore lays out the full progression of problem types where addition and subtraction are used. The table connects the structure of the problem to the corresponding algebraic structure (written as a number equation), illustrating for teachers how building students' conceptual understanding of addition and subtraction and academic language serve as the foundation for algebra. |
| Structure of the Exemplar | In the example below, the light red reflects proficiency expectations for kindergarten while the light blue and yellow refer to proficiencies for grades one and two respectively. However, this does not preclude students from experiencing all the different variations across the K-2 continuum. |
| Additional Resources | Situation types for Operations in Word Problems Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity , National Research Council, 2009, pp. 32–33. |

PART II: KEY FEATURE 2

FIGURE 4. Baltimore City Public Schools Grades K-2 Unit Addressing Operations and Algebraic Thinking

| COMMON ADDITION AND SUBTRACTION SITUATIONS* | | | |
|--|--|---|---|
| | Result Unknown | Change Unknown | Start Unknown |
| Add to (join) | Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$ | Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$ | Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$ |
| Take from (separate) | Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$ | Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$ | Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$ |
| | Total Unknown | Addend Unknown | Both Addends Unknown |
| Put Together/ Take Apart (Part-Part-Whole) | Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$ | Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$ | Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$ |
| | Difference Unknown | Bigger Unknown | Smaller Unknown |
| Compare | ("How many more?"): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?"): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$ | (Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer" suggests wrong operation): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$ | (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? (Version with "more" suggests wrong operation): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$ |

Red outline indicates the four Kindergarten problem subtypes. Grade 1 and Grade 2 students work with all subtypes and variants. Yellow outline problems are the four difficult subtypes or variants that students should work with in Grade 1 but need not master until Grade 2.

Resource 1
Source: *Adapted from Common Core State Standards for Mathematics and Progressions for the Common Core State Standards in Mathematics (draft): Operations and Algebraic Thinking
Grade 2 Math Scope and Sequence
SY 2015-2016

1

Teachers can clearly see the different variations of a problem. This level of detail is important so that students aren't merely assigned $5 + 2 = \square$ or $5 - 2 = \square$. Practice with these two types of problems is not sufficient. In the later grades a persistent problem is that students fixate on finding an answer—either adding or subtracting because they see two numbers—and seldom reading to understand the quantities in relation to the context of the problem. Taking time to investigate the similarities and differences between each problem variation helps students focus upon linking language and mathematics.

These equations are algebra. They show what a valid comprehension of the text looks like with numbers, operations, an equal sign (the verb), and a "?" as the unknown.

This section outlined in red illustrates the four kindergarten problem subtypes. Grade 1 and Grade 2 students work with all subtypes and variants. The orange section problems are the four difficult subtypes or variants that students should work with in Grade 1 but need not develop proficiency in until Grade 2.

The district provided guidance adapted from Box 2-4 of *Mathematics Learning in Early Childhood*, National Research Council (2009, pp. 32, 33), to support teachers in planning and preparing for lesson delivery.



KEY FEATURE 3

The district's standards-based curriculum builds instructional coherence within and across grade levels and learning environments.

Why is this important?

Learning is a process of making connections between facts and concepts and building or deepening knowledge and skills over time. It is therefore critical that a district curriculum, including the curriculum guidance provided to teachers and other educators, is designed to intentionally and systematically present all students with diverse learning experiences that enable them to access and integrate new information. Seeing how concepts and learning are interconnected builds students' content knowledge, language development, skills, and perseverance.

This intentionality in the sequence, progression, and depth of learning is often referred to as instructional coherence. An effective curriculum builds instructional coherence both within and across grade levels to ensure that students develop the knowledge and skills needed to meet grade-level expectations and to succeed in later grade levels with increasingly sophisticated subjects and concepts.

Moreover, in light of the pandemic and the recurring role of virtual and hybrid models of instruction, instructional coherence has taken on the added dimension of connecting and building on the unique learning opportunities—and challenges—of different learning environments. In addition, curriculum that builds instructional coherence provides teachers with information about typical misconceptions and how to address them, which is important for ensuring our English learners, students with disabilities, and students with unfinished learning are working on grade-level concepts and skills.

What does it look like?

The process of building instructional coherence into a curriculum begins by considering what students should know and be able to do to be college- and career-ready, and then determining how students will acquire and develop knowledge and skills throughout their K-12 experience. Within a grade level, the curriculum should show explicit links between multiple clusters, standards, concepts, or skills to support teachers in making these connections in the classroom. For example, in mathematics the

curriculum may explicitly inform the teacher that when working with multiplication of a two-digit and a one-digit number, they should connect it to finding areas of a rectangle. In English language arts, guidance for preparing students to write an opinion piece should include sufficient diverse and complex texts and questions on a given topic in order to provide an opportunity for students to build background knowledge as they connect their developing writing skills to the ability to cite evidence from multiple texts.

To build coherence across grade levels, some districts include notations on each grade-level curriculum guide to indicate what learning students had the previous year and where that learning will progress in subsequent grade levels.

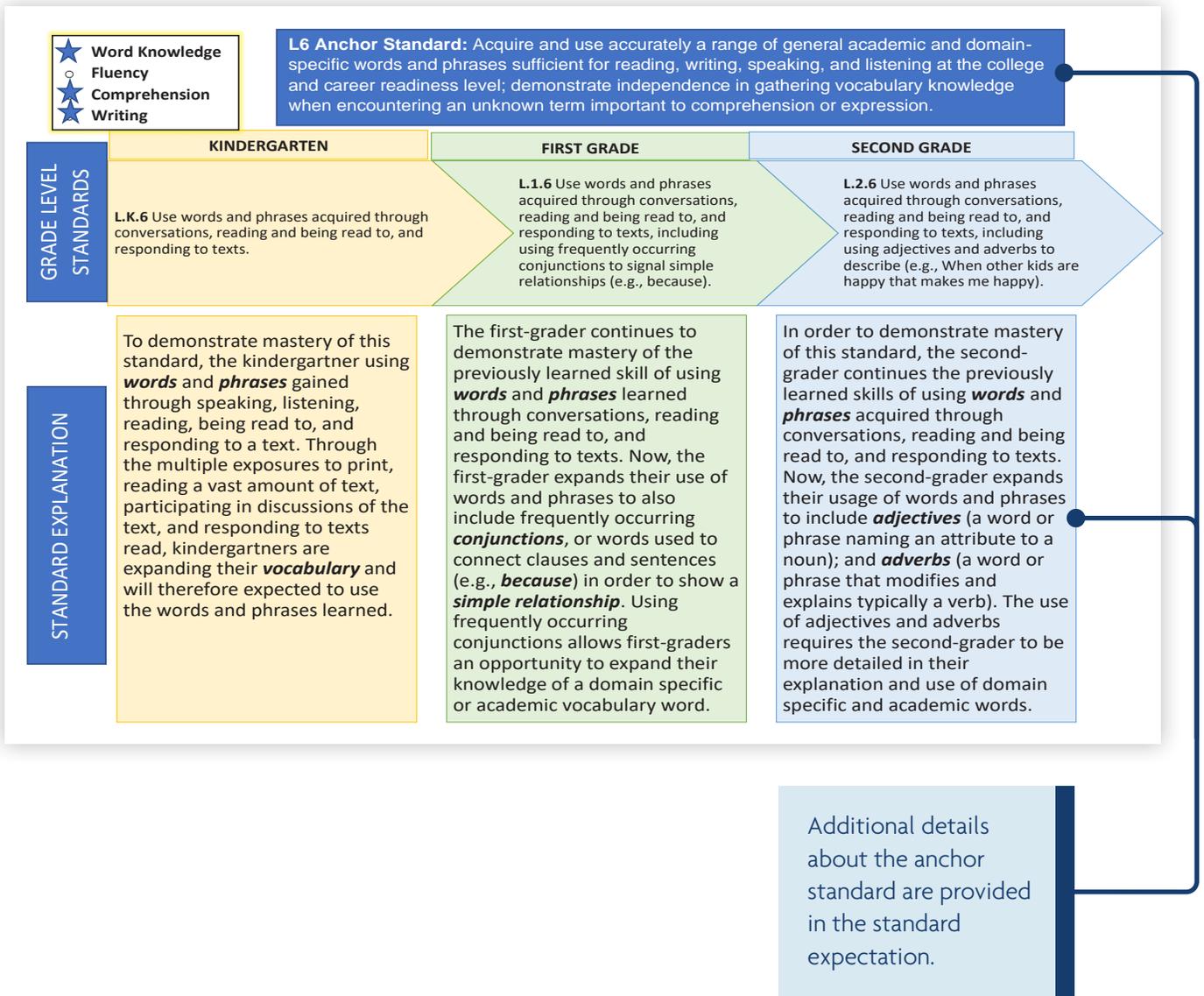
Example 5: English Language Arts Cleveland Metropolitan School District

In the curriculum guidance excerpt below from the Cleveland Metropolitan School District, notice the two grade-span examples addressing the same language anchor standard that show progression from kindergarten through grade two and grades three through five. This anchor standard is ‘less dense’ than other standards and therefore shows the key feature without a preponderance of text. That is, instructional coherence is established by consistently focusing on more expansive and sophisticated use of **words** across grade levels.

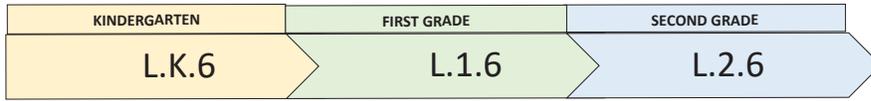


| | |
|---|--|
| Content Area and Grade | English Language Arts K-2 & 3-5 |
| Why is this an example of Key Feature 3? | This example illustrates standards-aligned curricular coherence across grade levels indicating what learning students had the previous year and where that learning will progress in subsequent year(s). |
| Structure of the Exemplar | The guidance is organized around the anchor standard with grade-level standards/expectations included across kindergarten through grade 2 as well as grades 3-5. |
| | Each grade-level standard includes details about the standards expectation for the grade level as well as indicators of success for students with the “I Can Statements” in the learning outcomes. |
| Additional Resources | <i>Knowledge-Building Resources for Middle and High School</i> |

FIGURE 5.



PART II: KEY FEATURE 3



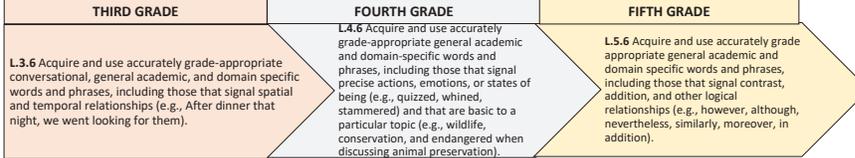
LEARNING OUTCOMES

- I can gain new words and phrases through conversations, reading and being read to in order to use the words and phrases while speaking and writing.
- I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions in order to signal simple relationships (e.g., because).
- I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including use of adjectives and adverbs in order to describe.

- ★ Word Knowledge
- Fluency
- ★ Comprehension
- ★ Writing

L6 Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE LEVEL STANDARDS



STANDARD EXPLANATION

The third-grader demonstrates mastery of this standard by accurately using the acquired grade-appropriate **conversational**, general **academic**, and **domain specific words and phrases**. Grade-appropriate **conversational** words including using acquired new words and phrases while participating in discussions with classmates and teachers. **Academic** words include words that are used across all content-areas (such as infer, summarize, explain). **Domain specific** words are words related specifically to the content area.

When appropriate, the third-grader includes words and phrases that signal **spatial** and **temporal relationships**. **Spatial relationships** include words that explain how an object is located in space for compare to another object (e.g., behind [an object], on top [of an object], within a category). **Temporal relationships** are the timing of a relationship which can signal a causality. For example, stating *After dinner that night, we went looking for them* tells us when they went looking for them. If we added a place, *After dinner that night, we went looking for them outside*, the sentence now includes spatial and temporal relationships. By using spatial and temporal words, the third-grader is expanding their knowledge of grade-specific words and phrases to descriptions.

The fourth-grader continues to demonstrate mastery of this standard by accurately using the acquired grade-appropriate general **academic** and **domain-specific words and phrases**. **Academic** words include words that are used across all content-areas (such as infer, summarize, explain). **Domain specific** words are words related specifically to the content area. The fourth-grader expands their knowledge to include words and phrases that signal **precise actions** (verbs), **emotions**, or **states of being** that are basic to a particular topic, or domain specific.

The fifth-grader continues to demonstrate mastery of this standard by accurately using the acquired grade-appropriate general **academic** and **domain specific words and phrases**. **Academic** words include words that are used across all content-areas (such as infer, summarize, explain). **Domain specific** words are words related specifically to the content area. The fifth-grader expands their knowledge to include words and phrases that signal **contrast**, **addition**, and other **logical relationships**. This may include using words such as however, although, nevertheless, similarly, moreover, or in addition. By showing the relationship (or contrasting relationships) among academic and domain specific words, the fifth-grader is demonstrating accurate use of a word or phrase.

LEARNING OUTCOMES

- I can acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships in order to describe the spatial or time relationship.
- I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic, or domain specific.
- I can acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

The same anchor standard with a description of how it looks differently across the grades.

Example 6: Mathematics Jefferson County Public Schools

In Jefferson County Public Schools, the curriculum guidance connects the Algebra I mathematics standards to prior grade-level work with functions and their representations, the focus of this unit. This connection shows where prior learning and unfinished learning can be re-engaged within the grade-level work of the unit. This illustrates strategic ways to work on unfinished learning without disengaging from grade-level topics.



| | |
|---|---|
| Content Area and Grade | Mathematics: Algebra One |
| Why is this an example of Key Feature 3? | The beginning of each mathematics unit addresses the coherence of the unit topic. In this Algebra 1 unit, teachers are reminded of the learning students did in pre-algebra using multiple representations of a function and how this learning supports them in extending their understanding in Algebra 1. |
| Structure of the Exemplar | The guidance connects prior learning to the unit focus in Algebra I. The enduring understandings and essential questions anchor the unit along with the Standards of Mathematical Practice. Each unit includes detailed instructional notes and suggestions for the teacher. |
| Additional Resources | Building a Mathematics Community |

FIGURE 6.

The curriculum guidance connects Algebra I coursework to pre-algebra concepts. It will be helpful to teachers to know how the learning in Algebra 1 will be further extended into subsequent mathematics courses.

| Algebra I Module 1: Multiple Representations in Mathematics Unit 1: Representing Relationships Mathematically | |
|--|---|
|  <p>Success Skills/Mathematical Practices:</p> <ul style="list-style-type: none"> • #2 Reason Abstractly and quantitatively <ul style="list-style-type: none"> ○ What is the relationship of the quantities? ○ Could we have used another strategy to solve this task? ○ How did you decide in this task that you needed to use...? | <p>Coherence: Achieve the Core - Coherence Map</p> <ul style="list-style-type: none"> • In 8th grade, students learned that a function is a rule with one output for each input. Students used multiple representations to depict linear functions and relations. Students created a table of input-output values given a rule and learned to graph linear functions using tables as well as slope and y-intercept. |

PART II: KEY FEATURE 3

Algebra I Module 1: Multiple Representations in Mathematics Unit 1: Representing Relationships Mathematically



Success Skills/Mathematical Practices:

- **#2 Reason Abstractly and quantitatively**
 - What is the relationship of the quantities?
 - Could we have used another strategy to solve this task?
 - How did you decide in this task that you needed to use...?

Coherence: [Achieve the Core - Coherence Map](#)

- In 8th grade, students learned that a function is a rule with one output for each input. Students used multiple representations to depict linear functions and relations. Students created a table of input-output values given a rule and learned to graph linear functions using tables as well as slope and y-intercept.

The district's curriculum guidance includes the Standards for Mathematical Practice from the college-and career-readiness standards and how they are referenced within the units of study. The Mathematics Framework for the 2025 National Assessment of Education Progress (NAEP) also includes five practices to enhance and provide greater insight into what students know and are able to do: representing, abstracting and generalizing; justifying and proving; mathematical modeling; and collaborative mathematics. In tandem, these practices will enable teachers to assess for understanding in mathematics.

• **#3 Construct viable arguments and critique the reasoning of others**

- What mathematical evidence would support your solution?
- How did you decide to try that strategy?
- Did you try a method that did not work? Why didn't it work?
- What is the same and what is different about...?



- In Algebra I, students will generate prior knowledge linear functions to generate other representations from a given representation (table, graph, rule/equations, situations, patterns/diagrams). Instruction should review, explore, and connect linear functions vocabulary from middle school then move to focus topic 2 where students will extend their knowledge.

Enduring Understanding

Functions can be represented in various ways, including through algebraic means, graphs, word problems, and tables. Some representations of a function may be more useful than others, depending on the context.

Standards and Suggested Learning Targets (Essential Standards indicated in red)
Additional mathematics concepts students should learn in order to take advanced courses are indicated by a (+):

- KY.HS.N.4** Use units in context as a way to understand problems and to guide the solution of multi-step problems; ★ (MP.5, MP.6)
- a. Choose and interpret units consistently in formulas
 - b. Choose and interpret the scale and the origin in graphs and data displays.

Essential Questions:

1. How can a function's rate of change define its characteristics and the type of real-world phenomena it can model?
2. How do the different representations compare?

Instructional Notes:

KY.HS.N.4

Students should have multiple opportunities to choose and interpret both the scale and the origin in graphs and data displays

Modeling is best interpreted not as a collection of isolated topics, but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★)

Graphical representations and data displays include but are not limited to: line graphs, circle graphs, histograms, multi-line graphs, scatterplots and multi-bar graphs.

Straightforward statement of *Enduring Understanding* helps teachers maintain a “big picture” perspective of student learning.

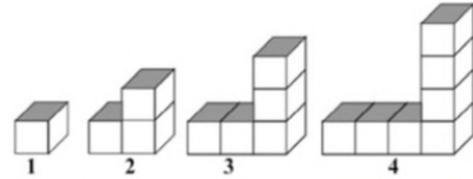
Notice both questions help student's make connections:
1) between a function and the real world phenomenon it models and
2) among the different representations.

Modeling is a coherent system that organizes knowledge about using functions and equations as models of a real-world scenario. The instructional notes here make this point.

PART II: KEY FEATURE 3

Most of the vocabulary terms given here have been seen before and will be seen again. Terms that reappear across units and grade levels are most important as they provide opportunities for students to deepen their understanding of the terms and concepts with repeated exposure.

Key Vocabulary: algebraically, coefficient, coordinate axes, coordinate plane, constant, dependent variable, domain, equation, equivalent, evaluate, explicit expression, expression, function, graph, graphically, independent variable, input, linear equation, linear function, multiple representations, numerically, ordered pair, output, quantities, range, rate of change, recursive expression, rule, scale, simplify, slope, solution, solve, table, term, units, variable, verbally
, $y = mx + b$, y-intercept



Source: <http://www.visualpatterns.org/>

For more information about implementing pattern talks, visit the following websites: <http://www.mathtalks.net/teachers.html> and <http://www.visualpatterns.org/>

Other Resources: Click the words below each icon to go to the resource.



[Math in the Real World](#)



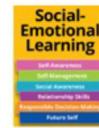
[Culturally Responsive](#)



[ELL Supports](#)



[IM Community Hub](#)



[Social-Emotional](#)

Example 7: Mathematics Dallas Independent School District

The Dallas Independent School District included components in their curriculum guidance that mirrors the exemplar from Jefferson County, while including a section to address possible student misconceptions. The table of misconceptions is elegant and useful: handy for the teacher and productive for the student. It identifies the student mistake as the teacher will see it, rather than in abstract terms. Then it shows a concrete example. The “How to Help” column is effective. It does not make the common mistake of assuming the error was caused by “gaps” in prior learning. Instead, it identifies the most likely meta-cognitive and organizational difficulty that causes such mistakes. The recommended actions are simple, clear, and likely to work for most students. This is much better than pulling the student out of grade-level instruction into a ‘topic reteaching’ system based on a faulty assumption of gaps.



| | |
|---|---|
| Content Area and Grade | Mathematics: Grade 5 |
| Why is this an example of Key Feature 3? | This chart in the fifth-grade math curriculum framework focuses on potential misconceptions that students might demonstrate when representing data. |
| Structure of the Exemplar | The first column in the table describes a common misconception; the second column illustrates an example of what that misconception might look like in student work; and the third column provides guidance on how to help students avoid that misconception. |

FIGURE 7.

Unit 8: Representing Data Misconceptions
Grade 5 Mathematics

| MISCONCEPTIONS | | | | | | | | | | | | | | | | |
|--|---|---|-----------|-------|-----|---------|------|--------|-----------|--|---|------|---|-------|---|---|
| Common Misconceptions | What It Looks Like | How to Help | | | | | | | | | | | | | | |
| Some students may miscount the frequency of a category. | <p>Example</p> <table border="1"> <caption>Colors of Bicycle Helmets</caption> <tr><td>gold</td><td>black</td><td>red</td></tr> <tr><td>red</td><td>gold</td><td>gold</td></tr> </table> <table border="1"> <caption>Colors of Bicycle Helmets</caption> <thead> <tr><th>Colors</th><th>Frequency</th></tr> </thead> <tbody> <tr><td>Red</td><td>2</td></tr> <tr><td>Gold</td><td>4</td></tr> <tr><td>Black</td><td>1</td></tr> </tbody> </table> | gold | black | red | red | gold | gold | Colors | Frequency | Red | 2 | Gold | 4 | Black | 1 | Have students cross off each data item as they count. |
| gold | black | red | | | | | | | | | | | | | | |
| red | gold | gold | | | | | | | | | | | | | | |
| Colors | Frequency | | | | | | | | | | | | | | | |
| Red | 2 | | | | | | | | | | | | | | | |
| Gold | 4 | | | | | | | | | | | | | | | |
| Black | 1 | | | | | | | | | | | | | | | |
| Some students may not use the appropriate category to analyze data. | <p>Example</p> <table border="1"> <caption>Types of Birds</caption> <thead> <tr><th>Types</th><th>Frequency</th></tr> </thead> <tbody> <tr><td>Robin</td><td>8</td></tr> <tr><td>Seagull</td><td>6</td></tr> <tr><td>Crow</td><td>12</td></tr> </tbody> </table> <p>What is the difference between the greatest and least number of birds? $12 - 8 = 4$</p> | Types | Frequency | Robin | 8 | Seagull | 6 | Crow | 12 | Have students underline the data they will use to solve the problem. | | | | | | |
| Types | Frequency | | | | | | | | | | | | | | | |
| Robin | 8 | | | | | | | | | | | | | | | |
| Seagull | 6 | | | | | | | | | | | | | | | |
| Crow | 12 | | | | | | | | | | | | | | | |
| Some students may choose a scale that is not appropriate for the data. | <p>Example</p> <p>(9, 5), (1, 12), (3, 22), (5, 29)</p> | Tell students that if the x- or y- coordinates are all less than 10, the scale for that axis should be 1. | | | | | | | | | | | | | | |
| Some students may try to connect the points on a scatter plot when they draw a line to show a trend. | <p>Example</p> | Tell students that a line that shows a trend does not need to cross over the points. It only needs to follow the shape of the data. | | | | | | | | | | | | | | |

This exemplar identifies simple techniques to help students avoid or fix easily made—and easily avoidable—mistakes.

The student likely needs a greater sense of agency about choosing scales. Asking a question that will advance student learning may be effective, such as, “why did you choose to make each grid intersection a length of 5 on the x-axis? Can you choose a different scale to show the data points better?” After all, the student’s scale is correct, just inefficient.

This guidance recognizes the sensible approach taken by the student and then tells them to relax the requirement, learned earlier, that the line goes through the points. Then a straight line can capture the ‘trend.’

**KEY FEATURE 4**

The district's standards-based curriculum explicitly articulates standards-aligned expectations for student work and writing at different points during the school year and across grade levels. It also provides guidance and metrics on how to gauge student progress in meeting these expectations.

Why is this important?

Just as a district needs to be clear about what must be taught—and at what depth—at each grade level, an effective curriculum provides educators with guidance on how these instructional standards should be apparent in student work and writing samples as they advance through the learning progression. This includes guidance on how to address English Learners (ELs) with different levels of language proficiency and students with disabilities with diverse abilities, accommodations, and modifications. Classroom tasks, activities, projects, and writing assignments not only provide students with an opportunity to apply their learning, they also provide teachers with real-time information on whether their instructional approaches or strategies are helping students make consistent academic progress throughout the year.

It is important for teachers and administrators to know what skills and knowledge students are expected to demonstrate early in the year versus later in the year, and how to look at student work to determine whether students are on track in their development of knowledge, concepts, and grade-level skills. Districts may use annotated exemplars of actual student work illustrating the level of performance required to meet grade-level expectations. This formative data enables educators to adjust their instruction or provide additional support so students have the chance to catch up or address specific challenges to meet grade-level standards before the end of a given school year. It also signals whether students are developing increasing sophistication, depth of knowledge, and skill from one grade level to the next, in line with district standards. This is particularly important for concepts and skills that have proven challenging for district students or are foundational for concepts that develop across grade levels.

What does it look like?

Clearly identifying grade-level standards is necessary, but not sufficient, to prepare teachers to assess student progress throughout the school year. Academic standards are so broad that they cannot be completely taught in a single unit. They are developed across multiple units of instruction over time. Each time the concept is revisited, more complexity is added, and student performance is enhanced.

Districts should consider the time required to address essential content with all students to reflect the progression of concepts and skills within and across grade levels. A quality curriculum pairs the articulation of grade-level standards with more detailed guidance on how students should be performing at various points within the school year, and what indicators teachers should be looking for in student work and writing samples. Districts should use annotated exemplars of actual student work to illustrate the level of performance the district expects at different points in the school year. Other districts use rubrics or pacing guides to describe expectations, although often these are broadly written and interpretations can vary widely without ongoing professional development for teachers to calibrate their use across the district.

Guidance and metrics for assessing student progress and needs should be accompanied with a description of supports and scaffolds for meeting those needs—particularly for diverse learners such as ELs and students with disabilities. This guidance can help teachers determine whether a student is struggling with the content or with the academic language necessary to access the content. While a district curriculum cannot take the place of a comprehensive professional development plan, central office instructional leaders should use their knowledge of common student challenges, unfinished learning, or areas of longstanding underperformance to infuse the curriculum with references to instructional strategies, resources, and steps teachers can take to address student learning challenges as they arise.

To illustrate how a district might clarify standards-aligned expectations for student work at different points during the school year, a grade four mathematics unit provides teachers with examples of how student learning progresses throughout the year for standards relating the concepts of place value and multiplication of whole numbers. This document lays out the learning transition from using viable strategies based on place value to employing the standard algorithm with proficiency to show how student learning should develop. A portion of the unit is shown in the following sample.

Example 8: Mathematics

| | |
|---|---|
| Content Area and Grade | Mathematics: Grade 4 |
| Why is this an example of Key Feature 4? | This example indicates ways students may access and illustrate their understanding as they progress over the course of the year. The example includes a description of student learning experiences from the previous grade level and how it connects to the current grade level expectation. The examples of possible solutions may serve as look-fors when reviewing student work or conducting classroom walk-throughs. It also provides time for students to develop a deep conceptual understanding before requiring procedural fluency with the standard algorithm. |
| Structure of the Exemplar | The exemplar includes a rationale, overarching understandings, and essential questions tied to the unit. This includes instructional notes which connect prior learning to the current unit expectations. |
| Additional Resources | Learning Progressions Frameworks Designed for Use with The Common Core State Standards in Mathematics, K-12 Progression Documents |

FIGURE 8.

| | | |
|--|---|--|
| <p>Number and Operations in Base-Ten: At Grade 4, students generalize their place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. As a result, students extend their work in the base-ten system to adding and subtracting using the standard algorithm to meet the grade 4 fluency expectations.</p> | | <p>Notice the paraphrased standards for this unit rather than listing them separately. This helps teachers understand how the standards connect so that students can meet learning expectations.</p> |
| <p>Rationale: In grade 4, the focus is on providing experiences so that students are able to recognize and generalize that the value of each place is 10 times the value of the place to the immediate right. Similarly, multiplying by 10 yields a product in which each digit of the multiplicand is shifted one place to the left. During classroom</p> | <p><i>Use prior knowledge to make explicit connections to new learning- Instructional Notes</i></p> <p>In grade three, students used their place value understanding to round whole numbers to the nearest 10 or 100. Students developed an understanding that when moving to the right across the places in a number (e.g., 456), the digits represent smaller units. Students learned how to explain instances of a calculation pattern when multiplying one-digit numbers by multiples of ten (for example, the product 4×50 can be represented as 4 groups of 5 tens, which is 20 tens, which is 200. The reasoning relies on the associative property of multiplication: $4 \times 50 = 4 \times (5 \times 10) =$</p> | |

instruction, these observations and generalizations should not merely be conveyed to students. Instead, as a result of the lessons and instructional experiences, students are able to grasp these ideas and generalize these concepts with supportive questioning, probing, and explicitness by the teacher.

Overarching understandings:

The structure of the base-ten system involves repeated bundling by 10 (e.g., 10 tens make a unit called a hundred. Repeating this process creates new units by bundling groups of ten to create units called thousand, ten thousand, etc.).

The value of a digit in a number is dependent on its place in the number.

A number can be represented in multiple ways yet maintain its value.

$20 \times 10 = 200$. Additionally, students developed proficiency with adding and subtracting within 1000 and they achieve fluency with strategies and algorithms that are based on place value, properties of operations, and the relationship between addition and subtraction.

In grade 4, students will refine computational strategies and relate them to the standard algorithm as they **develop proficiency with adding and subtracting using the standard algorithm**. For example, in grade three students use strategies to find $756 + 378$. At the beginning of grade four, some students will use the standard algorithm without any difficulty, while others will still rely on one or more strategies, including concrete tools (e.g., some students will remove 4 from 378 and give to 756 to rewrite the problem as $760 + 374 = 1134$ while other students will merely add-digits in the hundreds, tens, and one's place to find the sum—adding from left to right (e.g.,

$$\begin{array}{r} 756 \\ +378 \\ \hline 1000 \\ 120 \\ \hline 14 \\ \hline 1134 \end{array}$$

During class discussions, intentional connections must be made between strategies place value, and the standard algorithm. Throughout the school year you will hear students explaining solutions to tasks/problems using these strategies as they gradually make connections to the standard algorithm. This will allow students to develop proficiency with adding and subtracting using the standard algorithm by the end of grade four.

The curriculum provides guidance about student performance at different times of the school year. This leads to students meeting the proficiency expectation for grade four by the end of the school year.

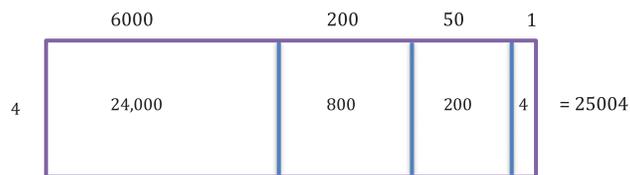
At the beginning of the year, students explain their solution by relating it to place value. Early in the year, students may add from left to right or right to left using this strategy. For example, they state: 7 hundreds + 3 hundreds = 10 hundreds = 1000; 5 tens + 7 tens = 12 tens = 120; 8 ones + 6 ones = 14 ones which is 1 ten , 4 ones = 1134 or explanations are given by adding from the right using the same method. By the end of the year, students will use the standard algorithm to meet grade four fluency expectations.

The base-ten system allows us to systematically represent all numbers using only the ten digits 0-9 and An understanding of the base-ten number system promotes computational fluency.

Essential questions:

- How can you systematically represent all numbers using only the ten digits, 0-9?
- What is the relationship between the places in a base-ten numeral? What happens when one does repeated bundling of groups of 10?

Also, in grade three, students use strategies such as relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 8 = 5$) or properties of operations. By the end of Grade 3, students will know from memory all products of two one-digit numbers. In grade 4, just as with addition and subtraction, students begin the year multiplying using strategies, concept of area, and properties of operations (e.g., students use an area model to find the product of $6,251 \times 4$).



Or use properties of operations (the distributive property) and expanded form $4(6251) = 4(6000+200+50+1)$. After the initial introduction, students illustrate and explain their calculations based on place-value and properties of operations. Initially, you may see the teacher supporting students as they use expanded form and subdivide rectangles to reflect the relationship between multiplying and finding the area. As students progress during the school year, they will subdivide rectangles as needed to find the area and relate it to finding products. During this time, you will begin seeing students using these strategies to multiply a two-digit number by a two-digit number while other students may transition directly to using the standard algorithm. Before the end of the year, students feel comfortable and persevere when comparing calculations with the standard algorithm, the distributive property, or other properties of operations.

This guidance makes explicit strategies that students may apply to relate finding products to area at the beginning of the school year.

This includes acceptable strategies that allow students to explore multiplication and area conceptually while extending their place value understanding. Teachers are better able to assist students in applying and relating their strategies prior to using the standard algorithm for multiplication.

At the beginning of the year, students will relate the concept of area to multiplication. This alerts teachers to allow students to compare relationships between multiplication, area, and expanded form during this time. Throughout the year, students will compare these strategies to the standard algorithm.

Example 9: English Language Arts District of Columbia Public Schools

The example below from the District of Columbia Public Schools (DCPS) provides the unit learning trajectory for tenth grade students. This document includes teacher guidance that provides the focus of vocabulary and language instruction as well as additional steps teachers can use to boost student attainment of essential vocabulary and language standards needed to meet grade-level learning expectations. Additional instructional considerations and resources for differentiation are also referenced in order to build student learning of grade-level standards over time.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

| Content Area and Grade | English Language Arts, Grade 10 |
|---|--|
| Why is this an example of Key Feature 4? | The curriculum provides clear indicators of what student performances are likely to be at various points within the school year. Thus, it is important for teachers and administrators to know what is expected early in the year versus later in the year to know where to focus instruction and to determine how well students are progressing. |
| Structure of the Exemplar | This exemplar begins with introducing the common understandings that will support student learning. These common understandings are then expanded to analyze the perspectives of selected authors and poets about the influence of nature vs. nurture in determining individual success. Suggested next steps are provided to promote student use of syntax and vocabulary to boost student performance in writing argumentative essays. |

FIGURE 9.

Unit 1 Introductory Lesson: Unit 1 Trajectory Handout

Objective: In order to comprehend Unit 1 expectations and big ideas, students will respond to and discuss Unit 1 essential questions.

| | |
|-----------------------------|--|
| Unit Learning Trajectory | Students examine the ways in which authors create and structure narratives in a variety of literary non-fiction texts. First, students will read narrative poetry, including Robert Hayden’s “Those Winter Sundays,” Nikki Giovanni’s “Mothers,” and Miguel Pinero’s “A Lower East Side Poem.” Then, for the Unit 1 Cornerstone, students will craft their own narrative poems that both utilize the genre’s stylistic techniques and encompass the theme of choices and whether one’s choices are more influenced by nature or nurture. Next, students will participate in a close reading of the informational text, “The Science of Success” by David Dobbs. Students will write a brief response distinguishing and explaining the differences between the “nature” and “nurture” theories. Then, students read the anchor text, <i>The Other Wes Moore</i> by Wes Moore, and analyze the text structure the author uses to express his ideas about the role of nature or nurture in determining individual success. |
| Essential Questions | <ul style="list-style-type: none"> ■ What factors determine and influence individual success? ■ How does a poet advance his/her point of view about the influences in his/her life? ■ How does an author’s stylistic choices advance his /her point of view or purpose? |
| Summative Unit Writing Task | Write an argumentative analysis defending a claim on the role of nature or nurture in determining individual success using different author’s perspectives presented in multiple nonfiction and informational texts. |
| Anchor Text | <i>The Other Wes Moore</i> by Wes Moore; Culminating Writing Task: How does Wes Moore use text structure and diction to express his ideas about the role of nature or nurture on determining individual success? |

Common areas of underperformance and how to support student learning.

While this unit identifies the learning trajectory, it could be even stronger with an indication of how the unit forms the basis of learning throughout the school year.

| | |
|----------------------|---|
| Close Reading Text | <p>“The Science of Success,” by David Dobbs.</p> <p>Writing Task: Scientists continue to debate over the determining factor of individual success: “nature” (genes/predisposition) or “nurture” (support system, home life, socioeconomic status).</p> <p>Distinguish and explain the differences between how the “nature” and “nurture” theories determine individual success. Response should be a minimum of 2–3 paragraphs.</p> |
| Cornerstone Overview | The Life I Choose: Life’s success is about the choices we make. Project: Create and present a personal narrative poem. |
| Unit Test | Students will write an argumentative analysis defending a claim on the role of nature or nurture in determining individual success using different author’s perspectives presented in multiple fiction and nonfiction texts. |

Note that multiple tasks over time enable students to develop the next writing skill and depth of knowledge needed to successfully complete the culminating writing task.

UNIT VOCABULARY

Teachers: Please teach vocabulary explicitly and implicitly.

Vocabulary should be taught both explicitly and in context. Teachers can access various vocabulary strategies *via* the novel appendices as well as the close reading appendices.

Additional Guidance: Some vocabulary words provided in the novel and close reading appendices appear as they appeared within the text to promote teaching vocabulary in context. Push the students to define and understand the word/phrase as it is being used within the text as well as how it should be used in other situations. Vocabulary in context can be taught as a ‘Do Now’ to prepare the students for the day or as an ‘Exit Ticket’ to ‘Check for Understanding.’ Increasing student vocabulary is essential however, when taught as a standalone lesson, it should not be more than 20% of the lesson. Some vocabulary words, not listed, are included in text-dependent questions or should be added to meet the needs of your students.

This section provides common areas of underperformance and how to support student learning.

UNIT LANGUAGE STANDARDS

Language standards should be taught both explicitly and in context. Depending on the needs of your students, teachers may need to go over mechanics and grammar in order for students to work towards mastery of language standards.

- Grammar and language skills are embedded into the novel guides and close reading modules. Look out for activities that are designed to strengthen students’ use of syntax.
- Hochman-style writing exercises are embedded within close reading modules as well as the novel guide. Teachers are encouraged to utilize these language exercises as warm-ups, exit tickets, or checks for understanding throughout the teaching of these texts.
- As students are writing, teachers are encouraged to conference with students and give them specific feedback on how to correct grammatical and mechanical errors. Teachers are encouraged to allow students to revise their written work in order to become stronger writers.

THE CORNERSTONE EXPERIENCE

Summary

The Life I Choose: Success in life is about the choices we make. Are the choices a product of nature or nurture? Students will compose and perform an original narrative poem that includes narrative poetry elements. Students will build knowledge of narrative poetry by analyzing narrative elements, diction, and theme used in poetry exemplars and will use this knowledge to create their own original narrative poems. Students will also analyze poetry presentations to learn about basic public speaking actions. Students will present their poems to their class and a DCPS poetry event.

Key standards

| | | | |
|----------|------------|------------|-----------|
| W.9-10.3 | R.L.9-10.4 | L.9-10.1.b | SL.9-10.4 |
|----------|------------|------------|-----------|

Student Outcome / Product

Students will create their own original narrative poems. Students will present their poems to their class at a DCPS poetry event.

TEACHING CONSIDERATIONS

Additional tasks associated with texts – suggested instructional routines and practices:

- Shared reading
- Active reading strategies (e.g., turn and talk, stop and jot, targeted task, Think-Pair-Share)
- Text-dependent questions that lead to key understandings
- Explicit and implicit academic vocabulary instruction
- Evidence-based oral and/or written responses
- Text-dependent tasks
- Speaking and Listening tasks such as the ones listed here: <https://www.literacyta.com/literacy-standards/common-core/speaking/10/english>
- Vocabulary with pictures (i.e., on a Concept Chart divided into three columns, word, picture, definition)
- Anchor Charts
- Wait Time
- Feedback (Teacher/Student)
- Student Centered (Students are actively engaged orally throughout the lesson)
- Use of Multiple Intelligences (Inter/Intrapersonal, Musical, Linguistic, Logical/Mathematical, Spatial, Naturalist, and Body Kinesthetic)
- Gradual Release (<https://www.teachingchannel.org/videos/improving-teacher-practice>)
- Zone of Proximal Development (www.innovativelearning.com Teaching and Learning Educational Psychology)
- Sentence Stems (I am _____ because _____)

This document explicitly lays out student learning expectations, from understanding the structure of narratives to demonstrating understanding of nature vs. nurture by writing a narrative poem. Further reading enables students to gain the greater depth of knowledge needed to advance and defend a claim on the role of nature or nurture in determining individual choices using supporting evidence from multiple texts.

Notice that these instructional considerations not only address learning during the course of the unit, but can also be used to support grade-level learning over the course of the school year.

This list assumes that the district has developed a shared understanding of how and when to use these strategies to address the progression of learning throughout the school year.

SUPPLEMENTARY TEXT SUGGESTIONS AND GUIDANCE

Overview: These resources allow for differentiation based on content and student interest as well as student learning profile. They allow for multiple points of entry so that all students can work toward mastery of the unit.

DC Public Library Resources:

Databases: <http://dclibrary.org/research/databases?subject%5B%5D=168&keywords>

Teacher Access: To utilize these resources, the teachers will need to use either their Educator or Personal Library card. The PIN should be the last four digits of the library card.

Student Access: To utilize these resources, the students will need to use either their DC One Card or Personal Library card. The PIN should be the last four digits of the library card or DC One Card.

Britannica High School Version (Middle School Version can be used for students with lower reading level)

Features: Articles, Image, Videos, Dictionary, Magazines, Webs' Best Sites, Primary Sources/E-Books
Teacher Resources Options: Cite, Translate, Audio, Email, Print, Create Account

Search terms (Britannica Articles): Choice, Determinism, Free Will, Existentialism, Moral Responsibility,

Search terms (Image Quest): Wes Moore, Resilience

| Supplemental Class Text | Author | Text Type | Lexile Level | Source |
|---|------------------|-----------------------|--------------|---|
| "When Wes Moore Met Wes Moore" | Wes Moore | Informational Article | 970L | https://www.baltimoresun.com/entertainment/bs-sm-wes-moore-20120513-story.html |
| "Money Changes the Way We Think and Behave" | Carolyn Gregoire | Informational | | Appendix |

These suggestions support teachers in implementing the areas of focus so that predetermined goals for student advancement are attained.

Additional guidance is provided for teacher and student access to differentiated resources and materials.



KEY FEATURE 5

The district's curriculum supports culturally relevant instruction and embraces respect and appreciation for racial, cultural, and linguistic diversity.

Why is this important?

Students come with a diversity of cultures, languages, abilities and backgrounds. There are values and experiences, in and out of school, that shape their beliefs about themselves and what they are accomplishing. These beliefs can either support or inhibit student academic progress. To this end, instructional practices and materials must affirm the value of students' cultural backgrounds and lived experiences while sending the message that their contributions are welcomed and respected. Simply put, representation matters. The way various cultures are portrayed or overlooked in instruction influences the way students learn to think of themselves and others. For students who are marginalized and unseen, culturally relevant instruction restores their sense of belonging in the academic community of learners. Students are also more likely to interpret academic challenges or even their mistakes as an opportunity to learn and grow if they believe they belong in school, they feel seen and valued, and that they are capable of academic success.

A district's standards-based curriculum that incorporates culturally relevant resources and practices is a valuable resource for teachers to use in building student identity, agency, perseverance, and a love of learning. It is through shared learning experiences that students and staff develop an appreciation and respect for the racial, cultural, and linguistic diversity of their peers.

What does it look like?

Curriculum guidance should be clear about how the district defines culturally relevant instruction, as well as the rationale behind it. Culturally relevant instruction affirms and honors student experience, linguistic repertoires and abilities, and supports students in examining and understanding themselves and the world around them. At the same time, teachers should recognize and build on the assets of their students. Curriculum guidance should provide the tools and strategies necessary for teachers to effectively select appropriate texts and assignments in order to provide culturally relevant instruction in their classrooms. This may include providing sample tasks and activities that invite student discussion, as well as guidance and techniques for facilitating these discussions so that all voices are heard and

honored. These tasks and activities should provide opportunities for students to develop agency and engage with problems affecting their schools and communities. Teachers also need to be prepared to address a range of perspectives and sensitive subjects with respect, and to avoid using negative misconceptions, overgeneralizations, or stereotypes in the name of inclusion or diversity.

In order to build cultural competence alongside academic achievement, texts and tasks should embrace respect for racial, cultural, and linguistic diversity while maintaining academic excellence and rigor. They should also provide an opportunity for students to construct logical arguments, share their thinking, and respond to the reasoning of others with respect.

Example 10: English Language Arts Long Beach Unified School District

The Long Beach Unified School District (LBUSD) revised their English language arts and secondary history curriculum using a curriculum equity audit process with guidance from an outside provider. One of the district's goals is to incorporate culturally relevant and responsive practices into the curriculum and transfer goals that are outlined in the LBUSD graduate profile. Similar to the DCPS example in Key Feature 1, the curriculum guidance supports teachers in enhancing students background knowledge using a variety of rich text sets.



| Content Area, and Grade | English Language Arts, Grade 9 |
|--|--|
| <p>Why is this an example of Key Feature 5?</p> | <p>One way the district has revised its curriculum to center more on culturally relevant and responsive practices is by including the following curriculum icons, accompanied with written instructional guidance, throughout the teacher planning guides.</p> <ul style="list-style-type: none"> Student Goal Statements  <p>Icon placed in curriculum guidance documents to identify essential questions, concepts, and understandings that should be shared with students as a way to anchor their meaning making.</p> Family and Community Communication Notes  <p>Icon is used to provide educators with a summary of the unit learning that supports communication with family and community members.</p> Equity Note  <p>Icon is used to identify reflection questions and content that supports the district's continued learning in the pursuit of cultivating a classroom that values the social, emotional, linguistic, and cultural assets of all learners.</p> |

| | |
|---|--|
| | <p>A clear and relevant rationale for the learning is provided, emphasizing the need for students to become critical consumers of texts and effective communicators.</p> <p>In addition, the “Small Group Learning” excerpt in this exemplar provides “Coach’s Notes” that highlight the inclusion of diverse text sets and transformative social emotional learning. A focus on archetypal themes also supports cross-cultural understanding. Lastly, differentiated resources are provided to support the diverse needs of learners, without sacrificing academic rigor.</p> |
| <p>Structure of the Exemplar</p> | <p>The exemplar begins by describing the desired results for this unit of instruction, key conceptual lenses, and important family/community and equity notes for instructional guidance. Next, an excerpt is provided from one of the planning guides in the unit outlining the standards-based concepts and planning, general resources, and differentiation resources.</p> |
| <p>Additional Resources</p> | <p>LBUSD Graduate Profile</p> <ul style="list-style-type: none"> • Student Achievement Partners Wonders Adaption Project Map https://achievethecore.org/page/3131/wonders-materials-adaptation-project • Student Achievement Partners Examining the Research for Literacy Accelerators https://achievethecore.org/content/upload/1_Executive%20Summary.pdf • LBUSD Understandings https://www.lbschools.net/departments/curriculum/curriculum-services/excellence-and-equity/understanding-curriculum |

FIGURE 10.

| Stage 1 Desired Results | |
|--|---|
| <p>Title: Star-Crossed Romances Unit: 4</p> | <p>Date: Quarter 4 (April - June) Grade: 9</p> |
| <p>© Student-Facing Unit Goal: Historical texts can help us learn about the time in which they were written, but also offer insight into ourselves and those around us. The ideas and themes of these works are still relevant today. In reading Shakespeare’s <i>Romeo & Juliet</i>, students will be considering, “Do we determine our own destinies?” How do those around us influence our beliefs and choices? How significant are outside influences on our decision making?</p> | <p style="text-align: center;"><i>Transfer</i></p> <p><i>In preparing to be college, career, and community-ready scholars, students will use their learned skills and knowledge to become...</i></p> <ul style="list-style-type: none"> • Adaptable and productive citizens who analyze multiple factors that impact identity, community belonging, lived experiences to better recognize the value of diversity. • Effective collaborators and communicators who center joy by elevating beauty, humanity, and truthful narratives of diverse people of the world. • Critical and innovative problem solvers, who engage with significant concepts that shape our understanding of history, power, justice, liberation, and equity. |

Note how the unit goal situates students’ identities and lived experiences at the center of the learning.

PART II: KEY FEATURE 5

Family and Community

Communication Notes:

As you prepare this unit and wish to communicate out to families and communities (e.g. parent/ guardian letter), students will be discussing fate vs. destiny, family, loyalty, conflict, and love. Additionally, students will be studying argument and the importance of making a clear claim supported with specific and relevant evidence. This can be an opportunity for families and communities to discuss how language is used to present different perspectives and support an argument.

Equity Note:

Responding as a critical educator means reflecting and acquiring new knowledge or skills that centers your classroom community, their identities and needs in service to their growth and progress as learners. Some students may have

- Ethical decision makers, who consume, critique, and produce texts to better advocate for themselves, their ideas, their families, and their communities.

Conceptual Lenses: Love, Loyalty, Family, Destiny, Identity

Meaning

UNDERSTANDINGS (Guiding Questions)

Students will understand that...

- Historical texts provide insights into enduring human themes.
- Authors often build from the works of others, using allusions to create references recognized by people across time.
- Authors purposefully use a complex range of literary devices and strategies to engage their readers and convey their ideas.
- Literary critiques and other forms of arguments require an author to share their own authentic opinions while using evidence, reasoning, and addressing opposing viewpoints.

ESSENTIAL QUESTIONS

- Do we determine our own destinies?
 - Which has a greater impact: destiny or personal choices?
- Why do star-crossed romances have such a profound effect on audiences?
- Should the opinion of others affect a person's own choices or destiny?
- How can authors use language to engage the reader and achieve different purposes?

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2021-2022

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experienced. Additionally, some students may bring bias (implicit and/or explicit), so it will be important to set group norms for whole class and small group discussions. Students are going to have different contexts and prior knowledge about Shakespeare.

- How might conversations about Romeo and Juliet and the themes that are connected to it (i.e., fate and destiny, family obligations, etc.) make some of my students uncomfortable? What can I do to create a safe classroom environment that allows all student voices to be heard?

Acquisition

Students will know...(Thematic concepts)

- Love
- Contrast of love and hate
- Destiny vs. individual choice
- Loyalty
- Defying authority
- Identity
- [Universal themes](#)

Students will know...(Discipline-specific concepts)

- Elements of an argument
 - precise claim
 - sufficient and relevant evidence
 - logical reasoning

Students will be skilled at...

- Determine the author's claim or central idea
- Analyzing key details that add to the development of the central idea.
- Crafting an argument about a text that includes a specific literary insight
 - establish a context for the topic
 - clear, concise, defined claim/thesis
 - sufficient and relevant evidence
 - address counterarguments
 - conclusion that readdresses the position
 - clear and logical transitions

Families and communities are viewed as partners in learning. An asset-based approach is evident by providing families/communities with the opportunity to discuss how they use language to present different perspectives and support an argument. Teachers can then highlight and honor these valuable ways of communicating when discussing and studying the genre of argument and the importance of making a claim supported by evidence.

Equity Note guidance is provided to support teachers in practicing self-awareness to minimize the effects of their own biases (implicit and/or explicit) when facilitating conversations about the text and related themes. Additionally, the reflective questions prepare educators to address sensitive topics, anticipate, and respond to potential student biases during whole class and small group discussions.

Curriculum guidance provides guiding questions for teaching archetypal themes.

Small Group Learning: During this section students will encounter more rigorous texts, and the teacher is expected to provide robust guidance and scaffolding to help students access the text and discuss and explore these larger ideas to come to a deeper understanding.

Planning Guide #6: 1 block (or 2 50-minute periods)

| Standards - Based Concepts and Planning (What am I teaching?) | Resources | Differentiation Resources |
|--|---|--|
| <p>Reading and Writing Learning Targets: (What?)</p> <ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, and reflection of how an author draws on and transforms source material in a specific work W.9.9 and W.9.9a Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9.6 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9.3 <p>★ COACH'S NOTE: We have completed a task analysis of the standards for your use in designing possible <i>mini-lessons</i> that students might need in order to show mastery of the standard(s) through the closing assessment.</p> <ul style="list-style-type: none"> Explain how the texts connects to other works (i.e. <i>Romeo and Juliet</i>) Establish a claim related to the texts, focusing on the enduring themes | <p>Core Texts:</p> <p>★ COACH'S NOTE: The following texts are from other cultures and contain the same themes as <i>Romeo and Juliet</i>, such as forbidden love, strife from the surrounding society, and overcoming obstacles. Allow students to choose whichever text would be of most interest to them and work in text-alike groups. The skills, mini-lesson options, and closing tasks will remain the same.</p> <ul style="list-style-type: none"> Richard and Mildred Loving The tragic love story of Alma Reed and Felipe Carrillo Popocatepetl and Iztaccihuatl Pyramus and Thisbe Afghanistan's Real-Life Romeo and Juliet Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet Supreme Court Gay Marriage Ruling <p>Connection to the Unit Essential Question: The universal themes from <i>Romeo and Juliet</i> can be found in many cultures, both in literature and real-life. Allow students to explore the essential question through a variety of text. This will also prepare students for the Teacher-guided writing.</p> | <p>EL Resources:</p> <ul style="list-style-type: none"> Assign Audio Summary in the Realize digital platform (🔊) to ELs before reading to provide background and context. Using the audio version available in the Pearson/ Savvas Realize digital platform, students can listen to the audio recording of the text while they read along. (How-to 🗣️ for students) EL Support Lesson: Archetype Plot <p>Acceleration Resources:</p> <ul style="list-style-type: none"> Identify connections to LL Pathway industries. Allow students to research these archetypal themes within their own industry. <p>Additional Key Learning Opportunities:</p> <ul style="list-style-type: none"> Mini-lesson on transitions |

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Notice how the guidance includes specific resources for English Learners to access grade-level content.

The district identified additional texts from diverse cultures with the same themes as *Romeo and Juliet* as options for student choice. These texts present additional perspectives and are embedded directly into the curriculum to build and affirm identity and representation, building respect and appreciation for another culture. Maintaining the academic excellence and rigor, the planning guide specifically indicates that the “skills, mini-lesson options, and closing tasks will remain the same” for each reading selection.

Example 11: Mathematics San Diego Unified School District

Additionally, San Diego Unified School District (SDUSD), in collaboration with the Young Data Scientists League, designed curriculum guidance that was student-centered, authentic, and standards-based for their middle school mathematics summer school program. This exemplar illustrates a way to operationalize some of the key elements of culturally responsive instruction such as making connections between students’ prior knowledge and lived experiences to the new learning, promoting student and community agency and input, and developing critical perspectives that challenge inequities. The curriculum aims to help students, especially underrepresented students, to better identify themselves as “math people” or young data scientists.



| | |
|---|---|
| Content Area and Grade | Middle School Math Summer School Curriculum |
| Why is this an example of Key Feature 5? | This district exemplar supports culturally responsive instruction by providing texts that showcase diverse experiences and perspectives, empowering students to share their own personal stories using data, leveraging the cultural learning tools of students, and to use math and data science to examine and fight bias. |
| Structure of the Exemplar | To prime students for learning data science, a compelling question is posed in each unit. In this exemplar unit the question posed is: “How well do you think our media represents people of all races and skin tones? Why?” Throughout these modules, students are provided with numerous opportunities to collaborate, collect and analyze data, listen to diverse perspectives, and problem-solve. After the initial kickoff activities, students work in teams to use data to tell stories from their own lives and/or to explore issues or topics that are meaningful to them. |
| Additional Resources | Young Data Scientist |

FIGURE 11.

The Problem

How can we teach students to make sense of the world in “the age of data”?



How can we empower students to tell their own personal stories using data?



How can we help students better identify as “math people” (esp. underrepresented students)?



Notice how the reflective educator questions illuminate the desired student outcomes that go beyond the attainment of math skills.



The Solution



Module 1: Data, Identity, and Representation



Module 2: Data in My Own Life / "Dear Data"



Module 3: Data in the World



Module 4: Data, AI, Ethics, & Fighting Bias



This mathematics module serves to deepen students' understanding and skills with data science while simultaneously supporting an analysis of how representation in the media impacts both individual and collective identities.

Module 1 Day 1 Lesson Plan: Data Science and Representation in the Media

Time: 2 days (Day 1 of 2: June 23)

Lesson Objective: Prime students for learning data science with a 30 minute, hands-on activity that guides students through a broadly relevant real-world application of data (in race and representation).

Essential Question: How well do you think our media represents people of all races and skin tones? Why?

To-Do BEFORE the Lesson:

- Make a Copy of this [Spreadsheet](#). This spreadsheet will be used to reverse-engineer (or create) a form to give students. Use Pg 1 of the [Facilitation Guide](#) or [these slides](#) to create the Google Form to collect data.
- Read the [Online Lesson Plan](#) and [Facilitation Guide](#) for more information

Pacing-at-a-Glance:

Lesson Activities (Part 1, 2, and 3): (30 Minutes)

See [Online Lesson Plan](#) and/or [Facilitation Guide](#) for specific instructional moves and conversation starters.

| "Part 1": (Launch: 10 minutes) | "Part 2": (Launch: 5 minutes) | "Part 3": (Explore: 15 minutes) |
|---|---|---|
| <ul style="list-style-type: none"> - Week 1 Intro Video - Intro and Norms video - London's Video - Reflection (see Online Plan) | <ul style="list-style-type: none"> - Video 1 (Prompt), Discussion - Video 2 (Intro), Discussion | <ul style="list-style-type: none"> - Video: Demonstrate How to Collect Data - Students Collect Data and submit in the form created. |

*Pause Module 1 to begin Exhibition work

Exhibition Work: (30 minutes)

- Reflect on work done in Parts 1, 2, and 3, and *why the work is important*.
- Begin Exhibition Work ([Student Checklist](#)) Most will have their final presentations in Google Slides or Google Drawings, so a laptop or projection may be required. Share pg 1 of the [Story Project Guide](#) for students to use.
 - Students choose their working groups - teams of 4-6 students. See [Online Lesson Plan](#) for prompts teams should complete, found at the bottom. **Possible Roles for Student Teams:**
 - **Technology Support** (supports and maintains laptops, audio, etc.)
 - **Behind the Scenes Support** (in charge of designing set-up, take-down, traffic management, etc.)
 - **Host** (greet guests, passes out handouts, gives brief overview of project, introduces guests to team)
 - **Documentarian** (ensures all students, their work, and experiences are documented/photographed for reflection, sharing, etc.)

Resources and Links:

[Online Lesson Plan](#), [Facilitation Guide](#)

Student [Digital Interactive Notebook](#)

[Teacher Slides](#)

[Student Checklist](#) and [Exhibition Timeline](#)

Part 3: [Image Color Picker](#), and [support slides](#); Links to Magazine Archives:

Note how the essential question invites all students into a data investigation that is student-centered and culturally relevant. Intentional design in these modules connects students' lived experiences and identities to the math content.

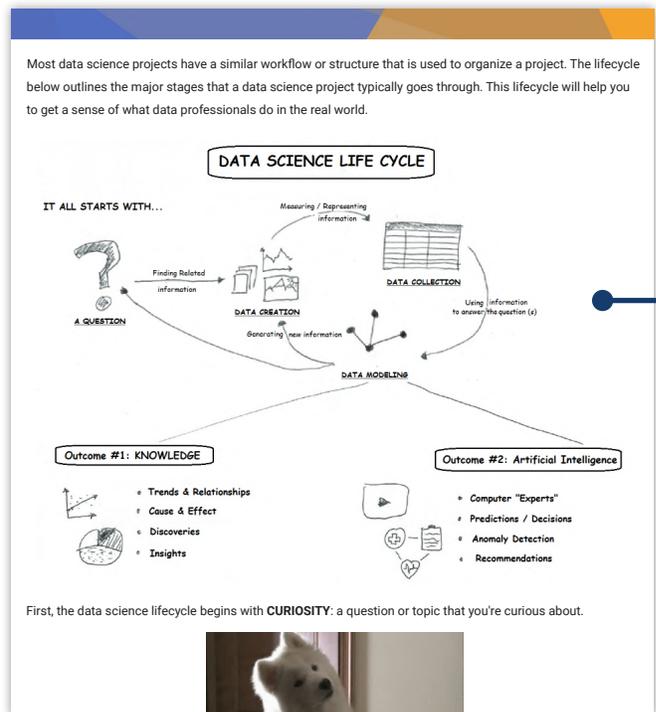
The district provided guidance for teachers in planning and preparing for lesson delivery.

Getting Started with Your Story Project!

Collaborate with Others
Technical Knowledge
Showcase Your Impact

- As a team, pick a topic you find interesting.**
 - Consult with each member of the team
 - Make sure all voices are heard
- Collect and/or create data about your topic. What story do you want to tell people about your topic?**
 - An example of an impactful story can be found [here](#).
 - Use data to support that story. Sometimes, looking at data raises more questions.
 - The direction your project takes may change - or the story you decide to tell about it - that is ok!
- Use all your data science skills from Bootcamp to discover insights & support your story.**
 - Asking Questions, Data Creation, Data Collection, Data Modeling, Visualization, Making Conclusions, Storytelling, and Building AI

See Weeks 1-5 of Bootcamp and engage with your mentors!
- Create a presentation to present at the Data Games**
 - Work with all team members to ensure their work is highlighted!



All content in this lesson preview comes from the *Young Data Scientist Quest*, a program designed by the [Young Data Scientists League \(YDSL\)](#). Primary authors for Module 1 are [Princewill Okoroafor](#) and [Yunhan Huang](#). All student and teacher resources seen in the San Diego Unified School District's Summer Learning Experience have been curated by [Stephanie Melville](#) and members of the Math Leadership Team, a part of SDUSD's Instructional Innovation and Leadership and Learning teams, with permission from YDSL. All content is licensed under: [CC BY-NC-ND 4.0](#).

This team-based project capitalizes on the cultural tools of learning for many of our diverse students where collaboration and oral traditions are valued and used to build knowledge. In addition, students have the opportunity to problem-solve with diverse partners, hear new perspectives, share their personal experiences, and acquire skills that help them engage as global citizens. Also, notice how this Story Project connects to the educators' earlier reflective question, "How can we empower students to tell their own personal stories using data?"

Example 12: History/Social Science Detroit Public Schools Community School District

Similarly, Detroit Public Schools Community District's History and Social Science curriculum guidance, elevating students' identities (racial, cultural, gender), choices, and support for students finding their voice, is situated as a pre-requisite in the context of the course content. For example, the curriculum identifies the following statement as a focus of the unit: *students will be able to explore how each person's story contributes to the larger narrative of United States history*. The discipline of history helps students find their place in time, think about who they are, and about their future. Students study the past to understand the present and prepare to take on the challenges to come. This exemplar is from the first unit of the year-long U.S. History course.



| | |
|---|--|
| Content Area and Grade | US History, Grade 9 |
| Why is this an example of Key Feature 5? | The compelling question for the unit (<i>How does each person's story contribute to the larger narrative of United States history?</i>) positions the unit lessons within an asset-based approach to students' lived experiences and how they and others see themselves. The links to lesson resources and activities are accessed at Facing History and Ourselves . This (open source) online resource includes tasks and assignments that invite students to participate in individual journaling and reflection, pair share, small group, and whole class discussions addressing identity, choices, perceptions, and experiences. |
| Structure of the Exemplar | Each unit begins with a Unit Overview that includes a compelling question, mastery statement and materials overview. The Unit-At-A-Glance follows an outline of the unit lessons that include a supporting question, the lesson task(s), and standards for each unit. The first unit is about identity and allows students to explore their own voice and how they fit into the identity of the United States. Students will revisit this identity work at the end of the year to examine how all of our collective voices create our nation's identity. |
| Additional Resources | Facing History and Ourselves |

FIGURE 12.

Each lesson reminds teachers of the compelling question for the unit and provides a supporting question for the lesson that links back to the compelling question for that unit.

| Unit 1: Individual Voices and National Identity | | 2021-2022 |
|--|---|-----------|
| Lesson #5 – Identity and Choices | Objective: Students will explore the ways in which opinions or perceptions of opinions influence our identity or how we present ourselves. | |
| Compelling Question: How does each person's story contribute to the larger narrative of United States history? | Supporting Question: What choices do we make about our own identities? | |
| Prep: | | |
| <ul style="list-style-type: none"> Access the Facing History and Ourselves lesson page to familiarize yourself with writing and discussion prompts. | | |

PART II: KEY FEATURE 5

This unit helps students to identify their cultural strengths and for the teacher to nurture those strengths.

| Lesson Agenda | | |
|---|---|---|
|  | In this opening activity, students Reflect on the Relationship between Our Choices and Others' Perceptions . Students will think about their routine and how other people's choices impact or influence their decisions throughout their routine. This activity helps to illustrate how the opinions of others (or, at least, our perception of their opinions) can influence the way we choose to represent ourselves. Visit the Identity and Choices lesson site and follow the directions under Step 1 for this activity. | 10 min |
|  | Now, engage students in the activity Analyze the Connection between Appearances and Assumptions . Students will explore images from Bayeté Ross Smith's <i>Our Kind of People</i> . Visit the Identity and Choices lesson site and follow the directions under Step 2 for this activity. | 15 min |
|  | This Compare and Contrast Online and "Real Life" Identity activity includes excerpts from interviews with teens, conducted by the Pew Research Center, about how young people share their identities online. Students will use the excerpts found in the reading Creating Ourselves Online and in "Real Life" to think about the ways they portray their identities online and how those online identities relate to who they are in "real life." Visit the Identity and Choices lesson site and follow the directions under Step 3 for this activity. | 15 min |
|  | In this Discuss What It Means to "Find Your Voice" activity, students read two texts. In the first, Computer Keyboard , Gerard reflects on how he developed a love of taking apart gadgets and equipment to learn how they work. In the second story, Chameleon , David recalls a time when he bought shoes to fit in with his high school friends, and he describes his surprise when his new shoes did not command the reception he expected. The texts together help students consider the ways that individuals can find their voices as well as the courage to listen to their voices, despite what others say to or about them. Visit the Identity and Choices lesson site and follow the directions under Step 4 for this activity. | 10 min |
| Lesson Resources: Facing History: Identity and Choices | | Lesson Tasks • Journal Prompt |

Identity and voice bolsters the learning of the district's curriculum guidance.

9th Grade Unit 2 Overview – Industrialization, Urbanization and Becoming a World Power

| 13 Instructional Days | 13 Lessons | September 20 – October 6 |
|--|--|--------------------------|
| Unit Compelling Question: What were the overall positive and negative effects of industrialization on America? | Unit Overview: The unit begins in US History at the time of Industrialization. It is important to begin your class in this time because this will ensure pacing will stay on track to get to the 21 st century by the end of the course. This unit takes students on a journey of discovering the factors for the United States' rise as an industrial power and how industrialization affected many different parts of American culture: from workers' rights to immigration to urbanization. Students examine the Jim Crow era and make connections to today. Students begin to hone their primary source summarization skills with a DBQ at the end of the unit. Using primary sources as evidence in a well-reasoned argument will be a key skill throughout this course and this unit's focus is on summarizing primary sources. The unit concludes with a unit assessment. Teachers can use the mastery statements on the unit assessment lessons to build their unit assessment; make sure to align your questions to those mastery statements. | |
| Mastery Statement: Students will be able to evaluate the positive and negative consequences of the Industrial Revolution. | | |
| Unit Assessment: Multiple Choice and Short Answer Test | | |

As students deepen their understanding about the U.S. during industrialization, urbanization, and becoming a world power, they also relate it to themselves and consider the impact on their respective communities.

PART II: KEY FEATURE 5

| Materials Overview | | |
|--|--|--|
| America Through The Lens <ul style="list-style-type: none"> • Student Edition • Inquiry Journal • Teacher Edition • Digital platform | Chapter 6: Industrial America Students explore the economic, political, and social changes brought about by the Industrial Revolution. Compelling Question: What were the overall positive and negative effects of industrialization on America? | |
| Vision of Excellent Instruction <ol style="list-style-type: none"> 1) Students explore the historical experience of immigrants in the United States in support of section 1. 2) There are 8 activities that use primary sources or other complex text in alignment with section 2a and 2b. 3) Students have 18 opportunities for discussion with their classmates in alignment with section 3. 4) Students demonstrate their learning in a variety of ways: from class discussions to supporting question written responses to a unit assessment. | | Flex Time There is no flex time in this unit. |
| Pursuit | Culturally and Historically Responsive Teaching Point of Use Professional Development | Click or Scan QR Code |
| Identity | Students will learn about themselves or others by exploring the early 20 th century immigrant experience in the United States. | Explore more about the incorporation of all 5 pursuits into unit examples by watching the following video, from time stamp 40:00 – 57:00:  |
| Skills | Students will build Social Studies skills by reading and analyzing primary and secondary sources and engaging in structured discussions. | |
| Criticality | Students will examine disruption of power through African American journalists who exposed racial violence in the early 20 th century. | |
| Joy | Joy seeks to answer the question: How will instruction elevate the beauty in humanity? Students answer that question in this unit by examining the innovation that workers created by forming unions as well as Black founded educational institutions. | |
| Intellect | Students will build their Social Studies knowledge in this unit by exploring how industrialization affected all the different facets of American life. | |

The curriculum guidance includes embedded links and QR codes with time stamps to illustrate how teachers can incorporate culturally relevant practices into daily classroom instruction.



KEY FEATURE 6

The district's standards-based curriculum contains scaffolds and other supports to address unfinished learning while leveraging the assets of diverse learners to ensure broad-based student attainment of grade-level standards.

Why is this important?

Students come to the classroom with many skills, abilities, and preferences for learning. All classrooms need to be prepared to welcome diverse learners and their learning needs, which requires curriculum to provide specific strategies, just-in-time instructional resources, and guidance to meet specific educational needs related to such diversity. Many students also have moved through grade levels accumulating misconceptions and gaps in conceptual understanding or skills that profoundly impact their continued learning of increasingly complex ideas and texts. More advanced students will need opportunities to apply and extend their learning with greater sophistication and depth of knowledge.

A responsive district analyzes student performance data and uses curriculum guidance documents to provide teachers with examples of differentiated supports so that students can access quality curriculum and demonstrate appropriate attainment of grade-level standards, as well as experiences for extending their learning. This includes attending to language development, responding to diverse learning needs, and how to address them during Tier 1 instruction. When this does not occur, unfinished learning grows or is mistaken as a performance issue rather than an opportunity to learn issue. Based on assessment data and samples of student work collected during walk throughs in schools, district staff can determine areas of unfinished learning and instructional misconceptions that are common throughout the school system. They can also identify areas that require additional instructional focus in language, writing, and reasoning skills, as well as areas for growth and acceleration.

It is important that a district's curriculum takes an asset-based approach to meet the needs of diverse learners and considers: What skills, abilities, interests, and linguistic repertoires do the students bring? What prior knowledge are students bringing that needs solidifying to build upon? What content connections can be made to previously-taught concepts?

What does it look like?

When addressing unfinished learning, widely different outcomes occur when individual teachers are left to determine the scaffolds and other supports needed to address the needs of diverse learners. If the learning needs are not systematically addressed during Tier 1 instruction, students are unlikely to catch up and access grade-level content. Some teachers may begin reteaching skills from earlier grade levels, thus delaying entry into grade-level work, even though the gap could have been addressed during grade-level instruction or with appropriate support. It is also not necessary to pull students out of instruction in grade-level work for interventions when Tier I classroom instruction is geared to handling common misconceptions during daily instruction. At the same time, the curriculum should provide teachers with guidance for supporting and further enhancing learning opportunities for all students, including gifted and talented students. This will save teachers time from researching additional activities online and will maximize the likelihood of students performing at grade level and beyond.

A quality curriculum includes guidance on instructional design that allows students opportunities to access content in multiple ways and demonstrate their understanding of grade-level content in different ways. Depending on the strengths and needs a diverse learner may have, the district curriculum guidance may be as simple as a note to the teacher within the lesson design to help them discern when a strategy is best used to address the needs of diverse learners. For more complex issues, examples of activities or even links to videos of classroom techniques can support classroom teachers. Again, a district may not address every possible need in the first edition of its curriculum guidance, however by partnering with the English Learners, Special/Exceptional Education, Gifted and Talented, and Equity departments throughout the design, implementation, and assessment of the district curriculum, the scaffolds and supports that students need can be meaningfully integrated and implemented. It is important to gather input and feedback from instructional staff and review student work samples to make adjustments and improvements in the district's curriculum guidance.

Example 13: Mathematics Denver Public Schools

In Denver Public Schools (DPS), the district has focused on academic language development to address the needs of diverse learners as a central strategy in their curriculum guidance. The district has defined academic language as “...the language needed to communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies. It consists of language at the word, sentence, and discourse level.” In the math exemplar below, instructional guidance is provided in their Scope and Sequence document on the language students need to know and use to explain mathematical concepts and express mathematical thinking. Linked instructional documents also reflect the district’s focus on integrating content, language development, and scaffolds to support diverse learners.



| | |
|--|--|
| <p>Content Area and Grade</p> | <p>Math, Grade 7</p> <p>Unit 2: Introducing Proportional Relationships</p> <ul style="list-style-type: none"> • 7.RP Ratios and Proportional Relationships • 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems. (Major) • 7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i> • 7.RP.A.2 Recognize and represent proportional relationships between quantities. • 7.RP.A.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. • 7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. • 7.RP.A.2c Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> • 7.RP.A.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. |
| <p>Why is this an example of Key Feature 6?</p> | <p>The district’s Scope and Sequence document places emphasis on the language students need to know and use to explain mathematical concepts and express mathematical thinking. Specific language goals and language exemplars are provided that are aligned to the standards addressed in the unit, along with key language functions in mathematics. In addition, academic vocabulary and linguistic supports at the sentence and discourse levels are included.</p> |

| | |
|----------------------------------|---|
| | <p>Linked instructional guidance documents provide teachers with specific supports and examples for how to ensure diverse learners can access rigorous mathematical tasks and develop their use of mathematical language. Assets based pedagogies are noted (such as connecting multiple representations to their linguistic repertoires, facilitating collaborative groupings, making connections to students' personal experiences and prior knowledge) to counter deficit approaches and instead value, leverage, and build upon the assets of diverse learners.</p> |
| Structure of the Exemplar | <p>The exemplar begins by identifying the mathematics standards for the unit along with specific language goals and language exemplars connected to the content standards. A section on the academic language students are expected to know and use in this unit follows, along with linguistic scaffolds at the word, sentence, and discourse level. Lastly, resources for integrating and supporting content and language development are included.</p> |
| Additional Resources | <p>Integrated Content and Language Development (ICLD) Academic Rigor in Mathematics: Supports for Multilingual Learners Language Functions & Forms (Spanish) Academic Discourse Sentence Starters</p> |

FIGURE 13.

Grade 7 Mathematics Open Up Scope and Sequence

| Unit of Study* | Length of Unit** | Time Frame |
|--|------------------|--------------------------------|
| Unit 1: Scale Drawings | 14 days | August 23 - September 10, 2021 |
| Unit 2: Introducing Proportional Relationships | 19 days | September 13 - October 8, 2021 |
| Unit 4: Proportional Relationships and Percentages | 18 days | October 11 - November 5, 2021 |
| Unit 5: Rational Number Arithmetic | 25 days | November 8 - December 19, 2021 |
| Unit 6: Expressions, Equations and Inequalities | 28 days | January 4 - February 11, 2022 |
| Unit 7: Angles, Triangles and Prisms | 18 days | February 14 - March 11, 2022 |
| Unit 3: Measuring Circles | 10 days | March 14 - March 25, 2022 |
| Unit 8: Probability and Sampling | 29 days | April 5 - May 13, 2022 |
| Unit 9: Putting It All Together | 13 days | May 16 - June 2, 2022 |

* In order to align to interim assessments, please note that not all units are taught in order.

Denver Public Schools 2021-2022 1

This creates clarity for the teacher about what constitutes quality standards of practice in mathematics that explicitly engage students, which is key to creating opportunities for diverse learners.

The district's curriculum guidance includes the Standards for Mathematical Practice from the college- and career-readiness standards and how they are included within the units of study. The Mathematics Framework for the 2025 National Assessment of Education Progress (NAEP) also includes five practices to enhance and provide greater insight into what students know and are able to do: representing; abstracting and generalizing; justifying and proving; mathematical modeling; and collaborative mathematics. In tandem, these practices will enable teachers to assess for understanding in mathematics.

PART II: KEY FEATURE 6

This bridges the content standards from prior grade levels to assist the teacher in addressing unfinished learning.

| End-of-Year Fluency Recommendations | |
|--|---|
| <ul style="list-style-type: none"> Fluency solving word problems leading to simple one-variable equations of the form $px + q = r$ and $p(x + q) = r$. 7.EE.B.4a | |
| Unit of Study | Unit 1: Scale Drawings |
| Length of Unit | 14 days (August 24 - September 10, 2021) |
| Unit Learning Trajectory | <p>Work with scale drawings draws on earlier work with geometry and geometric measurement. In this unit, students study scaled copies of pictures and plane figures, developing an increasingly precise understanding of a scale drawing, then apply what they have learned to maps and floor plans. This lays the groundwork for work with proportional relationships later this year, as well as grade 8 work on dilations and similarity. In this unit, scaled copies have similar orientation (they are not reflections or rotations of each other). In grade 8, students will extend their understanding when they study transformations of figures.</p> <p>Several lessons in this unit suggest that each student have access to a geometry toolkit. Each toolkit should contain tracing paper, graph paper, colored pencils, scissors, centimeter ruler, protractor and an index card to use as a straightedge or to mark right angles. These physical tools are important even for students in a digital classroom.</p> |
| Common Core State Standards | <p>7.G Geometry 7.G.A Draw construct and describe geometrical figures and describe the relationships between them. (Additional) 7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> |
| 20/21 Grade 6 Priority Instruction Considerations | <p>Aligned Prior Grade Level Standard: 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume. (Supporting) Consideration: Emphasized understanding of the reasoning leading to the triangle area formula; instead of teaching additional area formulas as separate topics, emphasized problems that focus on finding areas in real-world problems by decomposing figures into triangles and rectangles.</p> |
| Generalizations (Conceptual Understanding) | |
| My students Understand that... | Guiding Questions to Build Conceptual Understanding |
| <ul style="list-style-type: none"> Scale factor describes the relationship between two similar figures. 7.G.A.1 | <ul style="list-style-type: none"> Given two similar figures, how do we find the scale factor? How can we use a map or a scaled drawing to find the actual distance between two points? How does applying scale factor affect the areas and perimeters of scaled figures? When applying a scale factor, how do you know if the new drawing will be larger, smaller, or the same as the original drawing? Which attributes change and which stay the same between a figure and its scaled copy? |
| <ul style="list-style-type: none"> In scaled figures, measures of corresponding angles are equal, and ratios of each pair of corresponding sides are equivalent. 7.G.A.1 | <ul style="list-style-type: none"> How can we use scale factor to find missing side lengths of scaled figures? How can you tell if two figures are scaled copies of each other? |
| Key Knowledge and Skills (Procedural Skill and Application) | |
| My students will be able to (Do)... | |
| <ul style="list-style-type: none"> Identify and correctly name corresponding sides and angles in scaled figures. 7.G.A.1 Find scale factor between two similar figures. 7.G.A.1 Use map scale to determine actual distance. 7.G.A.1 Use scale factor to find missing side lengths of similar figures. 7.G.A.1 Reproduce scale drawings at different scales. 7.G.A.1 | |

Being able to generalize mathematical concepts to build conceptual understanding is critical for students with unfinished learning and diverse learners. Teachers can then create tasks that allow students to demonstrate their understanding in different ways and practice academic content language.

Notice how the language goals are aligned to the math standards 7.R.P.A.2a and 7.R.P.A.2d and how multiple language exemplars serve as models for the type of language mathematicians might use to justify and explain their mathematical thinking.

| WIDA English Language Development (ELD) Mathematics Standards | |
|---|--|
| 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics . | |
| Language Goals | Language Exemplars |
| Explain how to use scale drawings to find actual distances. (7.G.A.1) | <ul style="list-style-type: none"> On the 1 cm : 50 km scale map, each centimeter represents 5 times as much actual distance as on the 1 cm : 10 km map. That means that on the 1 cm : 50 km map the distance from Cleveland to Cincinnati will be one fifth as much or 8 cm. The actual distance from Cleveland to Cincinnati is 400 km. If 1cm on the map represents 10km, then 40 cm represents 400km because $40 \times 10 = 400$. On the second map, 1cm represents 50km, so the distance on the map is 8cm because $400 / 50 = 8$. |
| <p>Academic Language is the language needed to communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies. It consists of language at the word, sentence, and discourse level. *Use the Grade 7 Unit 1 Language by Lesson and the Open Up Grade 7 Glossary to determine lesson specific language expectations.</p> | |
| Content Specific Words | scaled copy, original, polygon, correspond, scale factor, figure, segment, quadrilateral, measurement, distance, reciprocal, area, one-dimensional, two-dimensional, squared, scale drawing, scale, represent, actual, three-dimensional, estimate, travel, constant speed, floorplan, approximate, dimension, scale without units, equivalent scales |
| Language Functions | represent, generalize, explain |
| Sentence level language supports | Supports Specific to Key Functions |

| | |
|--|--|
| <p>Academic Language is the language needed to communicate information, ideas, and concepts necessary for academic success in Language Arts, Math, Science, and Social Studies. It consists of language at the word, sentence, and discourse level. *Use the Grade 7 Unit 2 Language by Lesson and the Open Up Grade 7 Glossary to determine lesson specific language expectations.</p> | |
| Content Specific Words | equivalent ratios, constant of proportionality, proportional relationship, value, row, column, relate, constant, per, reciprocal, equation quotient, steady, situation, volume, surface area, origin, plot, coordinate plane, quantity, axes, coordinates, x-coordinate, y-coordinate reasonable |
| Language Functions | Compare, interpret, generalize |
| Sentence level language supports | Supports Specific to Key Functions |
| Discourse level language supports | Academic Discourse Sentence Starters |
| ICLD Resources | Collaborative Structures Academic Rigor: Supports for Multilingual Learners ICLD One Pager (SERVE) |

Note how a clear definition of academic language is provided that includes language at the word, sentence, and discourse level (beyond vocabulary). Links to language support at all three of these levels are included.

Links to these resources are available above in “Additional Resources”

Example 14: English Language Arts Long Beach Unified School District

Teachers need to support students in understanding different language patterns and discipline-specific ways of communicating in writing. Simply assigning a writing task or including a mentor text is not enough to support the varied writing and linguistic needs of our diverse learners. In this ELA exemplar from Long Beach Unified School District, explicit writing instruction of an argument text is provided throughout the unit of instruction, rather than waiting until the end of the unit. By scaffolding the writing process through a clear and focused instructional sequence (blue section in exemplar), both the students and the teachers are set up for success.



| | |
|---|---|
| Content Area, Standard, and Grade | English Language Arts, Grade 8 Write arguments to support claims with clear reasons and relevant evidence (W.8.1) |
| Why is this an example of Key Feature 6? | In order to ensure student attainment of grade-level writing standards, this district’s unit of instruction describes specific instructional moves and scaffolds teachers will use to guide students as they deconstruct arguments in texts and construct a problem/solution essay. Within this unit, explicit writing instruction is provided in the following ways: (a) analysis of the key elements of an argument text (specifically, problem/solution essay) and language resources used to support claims; (b) modeling via think alouds and use of mentor texts to note text structure and function of |

PART II: KEY FEATURE 6

| | |
|----------------------------------|--|
| | <p>specific language resources; (c) group brainstorm around essay topic ideas related to the writing prompt; (d) guided writing of the text type; and (e) ample opportunities for collaborative conversations.</p> <p>In addition, students engage with various texts and keep an evidence log throughout the unit which supports their building of background knowledge, including points and counterpoints around the topic they will be writing about.</p> <p>Finally, the curriculum offers differentiation resources and strategies that allow students to formulate and demonstrate their understanding in multiple ways aligned to the standards-based learning tasks. These can be used as student planning tools and/or in small group instruction to further support diverse learners.</p> |
| Structure of the Exemplar | <p>The exemplar begins with a Lesson Opening that describes the WHY of the learning around argumentative texts and makes the connection to the unit topic, <i>What Matters/Taking a Stand</i>. Next, this exemplar highlights key instructional moves to support students with understanding, critiquing, responding, and producing argumentative texts (specific focus on problem/solution writing). Lastly, the exemplar offers differentiation resources, aligned to the writing task, to further support the needs of diverse learners.</p> |
| Additional Resources | <p>Universal Design for Learning Resource Guide Argument Slide Deck (EL Resources) *Scaffolding tool Evidence Log LBUSD Graduate Profile</p> |

FIGURE 14.

These conceptual understandings and guiding questions support teachers with how to build the foundation for all students to engage in argumentative writing.


Secondary ELA, Grade 8 Quarter 3
2021-2022

Grade 8 Unit 3: Planning Guide #4

Planning Guide - The organizational plan and spans of time offered below serve as a guide to teachers as they address the specifics of instructional planning (choices about teaching methods, sequence of lessons, and resource materials). Through the regular and skilled use of formative assessments of student learning, teachers can and should adjust this plan to better meet the needs of their respective students.

For the instructor only:
★ COACH'S NOTE: To support backwards planning from the On-demand through the teacher guided writing we have create [Course 29908: Backwards Planning to Prepare for Argumentative Writing](#)

Lesson Opening (WHY):

♥ **Equity Note:** How exciting that students can see themselves as change makers. This task asks them to look around their school, their community, or the world, and offer real solutions to the problems they see. Students should see that their voices matter and that their ideas are valid, using appropriate argumentative strategies to get their message across to the audience.

| Conceptual Understanding: | Guiding Questions for the teacher |
|--|--|
| Author's build convincing arguments through well-chosen facts, reasons, and examples, while addressing counterclaims and opposing views. | <p>Note: These questions support inductive thinking and help students begin to identify the patterns that will make up the conceptual understandings. Teachers can use them as guiding throughout the unit of study.</p> <ul style="list-style-type: none"> What is an argument? Why do people use arguments? What do the terms "well-chosen facts, reasons, and examples" mean? How does an author choose the facts and reasons for the specific audience? In the text, who is the audience? How are the facts, reasons, and examples tailored to that audience? What is a counterclaim or opposing view? How did the author respectfully address the counterclaim(s)? How does addressing opposing views help the author seem more credible and convincing? Why is it okay to disagree with an author? How will you feel when others disagree with you? How might you address a counterclaim so that you are credible and convincing? |

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Each of these instructional moves creates multiple ways in which a teacher can plan for the unit. It provides examples of how students are supported with deconstructing the text type and engaging in the writing process.

| Academic Discourse Instructional Moves (Teacher will guide students by): | Critical Concepts (Student will <u>Know</u>): | Key Skills (Student will <u>Do</u>): | Assessment of Learning (Student will <u>Show</u> they can): |
|---|--|---|--|
| Understanding the text Using the "first read, second read" model, use the "first read" time to help students understand how the text is structured in three shifts of content. <ul style="list-style-type: none"> <input type="checkbox"/> Noting key words and transitions between the shifts in content | <ul style="list-style-type: none"> <input type="checkbox"/> Text structure <input type="checkbox"/> Transitions <input type="checkbox"/> Claim | <ul style="list-style-type: none"> <input type="checkbox"/> Identify shifts in how the text is structured (Irving's life experiences, his message to kids, and current projects and plans) <input type="checkbox"/> Determine which sentences signal the shifts in text to a new concept <input type="checkbox"/> Identify the claim | <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the use of the structure of the text affects the development of the claim. |
| Critiquing a Text Metacognitively model for students how the author crafted the problem/solution aspect of this text <ul style="list-style-type: none"> <input type="checkbox"/> Knowing that students will be writing their own problem solution essay, this will allow them an opportunity to see how another author crafted such a text | <ul style="list-style-type: none"> <input type="checkbox"/> Problem-Solution | <ul style="list-style-type: none"> <input type="checkbox"/> Identify two or more problems the individual faced in the text <input type="checkbox"/> Identify the solutions presented to those problems <input type="checkbox"/> Listen to metacognitive explanation of how author explained the problem and proposed a solution | <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the author structured the text to proposed solutions to perceived problems (in preparation for up-coming writing) |
| Responding to the text Guiding students through a discussion, that may spark joy inspiration as they innovate together | <ul style="list-style-type: none"> <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Innovative Ideas <input type="checkbox"/> Determination | <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a class discussion around problems and solutions <input type="checkbox"/> Encourage peers to create innovative solutions to common problems | <ul style="list-style-type: none"> <input type="checkbox"/> Using norms, contribute to a class discussion without judgment, but rather encouraging ideas from one another |
| Responding to the text <ul style="list-style-type: none"> <input type="checkbox"/> Prepare students to participate in a Fishbowl in which the respectfully debate opposing views | <ul style="list-style-type: none"> <input type="checkbox"/> Debate <input type="checkbox"/> Opposing viewpoints <input type="checkbox"/> Defend position | <ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in a discussion <input type="checkbox"/> Listen to others <input type="checkbox"/> Ask questions of peers | <ul style="list-style-type: none"> <input type="checkbox"/> Present position, defending with evidence from text <input type="checkbox"/> Explain how the discussion went, including their contribution |
| Producing Text Gradual release of responsibility: <ul style="list-style-type: none"> <input type="checkbox"/> Writing sample of essay as a model for students while using metacognition around each step of the process | <ul style="list-style-type: none"> <input type="checkbox"/> Elements of argument <input type="checkbox"/> Effective transitions <input type="checkbox"/> Appropriate openings and closings <input type="checkbox"/> Relevant and sufficient evidence | <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate possible problems and solutions for most relevant <input type="checkbox"/> Analyze the problem for causes and best solutions <input type="checkbox"/> Evaluation solutions by determining order of importance <input type="checkbox"/> Address counterclaims <input type="checkbox"/> Organize writing into logical and coherent manner <input type="checkbox"/> Utilize oral rehearsal as a revision strategies | <ul style="list-style-type: none"> <input type="checkbox"/> Write a carefully crafted argument that supports a claim, addresses counterclaims, uses sufficient and relevant evidence and reasoning, and provides a concluding statement |

Note how the guidance also focuses on how the text is structured as well as metacognitively modeling how the author crafted the problem/solution aspect of the text, which help students to "see" the structure of an argumentative text and how specific language resources are used to signal shifts or transitions from one idea to the next.

PART II: KEY FEATURE 6

| Teacher-Guided Performance Task: During this time teachers will give explicit writing instruction that guides students through the writing process. | | |
|---|---|---|
| Learning Plan #5: Writing - 8-9 50-minute periods | | |
| Standards- Based Concepts and Planning (What am I teaching?) | myPerspectives Resources | Differentiation Resources |
| <p>Writing Learning Target: (What?) Write arguments to support claims with clear reasons and relevant evidence (W.8.1)</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>★ COACH'S NOTE: <i>We have completed a task analysis of the standards for your use in designing possible mini-lessons that students might need in order to show mastery of the standard(s) through the closing assessment.</i></p> <ul style="list-style-type: none"> Introduce a clear claim/thesis that introduces a problem and offers a valid solution Plan to address counterclaims to make your argument stronger Plan and organize writing to logically explain thesis | <p>TE Guidance Pages: Write an argument TE p. 296-301</p> <p>Mentor Text: "Freedom of the Press" TE p. 258-259 is an example of an argument. Students can go back to look at how the argument was crafted to help guide their own writing.</p> <p>♥ Equity Note: Have students use oral rehearsal to both share their writing with others, while getting feedback during this drafting stage.</p> <p>Connection to Essential Question: Students are being asked to write a problem-solution essay about a problem they think needs to be solved. This requires students to explore the essential question: When is it right to take a stand?</p> <p>Supportive Resources:</p> <ul style="list-style-type: none"> Resource Pages TE R6-R11 (examples essays and rubric) Revision Focus Pronoun and Antecedent Agreement TE p. 299 Revision Focus Maintain a Formal Style/Tone TE p. 300 What is an argument? Reading Khan | <p>★ Universal Design for Learning Resource Guide: If a student needs additional support for writing, then review this option: Teaching Voice Typing with Google Docs (Video) - (UDL Element = Action and Expression: Vary the methods for response and navigation)</p> <p>EL Resources: Review the language for introducing a counterclaim and including a rebuttal:</p> <ul style="list-style-type: none"> For Emerging: Use this Slide Deck to help them visualize and practice writing the counterclaim and rebuttal. For Expanding & Bridging ELs: |

A task analysis of the standards included in the lesson is provided to alert the teacher to potential targeted or discrete skills where mini-lessons might be beneficial as just-in-time support to address or bolster unfinished learning and in response to formative assessments.

Resources for differentiating instruction offer multiple ways (and tools) for students to process information, demonstrate understanding, and formulate ideas during the writing process. Diverse learners are able to engage in rigorous writing tasks aligned to standards-based learning, while simultaneously being supported with their unique needs.

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Include concrete details, quotations, and examples Use transitions to create cohesion, especially cause-and-effect vocabulary Use a concluding statement to complete the writing <p>Revising and Editing:</p> <ul style="list-style-type: none"> Craft sentences in which the subject and verb agree in number Use transitions to show cause, effect, and examples Revise to Heighten Interest (Combine sentences to reduce choppiness, eliminate repetition, and add clarity) Edit for correct grammar, spelling, and punctuation <p>Relevance: (Why?) Words hold power, so you want to be sure to tailor your words to your purpose and audience so that your words will transmit your message clearly and effectively. LBUUSD Graduate Profile</p> <p>Closing Assessment aligned to the rigor of the standards: (How?) Students should be able to prove they have learned how to craft a well-written argument by <u>stating</u> a precise claim, <u>using</u> sufficient evidence and relevant reasoning, and <u>concluding</u> in a logical manner that supports the position. Prompt: Write a problem-and-solution essay on these questions: What is a problem you think needs to be solved? How would you solve it?</p> | <p>Academy</p> <ul style="list-style-type: none"> Incorporating opposing viewpoints Reading Khan Academy <p>Closing Assessment:</p> <ul style="list-style-type: none"> Teacher guided student slidedeck <p>Student Metacognitive Reflection:</p> <ul style="list-style-type: none"> What did you learn while writing your argument? What was the most challenging aspect of composing your argument? What did you learn from reviewing the work of others and discussing your argument with your classmates? | <p>Use the They Say/ I Say Handout to review the Language of counterclaim (page 1, bottom right-hand corner)</p> <ul style="list-style-type: none"> Review key academic vocabulary such as retort, candid, rectify, speculate, verify |
|---|---|--|



KEY FEATURE 7

The district's standards-based curriculum supports the effective use of technology to enhance grade-level instruction and student engagement.

Why is this important?

With the infusion of technology into everyday life, the integration of technology into teaching and learning is no longer a "bonus feature" for learning activities. It is important that students have access to technology-driven learning opportunities throughout the curriculum, ensuring stimulating and engaging instructional delivery whether remotely, in-person, or in hybrid classrooms. Technology, including assistive technology for students with disabilities, allows teaching and learning to happen inside and outside of the classroom walls. When used appropriately, it can also accelerate project-based learning, promote collaboration and innovation, and advance the development of communication and research skills through expanded access to primary and secondary sources. It also has the potential to serve as a tool to accommodate diverse learning and language development needs (e.g. read aloud, text-to-speech, visual accessibility, translation, and interpretation).

In addition to its role as a learning tool, the onset of the recent pandemic demonstrated the great potential of technology in providing curriculum guidance, professional development, and professional learning communities for staff within and across schools. Technology should not be used as the core of the instructional delivery model but as a supplemental tool to enhance instruction and engagement facilitated and monitored by teachers. Districts should consider the appropriate "use case" so there is student-to-student and student-to-teacher interaction (any curriculum guidance should carefully think about evolving technologies, such as Learning Management Systems (LMS), Artificial Intelligence (AI), and their curriculum and instructional implications). Districts should provide explicit guidance and considerations for the use of various technology platforms, programs, apps, and assistive tools that are targeted to students' specific accommodations related to the tasks.

What does this look like?

Any use of technology should serve to advance instruction, not distract from it. Moreover, technology should not simply take the place of pencil and paper assignments or mimic a physical classroom onscreen, but should fundamentally enhance and deepen the learning experience. For this to occur, ongoing curriculum guidance, resources, and professional development should integrate opportunities to utilize

technology as a tool, including how to accommodate for students with diverse and special learning needs. To ensure that these tools are aligned to instructional standards and advance grade-level learning, a district's curriculum should embed supports for the effective use of technology as a tool for both students and teachers. This includes strategies for students in using technology to develop grade-level knowledge and skills, as well as guidance for teachers in integrating technology into classroom instruction and assignments to address unfinished learning; deepen learning; provide just-in-time support as needed; and encourage student engagement. In order to ensure instructional continuity in times of crisis, a district curriculum should also include tools and guidance on ways in which instruction and student assignments should be adapted for remote or hybrid learning environments, as well as guidance on assessing online student work.

The curriculum should also ensure that students continue to build their proficiency and sophistication as users of technology as they progress from grade to grade. With the availability of information, students must develop the knowledge and critical thinking skills to evaluate the quality and validity of information online. Students should transition from accessing only curated resources to searching and selecting online resources independently in later grades.

Example 15: English Language Arts San Antonio Independent School District

This exemplar, from San Antonio Independent School District, requires that students integrate technology into their research presentation. Students use multi-media as an integral component of the learning process, to enhance specific concepts of narration, exposition, persuasion, and description of content.



| | |
|---|---|
| Content Area and Grade | English Language Arts, Grade 9 |
| Why is this an example of Key Feature 7? | This exemplar highlights how technology is integral to, and not separate from, specific learning outcomes. Specific technologies (e.g., YouTube, Prezi) are highlighted to be used in developing digital presentations. This example promotes student agency by providing multiple options in selecting technologies while asking them to consider how each technology enhances outcomes. Teachers have multiple options for using technologies that facilitate student creativity. The concepts learned and skills practiced can be used in both virtual and hybrid learning environments. |
| Structure of the Exemplar | The exemplar identifies the specific course, unit, and allocated days for the content. An overview of the task is provided with specific recommendation for relevant technology. Guiding questions are provided to assist students in integrating technology to enhance the concepts presented and increase accessibility. Links are provided for specific scaffolding strategies. |

FIGURE 15.

This activity delineates various applications to enhance learning.

Link to learning standards.

Additional links are provided for scaffolding support for students to demonstrate their understanding of concepts.

The unit includes questions that the teacher may pose for students to consider the effectiveness of specific applications when presenting complex ideas.

COURSE: English I
UNIT 08: Self-Discovery
DAYS: 18


**CURRICULUM, INSTRUCTION
 and ASSESSMENT**
 SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Task #3 Digital Presentation of Research

Students will take their researched personal narrative and create a digital presentation using multiple media. Students create a digitally recorded oral presentation of their multimedia presentation, using the Google extension Screencastify, GoogleSlides, Prezi, YouTube, etc. Students create their digital representation for an audience outside their classroom, and share their responses, asking for feedback through the app's comments features.

Students will need to keep the following questions in mind:

- What visual images and media will support a viewer's understanding of the topic?
- How will I translate paragraphs of prose from my documented research report to visual representation that a reader will find engaging and informative?
- What other media (ex. music) can I include in my presentation to enhance understanding of my topic?
- Who is your audience?
- What is my intended purpose and context of delivery for this presentation?
- In what order do I want the viewer to consume the included elements?
- What specific details from my documented research do I especially want included in this presentation?
- How do I want my audience to interpret my presented information?
- What are my goals of synthesis for this task and how will I know if my goals have been successful?

Some strategies for additional scaffolding:

- [Genre Imitation](#) (with other multimodal texts)
- [Four Ls + 1](#)
- [Tech Connect Oracy](#)

Standards: E1.4A, E1.4B, E1.4C, E1.4D, **E1.4E, E1.4F**, E1.4G, **E1.4H, E1.4I**, E1.4J, E1.5, **E1.5B, E1.5C**, E1.5D, E1.5E, **E1.5F, E1.5G**, E1.5H, E1.5I, E1.5J, E1.11, E1.11A, E1.11B, E1.11C, E1.11D, E1.11E, E1.11F, E1.11G, E1.11H, E1.11I, ELPS: 2.F, 4.J, 5.F

* Not every unit standard is present in all PTs. Please plan to teach all standards in your unit.

While the exemplar from San Antonio focuses on the use of multi-media applications as an integral part of the learning process, the following exemplar from Dallas Independent School District illustrates the use of technology to enhance instructional effectiveness. The Engage Activity focuses on how to describe human genetics, including the transcription and translation of genetics, the different DNA across genes, and how this may be relevant to their own life.

Example 16: Science Dallas Independent School District

This exemplar from Dallas Independent School District illustrates how technology can be used as a tool for student exploration. Students use technology to engage in experimentation as they explore important concepts in genetics.



| | |
|---|--|
| Content Area | Science, Biology |
| Why is this an example of Key Feature 7? | This exemplar demonstrates how various technologies can be used to enhance instruction through skill building. For example, students can manipulate variables on a virtual model (e.g., Gene Machine). The unit includes additional uses of technology that could be delivered in a virtual or hybrid environment including the use of video (e.g., Amoeba Sisters) and the use of closed captions for EL learners. |
| Structure of the Exemplar | The exemplar utilizes engagement techniques and begins with an overarching idea, followed by specific questions that students can use to engage in the concepts. After the discussion, technology (video) is used to provide new modalities that reinforce the concepts discussed. Exploration techniques are then used with modeling technology to apply abstract concepts (gene manipulation) to a virtual model and allow for direct application of concepts. |
| Additional Resources | Engage Activity Explore Activity, Gene Machine |

FIGURE 16.

The activity demonstrates use of technology for virtual modeling.

The district guidance uses yellow highlights to alert teachers to the essential content and activities for the lesson/unit.



2021-22 Biology - Quarter 2
Unit 06: Genetics and Epigenetics

Explore: (Day 1)

 [Modeling Prokaryotic Operons](#). Gene regulation can be a difficult topic to understand because the control mechanisms are too small to visualize. It may be easier for your students to compare different modes of gene suppression and gene induction if they build models of these processes. In this [activity](#), students will create models of repressible and inducible operons (*lac* operon and *trp* operon) used by bacteria for protein transcript regulation.

 Alternatively, students can do the PhET activity, [Gene Machine: The Lac Operon](#). In this activity, students will manipulate variables to observe the effects of that variable on a virtual model of the *lac* operon. Students will complete the [PhET Simulation Lac Operon](#) sheet as they progress through this activity.

[Student Engagement Strategy / Resource:](#)
Students will manipulate variables using models to understand gene regulation in prokaryotic cells.

[Question Stems:](#)

- How is the *lac* operon regulated?
- What is a promoter?
- Why is the *lac* operon “off” when lactose is absent?
- Why is it beneficial for *E. coli* to turn this gene “on” and “off” in response to the lactose in its environment?
- Why do these genes need to be located next to one another and controlled by the same operator/promoter?

The activity can be completed in virtual or hybrid environment (denoted with icons).

The district guidance includes closed captions for EL students.

The student engagement strategy allows students to connect information learned from the video to gene regulation.

Engage Activity

Engage: (Day 1)

 Tell the students that humans have an estimated 30,000 genes. Have students discuss with an elbow partner:

1. Why wouldn't you expect all these genes to be transcribed and translated at the same time?
2. Do all of the cells in your body contain the same DNA? How do they become structurally and functionally unique?
3. What might be an analogy to this in your own life?

Engage students in a class discussion. Students will record their answers in their science notebooks.

 Students will then watch [Amoeba Sisters: Gene Regulation and the Order of the Operon](#). Students will define what an operon is and how prokaryotes regulate gene expression in their science notebooks.

For EL students: Students can turn on captions for the video and have them translated into their preferred language by clicking on Auto-translate in the Caption menu.

After viewing the video, revisit the class discussion question and have students provide more detailed answers using an [Idea Shuffle](#) strategy. Students should now record these answers in their biology notebook.

[Student Engagement Strategy / Resource:](#)
Students will use the Idea Shuffle strategy to generate ideas about the importance of gene regulation in prokaryotes and eukaryotes.

Question Stems:

- *What is gene regulation?*
- *How are genes regulated in prokaryotic cells?*
- *What is an operon?*
- *How is the lac operon regulated?*
- *What are some ways that you think eukaryotic cells can regulate their genes?*
- *What is the role of the environment in gene regulation?*

Explore Activity



KEY FEATURE 8

The district's standards-based curriculum provides guidance and resources for integrating social emotional learning (SEL) and skill-building into core content instruction.

Why is this important?

From the trauma of school violence to the grief and loss brought forth by a global pandemic, attending to the mental and social emotional wellbeing of students is an essential consideration in how we educate and support students. In the context of COVID-19 and other trauma, districts have come to understand that addressing mental health needs and cultivating social emotional wellness is not only a moral obligation, but an essential condition for learning. To support academic achievement, districts must provide a continuum of support and services to students and educators alike.

It is important that educators shift their strategies and approach when it comes to ensuring student well-being. Historically, addressing mental health and wellness was not universally prioritized by schools or districts, falling outside of what they saw as their primary role. When schools did become involved, it was often in the context of problematic behavior or warning signs—such as students exhibiting aggression or antisocial behavior. This leads to interventions designed to address these issues on a student-by-student basis once a student's struggles have become evident to counselors or disruptive to the instructional environment. This “wait to fail” approach has detrimental effects on long term social and academic outcomes. To mitigate this “wait to fail” approach, it is important to shift to a proactive approach—one in which educators promote the development of important interpersonal skills and learning behaviors such as self-regulation, persisting with rigorous content, and building self-confidence as a learner. These skills and behaviors allow students to fully engage in grade-level instruction and to recognize their role in a learning community where all students are seen, heard, and welcomed.

What does this look like?

Social emotional learning is an essential aspect of effective Tier 1 instruction, and can help educators in building and maintaining supportive learning communities. Curriculum guidance should provide schools and teachers with resources, strategies, and data-driven best practices for integrating SEL

into the school day and within classroom instruction. There should also be preventative screening of students to inform early intervention, including using data to provide individualized supports.

Social emotional learning and skill-building should not be relegated to short, sporadic activities disconnected from everyday classroom instruction, but rather integrated into classroom experiences. To be most effective, social emotional learning should be integrated and measured within units and lessons across core content areas. Curriculum guidance, along with professional development, should equip teachers with the necessary strategies for designing lessons and building learning communities that support both the academic and social emotional development of students.

Example 17: Mathematics San Diego Unified School District

The following is an excerpt from a unit called “A Mathematician Like Me,” for students in grades six through 12 in the San Diego Unified School District. This unit appears at the beginning of the year and is an example of an integrated social-emotional learning (SEL) and skill-building opportunity explicitly connected to mathematics instruction. Specifically, students explore their mathematical identity as an individual and as a part of the classroom community. In addition, the unit highlights strengths that students bring to the classroom from prior experiences and builds upon their strengths during activities implemented as a classroom community.



| | |
|---|---|
| Content Area and Grade | Mathematics, Grades 6-12 |
| Why is this an example of Key Feature 8? | This activity is an example of Key Feature 8 as the social emotional learning and skill building activity is integrated with the application of mathematical skills (e.g., univariate statistics). These data are then used to inform a series of guiding questions and activities, such as identifying personal areas of strength and growth in mathematics. The lesson activity allows students to reflect on their mathematical identity and connect it to a diverse body of mathematicians. Self-awareness is the SEL competency illustrated in this example. |
| Structure of the Exemplar | There is an introduction to the assignment with an overarching guiding question for the activities that follow. The exemplar has two benchmarks that will help the teacher identify adequate progress towards the final outcome and uses specific guiding questions. |

Additional Resources

Sample Rubric for Mathematician Like Me:

<https://docs.google.com/document/d/12ySNoHG9IUCQLkScyj8UQVqHVinwfBswJY1i72PckWg/edit>

CASEL Framework:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

FIGURE 17.



Project Description
Grades 6-12

In this project, students will explore their mathematical identity as an individual and as a part of the classroom community. They will highlight the strengths that they bring to the community based on their experiences in math classes historically and on some shared experiences throughout these two weeks. They will also learn about mathematicians throughout history and locate window and mirror moments in these selections. Their final product will be a Mathematician Self Portrait including an image of their face and a collection of their strengths, areas of growth, window & mirror mathematicians, and a statement of mathematical purpose to be shared with someone in their family.

[Student facing organizer](#)
[Sample student work](#)

| | |
|---|--|
| Essential Question | Why does the world need a mathematician like <u>me</u> ? |
| Launch <i>The purpose of the launch is to necessitate the project and establish some common understanding about what will be created.</i> | (option 1) Mathematical empathy interviews done in pairs in breakout rooms. (option 2) Sara Van Der Werf's Blog: Name Tents Digital Desmos Version with questions similar to the empathy interview questions <i>Everyone -</i> Sharing of sample final product with a brainstorm about what makes the final product "quality work". Students share language that becomes part of the final rubric. A sample rubric is linked here. |
| Benchmark #1 <i>The purpose of a benchmark is to have the students submit a draft of the final project or a portion of the final project to show progress.</i> | <i>Strengths and areas of growth (personally and communally). At the end of the first week, students will identify their strengths and areas of growth from the week and reflect on these questions. They will create a first draft of their Mathematician Self Portrait with a picture of themselves and their strengths and areas of growth.</i> <u>Reflection questions:</u> 1. What are your mathematical strengths and how did you show them this week during our activities? 2. What are your areas of mathematical growth and how was this seen during our activities this week? 3. Why does the world need a mathematician like you? |
| Benchmark #2 | <u>Windows and Mirrors.</u> <i>During the middle of the second week, the students will complete their windows and mirrors activity where they will create a slide as a part of a slide deck that will represent their window and mirror mathematicians.</i> <u>Reflection questions:</u> 1. Who are the mathematicians that provided window and mirror opportunities for you and how did they help you learn more about yourself? |
| Final Product <i>The final product is what the students make for the project. It is intended to be shared with an audience and represents all of the learning on the final product.</i> | Students will create a "mathematician like me" self portrait including required components: <ul style="list-style-type: none"> • Mathematical strengths using evidence from one of the activities • Areas of growth using evidence from one of the activities • Window mathematician with explanation of why • Mirror mathematician with explanation of why • Screenshot of work from one of the activities with explanation • Mathematical Purpose Statement or quote |

The guidance connects the mathematics content to a SEL outcome. This integration provides sufficient clarity for integration into classroom experiences.

The curriculum guidance includes links to sample student work products.

The guidance includes links to rubrics and ways to measure student outcomes.

The guidance integrates mathematics content with theSEL competency of self-awareness. Questions promote ongoing assessment of skill building.

Example 18: English Language Arts Long Beach Unified School District

The following English Language Arts example, from Long Beach Unified School District, includes an overview of how to connect reading activities to specific activities allowing students to practice responsible decision-making skills. Responsible decision-making is one of the Collaborative for Academic, Social, and Emotional Learning (CASEL) five SEL competencies. Each of the three reading activities is linked to a learning standard and includes resources to embed SEL activities.



| Content Area and Grade | English Language Arts, Grade 8 |
|--|--|
| <p>Why is this an example of Key Feature 8?</p> | <p>This exemplar demonstrates an integrated curriculum using the CASEL framework to guide specific learning activities and planning documents. The SEL skill in the exemplar is responsible decision-making. The exemplar uses icons to denote key connections, including equity. This example is reflective of Key Feature 8 by providing specific guidance on how to integrate the concepts of social emotional learning into advanced reading skills, such as analyzing text and making connections between individuals and ideas. The SEL competency, responsible decision-making, is highlighted using an example scenario.</p> |
| <p>Structure of the Exemplar</p> | <p>This exemplar begins with a goal for whole-class learning, and has three connecting columns including standards-based concepts, resources for connecting to SEL, Essential Unit Questions, and resources for differentiation for English learners.</p> |

PART II: KEY FEATURE 8

FIGURE 18.

The guidance includes links to the reading activity and the standards.

The guidance includes connections between the academic content and responsible decision-making using a sample student scenario.



Secondary ELA, Grade 8 Quarter 3
2021-2022

Whole-Class Learning: During this section students will encounter more rigorous texts, and the teacher is expected to provide robust guidance and scaffolding to help students access the text and discuss and explore these larger ideas to come to a deeper understanding.

| Learning Plan #2: 4 50-minute periods | | |
|---|---|--|
| Standards- Based Concepts and Planning (What am I teaching?) | myPerspectives Resources | Differentiation Resources |
| <p>Reading Learning Target: (What?)</p> <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (RI.8.1) Analyze how the text makes connections among and distinctions between individuals, ideas, or events (RI.8.3) Analyze in detail the structure of specific paragraphs, including the role particular sentences in developing and refining key concepts (RI.8.5) Determine an author's purpose in a text and how the acknowledge conflicting viewpoints (RI.8.6) <p><i>★ COACH'S NOTE: We have completed a task analysis of the standards for your use in designing possible mini-lessons that students might need in order to show mastery of the standard(s) through the closing assessment.</i></p> | <p>Core Text: "Barrington Irving, Pilot and Educator" TE p.264A-275 "Barrington Irving 30 Dollars in my Pocket" PBS video</p> <p>♥ Equity Note: Transformative SEL (T-SEL) Self-Awareness and Responsible Decision Making: Irving was faced with serious problems as he tried to reach his goal. However, he comes up with very innovative solutions. Students have a voice and have innovative ideas. Allow them to discuss common problems they see at school or in the community and challenge themselves and their peers to create innovative solutions to those problems - allow for fun and creativity as part of the discussion.</p> <p>Connection to the Unit Essential Question: Barrington Irving took a stand to reach his goal, even when others didn't think he could. Throughout his experience, he was faced with problems and had to create his own solutions. No matter what one's background is, they are capable of doing great things when they put their heart and mind into their goals.</p> | <p>EL Resources:</p> <ul style="list-style-type: none"> Assign Audio Summary in the Realize digital platform (🎧) to ELs before reading to provide background and context. Using the audio version available in the Pearson/ Savvas Realize digital platform, students can listen to the audio recording of the text while they read along. (How-to 🗣️ for students) Nouns and Pronouns |

LBUSD Secondary ELA, Grade 8 Unit 3: What Matters

2021-2022

Planning Guide #2 Page 4

The curriculum guidance used icons to denote connections to equity.

The second scenario depicts advanced application of targeted SEL competency.



KEY FEATURE 9

The district's standards-based curriculum provides teachers with guidance on where the materials are high quality, where gaps exist, and how to fill them to meet district expectations, including links to supporting instructional resources.

Why is this important?

There is no perfect textbook or set of materials, and no digital resource is perfect for every classroom. Districts do have access to tools, such as the Council's [Grade-level Instructional Materials Evaluation Tool](#), [Framework for Raising Expectations and Instructional Rigor for English Language Learners](#), and [Framework for Re-envisioning Mathematics Instruction for English Language Learners](#), designed to help them assess the quality and degree of alignment to college- and career-readiness standards in various materials.

The goal of curriculum guidance should be to support teachers in identifying the best resources to use for teaching content and optimizing rigorous instruction, so students can achieve their greatest potential. It is important for districts to be clear about how textbooks and instructional materials should be used as tools for teaching—and where gaps may exist—so that schools and teachers can plan accordingly. Leaving teachers to search for resources wastes their time and may lead to a high degree of variation in the quality and type of materials to which students are exposed. Moreover, it is important to make sure that teachers understand that such guidance is not intended to stifle professional creativity, but rather to foster flexibility in meeting the needs and interests of their students.

What does it look like?

Districts should strive for the greatest possible level of transparency in the guidance it provides teachers for using textbooks, materials, and other instructional resources. This means explicitly identifying where materials are effective in reinforcing high-quality, standards-based instruction; where and how the teacher will need to augment the materials; and areas that can be skipped. Additionally, curriculum guidance should draw teachers' attention to misleading statements, cautions, or misrepresentations within the materials referenced.

To ensure that teachers are equipped to address these gaps in textbooks, materials, and other instructional resources, curriculum writers should pair this guidance with references, links, or supplementary resources. Districts should plan to be as specific as possible—simply listing resources without page numbers or links is insufficient. Plan to provide teachers with an organized, easily navigable list of materials and resources that are accessible for instruction. This includes indicating which materials are required and which are recommended for a particular grade level or grade span. It is also helpful to include annotations of what teachers will find in each of the resources referenced. This is particularly useful when listing multiple resources so teachers can decide which ones best suit their students’ interests while addressing particular standards.

The district’s professional development programming should reinforce this guidance and deepen teachers’ expertise in using instructional materials and resources, equipping them with the skills they need to select rigorous texts and tasks for students and design daily lessons that address diverse student needs.

Example 19: Mathematics

In this math example, the district curriculum included specific guidance for teachers to consider when using data sets and graphs from a variety of online sources (i.e., newspapers, magazines, or journals). This includes indicating where the materials are strong, where the basal is insufficient, where gaps exist, and how to fill them to meet district expectations.

| | |
|---|--|
| Content Area and Grade | Mathematics, Grade 8 |
| Why is this an example of Key Feature 9? | The curriculum provides guidance on how teachers can support students in becoming discerning and wise consumers of data. It also cautions teachers about the choice of data sources, including where gaps exist, and how to address them to meet district expectations. Recognizing that the current basal textbook contains outdated information, the guidance suggests that teachers use a variety of primary sources, especially data sets and graphical representations. To illustrate the importance of choosing a variety of data sources, the guidance includes an example where the same set of data is represented in two different ways to convey different meanings to the reader. The guidance stresses that it is important to verify the source of the data, critically examine graphical representations, and ask clarifying questions. |
| Structure of the Exemplar | Two graphs, from a well-known journal, are provided as guidance for teachers to consider with students during a grade eight unit on investigating patterns of association in bivariate data. |

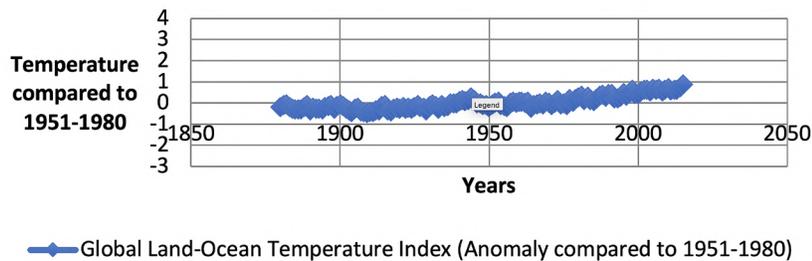
FIGURE 19.

In grade eight, students are expected to make inferences based on scatter plots and other data displays. Even though the textbook includes a variety of suggestions for students to make inferences and engage with mathematical modeling problems, most of the data sources are already outdated. You will need to supplement using data and graphs from a variety of primary sources. It is imperative that we help students become wise consumers of data and to question the validity of the same data obtained from different sources. Do choose a variety of data resources so that students can see how different data displays may lead one to a different conclusion. This includes choosing the appropriate range to accurately reflect the data and consider how modest changes may distort inferences made based on the data. For example, one widely used journal attempted to sway their readers by distorting the scale of the data to foster the belief that global warming and climate change are small concerns. Using the actual data set from NASA, teachers should notice that the actual range or scale for the graph does not accurately reflect the data. It is important that we push students to critically examine data sources and consider implications of the data presented from multiple viewpoints.

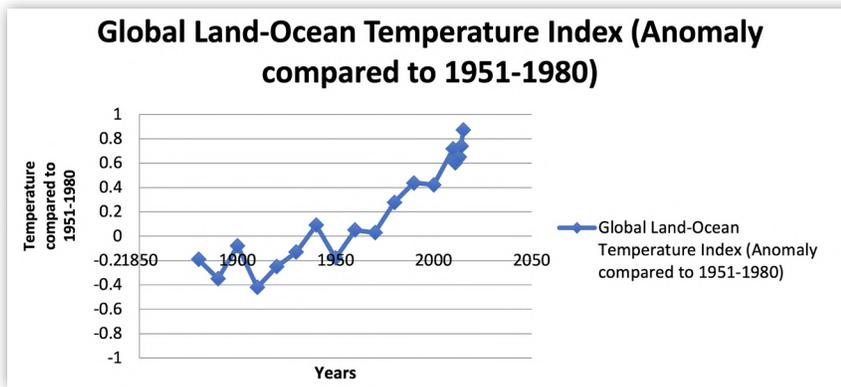
Investigate patterns of association in bivariate data.

- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Global Land-Ocean Temperature Index (Anomaly compared to 1951-1980)



The graph was adapted from a widely-used journal. The initial graph showed changes in temperature from 1880–2015. This display may give the reader the impression that there isn't a significant rise in temperatures.



This is the same graph displayed with a different scale (a scale that more accurately reflected the range of the data). Scientists do state that even a slight change in temperature should be alarming.

Example 20: U.S. History Long Beach Unified School District

In anticipation of rewriting the course outlines and creating Understanding by Design (UBD) unit documents for each course affected by the 2021-22 textbook adoption, Long Beach Unified School District created curriculum addenda. These curriculum addenda serve as a bridge between what their 2016 course outlines provide with the expected curriculum changes. The curriculum addenda also serve teachers’ needs that have been highlighted because of the many social justice movements, the polarizing views about the pandemic, and the district’s equity work.



| | |
|---|--|
| Content Area and Grade | U.S. History: Grade 8 |
| Why is this an example of Key Feature 9? | The curriculum provides guidance on how teachers can support students to become discerning, leading to discussions about historical facts. This unit begins with a discussion of checking for bias to avoid spreading misconceptions, stereotypes, and confusion. Without clearly examining sources for gaps in information or bias towards a group, over time it leads to damaging effects. The guidance stresses that it is important to investigate various primary sources to examine the context and ask clarifying questions. |
| Structure of the Exemplar | This is an addendum lesson created by the district to emphasize the importance of interrogating resources to determine bias in texts as well as to encourage students to contend with a variety of primary and secondary sources to form text-based opinions. The guidance suggests teachers begin by having students critically examine their text for bias. The guidance includes typical responses along with criteria for determining whether the text is biased or contains significant misconceptions and stereotypes. There is an intentional focus so that Key Features 5 and 9 are aligned to implement culturally- and-linguistically-relevant pedagogy. |

FIGURE 20.

Is our textbook biased?

We are going to examine a page from our textbook to determine whether or not it is biased in its portrayal of the Battle of the Alamo

The district provided guidance so that teachers will know how to make proper adjustments to accurately depict historical content and context.

HISTORY throughART

The Battle of the Alamo was so intense that Davy Crockett did not have time to reload his gun, which he called "Betsy." He used it as a club. This print is by a 20th-century illustrator, Frederick Yohn. What does the print reveal about the battle?



What is bias?

Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Students use their text and visuals to examine whether their textbook is biased in portraying the Battle of the Alamo.

The district provided additional activities and primary sources to address historical context and multiple perspectives.

Let's take a look at the art featured on the bottom of the page

How would you describe the Mexican soldiers on the left?

Aggressive, well-equipped (in matching uniforms and guns)

How would you describe the Americans on the right?

Fighting "til their last breath," not as well-equipped as the Mexicans

The textbook asks "What does the print reveal about the battle?" The painting was created in 1913 which was 77 years after the battle by an artist who was not present. Is this painting a credible source for answering this question? Why or why not?

No, this should not be considered a credible source of the actual event. However, it is a depiction of what Americans believed at the time—or rather, what the painter wanted Americans to believe about the Alamo in 1913.

Teacher copy, delete this slide before giving to students



The guidance included typical responses to the question which can serve as examples for teachers.

Is our textbook biased?

What is bias?

Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Hint: an author's bias is often expressed *indirectly* through their word choice and through the information they choose to include and/or exclude.

CAUTION!

If you notice the following, the source may be biased:

- Heavily opinionated or one-sided
- Relies on unsupported or unsubstantiated claims
- Presents highly selected facts that lean to a certain outcome
- Pretends to present facts, but offers only opinion
- Uses extreme (exaggerated, stereotypical) or inappropriate language
- Tries to persuade you to think a certain way with no regard for factual evidence
- The author is unidentifiable, lacks expertise, or writes on unrelated topics
- Is entertainment-based or a form of parody or satire
- Tries to sell you something in disguise

After examining the textbook for bias, there are cautions provided for students to use to determine whether their textbook is biased. It would be helpful if teachers were encouraged to have their students create these guidelines based on their conclusions after examining the text and visuals for bias.

Example 21: English Language Arts Long Beach Unified School District

This excerpt is taken from the district's planning guide for a 5th grade unit. It includes parts of three days of lessons: close reading in a variety of forms, work on the academic vocabulary extracted from the text, and then a series of collaborative conversations that set students up for success for writing about the big idea of the unit. Reading, writing, speaking, and listening are all present in the lesson sequence. This planning guide provides guidance in several important forms. First, it offers ways to provide access to the core text (grade level complexity) for all students through supportive teacher moves and familiar scaffolds. Second, it makes recommendations for activities and subsections to skip within the reading comprehension portion of the lessons. With overly-rich instructional materials such as this one, guidance is crucial so teachers can retain a focus on what matters most for student mastery of reading comprehension and improved English language skills attainment. Third, it offers clear pathways to differentiation for teachers in the form of alternative sets of questions or options for end-of-class quick writes. There is attention to elements of universal design throughout this exemplar.

Where additional supports and frames are recommended, they are linked directly in the document for easy access.



| | |
|---|---|
| Content Area and Grade | English Language Arts – 5th grade Reading Comprehension sequence: RL 5.1, 5.4, 5.10; W 5.9, 5.10; SL 5.1, 5.2, 5.3 |
| Why is this an example of Key Feature 9? | Guidance helps teachers pinpoint the most valuable elements of the lesson sequences, so they can spend time and direct student attention to what matters most for learning. Where the instructional materials fail to support English learners' access to the grade level text, the district guidance supplies direct links to district developed scaffolds and templates with concrete suggestions to fill those gaps. There are several points in the lesson sequence where teachers are provided options for student responses they can easily select or modify for differentiated learning opportunities. |
| Structure of the Exemplar | The exemplar follows the sequence of the instructional material and is in an easy to follow two-column table. |
| Additional Resources | See ELSF resource: Analyzing content and language demands |

FIGURE 21.

| | | |
|---|---|---|
| <p>LBUSD Unit 4 Week 3 2021-2022 California Wonders Grade 5</p> <p>Notice & Wonder Routine: Provides students an opportunity to notice, wonder, and begin growing ideas about text before the teacher provides input. Inviting students to engage with and talk about text will encourage questioning about what is happening and bring awareness of the language demands. This is formative for the teacher and engaging for the reader.</p> | <p style="text-align: center;">Day 2-4 Building Knowledge Comprehension Through Close Reading</p> <p>♥ Equity Note - Teacher created Welcome/Inclusion Activity and Optimistic Closure daily</p> <p>☀ Coach's Note: <i>The literature anthology offers a grade-level complex text to support comprehension and meaning making and, often is rich enough to merit 3 days of instruction. If not, you may decide to identify an additional text that supports knowledge building/volume of reading.</i></p> <p>♥ EQUITY NOTE: You might consider using the "Rosa" Culturally Responsive Lesson guide linked in place of the following.</p> <p>First Read/Notice and Wonder Notice and Wonder Note Taking Tool</p> <ul style="list-style-type: none"> • Have each student locate the complex text "Rosa" in the Anthology text. • Remind students of the weekly question and provide a brief overview of the text focusing on the elements of biography. (See T150-T151). • Provide time for students to explore the text independently, taking notes about what they notice and wonder. • Read the whole text aloud without stopping and with students following along. • Possible Guiding Questions: <ul style="list-style-type: none"> ○ What do you notice? (vocabulary/point of view/genre) ○ What are you wondering? (vocabulary/point of view/genre) | <p>Note the purpose-setting of the first exposure to the text which is followed by an uninterrupted teacher read so every student can get the gist of the selection and have fluency practice at the same time.</p> |
| <p>Revisit the Text: Questions to Build Understanding</p> <ul style="list-style-type: none"> • Reread focus sections of the text together. When appropriate, invite students to read sections aloud to the class during this reading, especially to support their thinking with text evidence. • Suggested Guiding Questions: <ul style="list-style-type: none"> ○ Use Access Complex Text (ACT) and "Read" questions from the TE pgs.T153A-153Q | <p>• Practice in Knowledge Building/Volume of Reading passages</p> <p>☀ Coach's Note: <i>In support of our multilingual learners, revisit the vocabulary strategy lessons with EL students in a designated small group opportunity.</i></p> <p>Academic Vocabulary Routine Continue practicing the vocabulary words for the week in a strategic manner. Consider:</p> <ul style="list-style-type: none"> • Expand Vocabulary (T164) • Reinforce the Words (T165) • Academic Vocabulary (bottom of page T164) • The volume of reading texts may not have exact vocabulary words for the week. However, the words can be used through discussion and questioning. <p>☀ Coach's Note: <i>Provide multilingual (EL) students with additional integrated language support through the use of text-specific questioning (see EL sidebar in TE) and effective scaffolds (i.e., Thinking Maps, sentence frames). Additional attention to unpacking text structure with Differentiated Texts during designated small group instruction further increases access to complex text.</i></p> | <p>This focuses teachers on the best questions among too many offered by the materials. The 'ACT' are high-quality, text-focused, and supportive.</p> |
| <p>Respond to Text Routine: Provides students with an opportunity to support ideas and arguments with text-based evidence. Inviting students to respond to a prompt using common source materials allows for the teacher to formatively assess comprehension and is a valuable life-long skill for the writer.</p> | | <p>Note the academic vocabulary routine and the two coach's notes in support of multilingual learners.</p> |

Revisit the Text: Questions to Build Deeper Understanding/Use Evidence

☀️ **Coach's Note:** *This discussion and text study should be intentionally planned with the needs of all students. The questions center on the author's craft and identity, joy, and criticality. Make sure you carefully partner students for support, are clear about what chunks of text they should focus on, and provide the scaffolds for successful access.*

- Reread focus sections of the text together. Use this third read as a chance for students to take on some of the reading.
- ❤️ **EQUITY NOTE:** *The following questions/activities support access for all, further encourage identity work, increase joyful interactions, and/or deepen childrens' critical consciousness.*
 - Use "Reread" questions from TE pgs.T153A-153Q
 - What did Rosa and others in the community do to bring about a positive change? Can you think of another way that could have helped the community bring about change?
 - On page 304, the story says that during the confrontation on the bus, some Black people got off, "recognizing the potential for ugliness." What kind of ugliness were they thinking might occur because Parks was refusing to give up her seat? Why do you think they were anticipating this?
 - Can you think of any current day situations that might promote others to act to make change?
 - What lesson did Rosa Parks teach us?
 - What are different types of nonviolent protests that you have seen in the news? On social media? In person?
 - There are many different forms of activism (animal, global, etc..) What issues do you find important to activate for today?

Note the district has offered its own questions for the text to make up for inadequate ones in the materials. There are many options here. It would be useful to label these clearly as options or perhaps code them for differentiated student work time.

Quick Write Routine:

Provides students with a daily opportunity to develop writing stamina while thinking deeply about the text. Inviting students to make connections to concepts and identify personal/societal aspirations is formative for the teacher and engaging for the writer.

Daily Wrap Up (Connect to Concept/Suggestions for across the week)

- What did you learn today?
- How does it connect to the EQ?
- What can we add to our Tree Map?
- What does this inspire you to do?

☀️ **Coach's Note:** *Continue to capture students new learning/thinking on the Tree Map throughout the week.*

Daily Quick Write Options:

- Describe the chain of events that happened after Rosa Parks was arrested. Who were the people that helped spread the information about the boycott?
- Do you know of any people (famous or not) who have done courageous things to seek positive change? Describe who they are and their actions.
- What did Rosa and others in the community do to bring about a positive change?
- Why is it important for people to stand up for what they believe to be right?
- "The way to right wrongs is to turn the light of truth upon them." - Ida B Wells. What does this quote mean to you and how does it connect to our reading this week?

These options can be assigned differentially and students can engage with them with more or less support from the teacher.

Routine:**Integrate/Collaborative Conversation**

Provides students with an opportunity to communicate their big understanding of the unit. Inviting students to convey their own meaning allows for the student to make connections between their feelings, ideas, words and actions, and those of others.

Day 5**Collaborative Discussion (Growing the Concept/Understanding)**

Discuss Weekly EQ of the Week and the Big Idea EQ of the Unit in connection to the reading, discussions, and writing that has taken place. Consider capturing the conceptual meaning making and understanding that has been reached on a Tree Map.



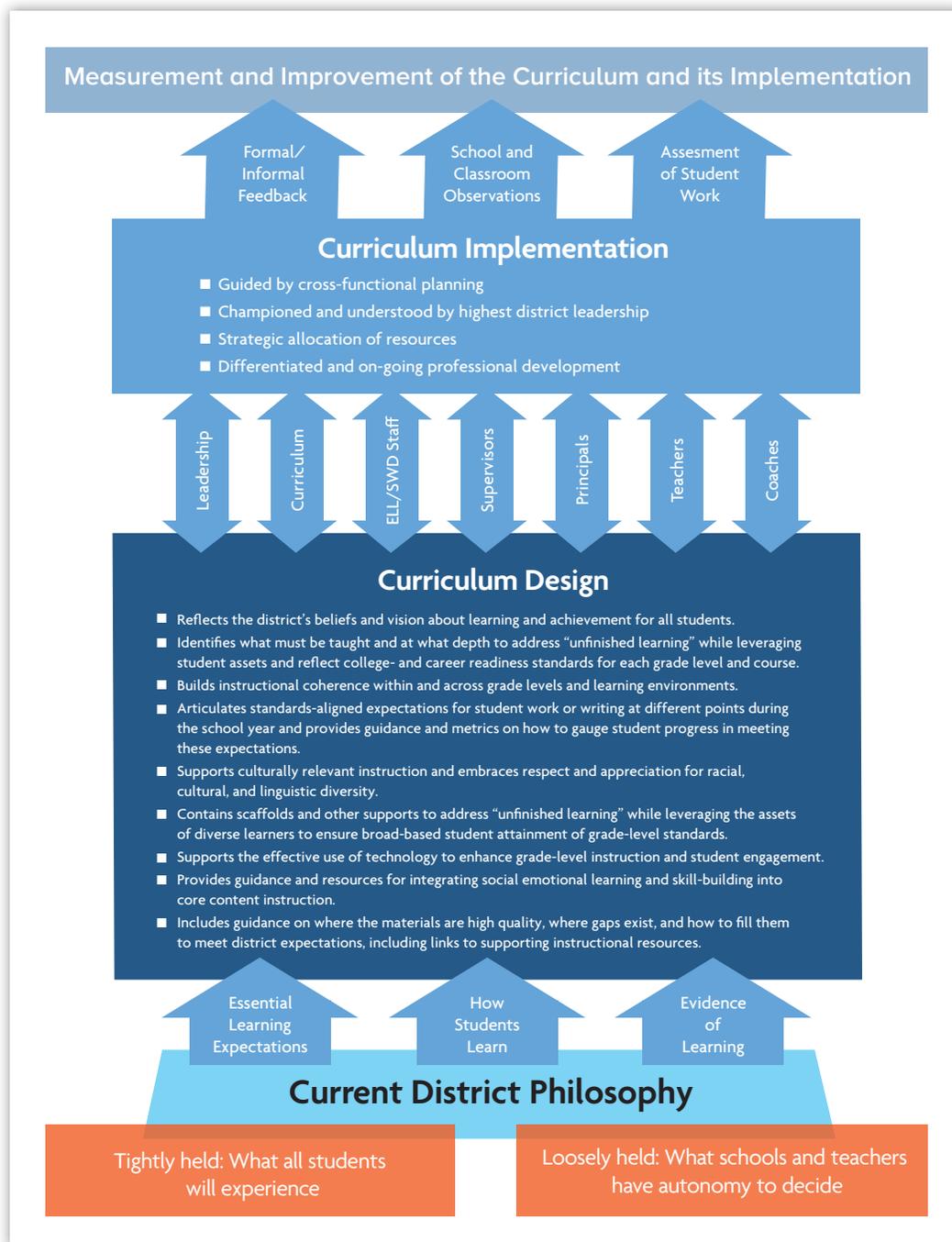
This collaborative discussion happens after two days of work with the core text. This design cultivates background knowledge so that all students' can communicate the ideas that they have learned. The fact that this discussion is prior to students being asked to write means students can develop their thinking orally—a universally supportive design.

PART III: **RECOMMENDATIONS**



As districts embark on the process of developing a high-quality curriculum aligned to college-and career-readiness standards, it is crucial to understand the broad context within which a curriculum functions. Figure 22 attempts to provide a holistic view of the interconnected nature of various steps in the process of defining, adopting, implementing, and sustaining the quality of a curriculum.

FIGURE 22.
Steps in the Development, Implementation, and Ongoing Support of a District Curriculum



To begin with, a district’s curriculum should be built on its philosophy about the essential learning expectations it holds for all students, as well as how students learn and how this learning should be monitored and measured. Of course, central to this instructional philosophy, or theory of action for how a district intends to advance student achievement and college and career readiness, are decisions the system has made regarding what instructional oversight it retains at the district level (i.e., what it holds “tightly”), and what decisions it allows to be made at the school or classroom level (i.e., what it holds “loosely”). While there is a natural tension between these two forces of centralization and school-based management, most districts find themselves somewhere in the middle of this management continuum. Even in a highly centralized school system, schools often have their own approaches and learning philosophies. Nonetheless, there are certain essential features that, regardless of school-to-school differences, should serve as a unifying foundation. Learning standards and expectations, for instance, should not vary by school, even if other things do. This provides equity in terms of student learning goals no matter where a student attends school, and no matter how frequently students transfer from school to school.

This set of decisions and beliefs that form the foundation for a district curriculum also determines many of the elements that a curriculum must contain, which can be seen listed in the middle box in the diagram. In addition to the central objective of supporting teachers and administrators, ensuring equity of access, and preparing students for college and careers, a strong curriculum must clarify what instructional decisions it holds tightly and loosely and what learning is essential and why. The most effective theory of action is based on an honest assessment of district needs given the level of student and staff performance. Autonomy should never mean that schools are released from ensuring that all students and student groups meet the learning expected at each grade level and course. Moreover, a curriculum must make a district’s learning philosophy concrete by articulating what is central to district instructional work within viable timelines, as well as building a shared understanding of the learning that is to happen within and across grade levels. It is this set of features and criteria that make it a “curriculum” and not just a textbook series—a key distinction that means all the difference between sending out boxes of materials and providing teachers and administrators with meaningful guidance.

Of course, a district’s work is far from over once it has developed a curriculum—even one that meets all of these criteria. Implementation is key, and requires focused collaboration and calibration on the part of all district staff. This implementation process needs to begin “at the top”—with the endorsement and support of a district’s school board and superintendent. From there, the implementation process should be guided by cross-functional planning, including a diverse set of district instructional leaders, school supervisors, principals, and teachers, and resources should be strategically allocated based on district priorities. Professional development is an essential component of implementation, and the successful roll-out of any curriculum will therefore depend on high-quality, ongoing professional learning

opportunities based on district data and targeted to address the role-specific professional learning needs of teachers, aides, and administrators to improve curriculum implementation. For example, principals and supervisors do not need the depth of content and instructional knowledge that teachers do, but they need to understand what key focus areas are, why they are critical, and what that learning looks like. Moreover, there needs to be alignment between what the observers are looking for in classrooms and the measures for gauging the progress students are making at various points of the year. This will enable them to provide high-quality feedback to teachers during curriculum implementation. Districts can refer to the Council's publication, [Advancing Instruction and Leadership in the Nation's Great City Schools: A Framework for Developing, Implementing, and Sustaining High-Quality Professional Development](#), for additional information.

Finally, the diagram shows that, through formal and informal feedback mechanisms, monitoring of implementation in all schools and classrooms, and assessment of student work and progress, the district should continuously work to ensure that the curriculum is being implemented with integrity and access to rigorous content and high-quality instruction for all students.

Based on this illustration, the following recommendations are grouped into three main categories essential to the process of developing and rolling out a high-quality curriculum aligned to college- and career-readiness standards: planning, implementation, and measurement/improvement. The recommendations in the planning section provide some examples of what a district needs to think about and address in developing curriculum, while the implementation section provides guidance for ensuring that the curriculum is understood and used effectively systemwide. Finally, the measurement/improvement section provides advice and steps to ensure that the curriculum is continuously refined and improved, and that the district is gauging effectiveness based on clear measures of student achievement and growth.

Planning

- Examine the curriculum to ensure that it can be taught and learned within the actual time available during the school year. Given school calendar constraints, benchmark, and summative assessments, consider the time required for elevating student learning experiences.
- Analyze student achievement data and student work samples to identify areas of strength and weakness, gaps in performance, as well as extended learning opportunities to provide additional guidance in curricular documents.
- Determine the level of experience and current knowledge of content and pedagogy of teachers across the district in order to provide targeted support and preparation.

- Based on the analysis above, determine the grain size for the district's curriculum guidance. There are two types of considerations: the level of detail needed to explain the meaning of district expectations and whether the curriculum will provide guidance on what must be taught within specific time frames (day, week, quarter, semester).
- Ensure ease of use of curricular documents so that teachers do not have to consult multiple sources for guidance on what to teach and best approaches for supporting the development of particular concepts or skills.
- Determine how best to store and disseminate the curriculum. This includes using feedback obtained from hosting focus groups to collect input on ease of use and accessibility of sample curricular documents, as well as the most effective way for users to access the curriculum.
- Carefully vet and select instructional materials that will be used to support implementation of the curriculum using tools such as the [Grade-level Instructional Materials Evaluation Tool](#), [Framework for Raising Expectations and Instructional Rigor for English Language Learners](#), [Framework for Re-envisioning Mathematics Instruction for English Language Learners](#), and [Addressing Unfinished Learning After COVID-19 School Closures](#).
- Carefully vet and select supplemental materials, programs, and interventions, including materials that leverage the assets of diverse learners. Ensure that these materials are high quality, culturally and linguistically relevant, and aligned to college-and career-readiness standards.
- Articulate how college-and career-readiness standards should be connected and applied across subject areas.

Implementation

- Enlist the superintendent and other district- and school-based leaders to help champion the curriculum and underscore the district's expectation that the curriculum will be implemented with integrity in all classrooms. Ensure that these key leaders understand the importance of the curriculum and how it is based on the district's philosophy about what is essential for students to learn, how they learn best, and how their learning will be measured.
- Create content-based professional development systems that address the cadence or routines of teaching and provide support to teachers in making effective instructional decisions. Ensure the strategic placement of professional development days throughout the school year and employ existing resources and structures (such as professional learning communities, common planning time, and coaches) in order to deliver effective training.

- Analyze student performance data and the demands of the curriculum to determine instructional priorities and the content-level demands that will require additional professional development.
- Use a data analysis and cross-functional planning team for prioritizing curriculum concepts, content, and skills to provide sufficient lead time for areas of focus.
- Based on the resources of time and personnel, prioritize short- and long-term professional development goals differentiated for teachers and administrators based on their respective roles in supporting teaching and learning, as well as curriculum implementation.
- Based on an analysis of teacher and student performance data, develop a systematic plan for supporting high-needs schools that supports teachers in providing rigorous standards-based instruction with implementation of the curriculum.
- Ensure new teachers and administrators receive the just-in-time professional development they need to support implementation of the curriculum and other district instructional initiatives already underway.
- Ensure that district professional development provides all teachers with the skills necessary to meet the needs of special student groups, such as English Language Learners, students with disabilities, and gifted and talented students, so all students have access to high-quality instructional standards and expectations.
- Provide guidance and training to teachers and administrators on the selection or development of instructional materials (including digital tools) that are culturally and linguistically relevant and aligned to college- and career-readiness standards.
- Provide guidance and support to schools and teachers in the selection and use of supplemental materials, programs, and interventions for students that leverage diverse and complex text and ideas that also creates affirming learning environments for diverse learners who are struggling to meet rigorous grade-level standards.
- Monitor what instructional materials and digital resources are being used in schools to implement the district curriculum, and the effectiveness of these materials with various student groups.

Measurement and Improvement

- Regularly reach out to teachers and administrators, as well as across departments, to gauge the quality and alignment of the curriculum and its usefulness to end users in supporting student achievement. This can take multiple forms, from regular meetings with users to focus groups, surveys, virtual coaching, and online feedback forums.

- Define a process for refining and improving curriculum based on the feedback collected from teachers and administrators as well as student achievement and student work data.
- Clearly communicate all changes to the curriculum to teachers, administrators, and staff, acknowledging the role of data and feedback in these revisions.
- Provide teachers and administrators with guidance on what to look for in student work, what to look for during instructional rounds and classroom observations, and how to assess student learning to provide evidence that assignments and student work are aligned to grade-specific instructional expectations articulated in the curriculum.
- Compile annotated exemplars of student work in order to provide explicit guidance on what students are expected to learn and produce at each grade level, as well as next steps in addressing unfinished learning.
- Assess the impact of coaching and professional development in improving instructional practice and increasing college-and career-readiness levels.
- Ensure that inequities do not exist for student access to digital resources and the allocation of multi-media and technology tools that are used to support and enhance the quality of curriculum implementation.

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PART 1**Purpose, Principles, and Preconditions****Defining Curriculum**

1. What principles provide the foundation for your district's curriculum?
2. How does your district curriculum differ from a listing of standards or from the adopted textbooks or required classroom resources? Do staff understand those differences?
3. What steps are you taking to more clearly articulate and communicate your district's vision for the role of its curriculum?

The Purpose of a Quality Curriculum

4. How do you ensure consistency in instructional standards and expectations across schools?
5. To what extent is the work of teachers and school-based administrators guided by your district curriculum? How do you know?

Preconditions for Supporting a High-Quality Curriculum

6. As you think about your own district, which preconditions for supporting a high-quality curriculum are present, and which preconditions could be strengthened?
7. Consider data about the level of student performance and the stability and expertise of teachers, administrators, and other instructional staff in your district. In light of those factors, how does your district curriculum offer the level of guidance that instructional staff require for all students to access and meet the standards?

Principles for Design and Implementation

8. As you read the principles for design and implementation of a high-quality curriculum, which items does your district's curriculum do well?
9. What areas do you see for improvement?

PART 2**Principles for Design and Implementation: The Nine Key Features**

10. Examine each of the nine key features in Part II. How well does your curriculum:
- Reflect the district's beliefs and vision about student learning and achievement?
 - Clarify what must be taught and at what depth?
 - Illustrate instructional coherence within and across grade levels?
 - Provide explicit articulation of standards-aligned expectations for student work at different points of the school year?
 - Support culturally-relevant instruction and embrace respect and appreciation for racial, cultural, and linguistic diversity?
 - Include scaffolds that address unfinished learning while leveraging the assets of diverse learners to ensure broad-based student attainment of grade-level standards?
 - Support the effective use of technology to enhance grade-level instruction and student engagement?
 - Provide guidance and resources for integrating social emotional learning and skill-building into core content instruction?
 - Cite links to classroom materials indicating where they are strong, where gaps exist, and how to fill them to meet district expectations?

A Deeper Look at Key Feature 2

11. As you examine Key Feature 2, how would you summarize why it is important for the district's curriculum documents to be clear about what must be taught and at what depth to reflect college-and-career readiness standards for each grade level and course?
12. Carefully examine the sample grade four English language arts unit overview (Figure 3) provided on page 20. Pay particular attention to the level of detail used to explain what the grade-level expectations are for the grade four standard: *Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.*
- In Figure 3, where would a teacher or supervisor find in the curriculum exactly what students need to know about first- and third-person narration?

COUNTEREXAMPLE: Now contrast the level of detail in Figure 3 to the following counterexample (Figure 23). This counterexample is typical of what teachers often receive in districts across the country. In this district, teachers in grade six receive a curriculum map and are expected to create their own approach to a set of standards while addressing essential questions per quarter. Figure 23 only displays the first unit of the quarter.

FIGURE 23. Counterexample for Key Feature 2: Sample Grade Six Curriculum Map for Quarter 1

| Unifying Concepts | Essential Questions | Reading Complex Texts & Texts to Support Writing; 3-5 shorts texts; 1 extended text per quarter; Balance between literary and informational texts | Performance Assessments |
|--|--|--|--|
| <p>Q1</p> <p>Unifying Concept</p> <p>Identity through culture</p> <div data-bbox="107 1209 310 1591" style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-top: 10px;"> <p>Where is the guidance for making connections among the unifying concept, standards, and the texts?</p> </div> | <p>Q1 UNIT 1</p> <p>How do cultural experiences influence who we are?</p> <p>How do authors convey meaning through words and/or images?</p> | <p>Q1 UNIT 1</p> <p>Extended Text (autobiography and fiction; see Sixth Grade Unit Plan for how these texts are used in book clubs)</p> <p><i>The Circuit</i> by Francisco Jimenez</p> <p><i>The Breadwinner</i> by Deborah Ellis</p> <p><i>Seedfolks</i> by Paul Fleischman</p> <p><i>Holes</i> by Louis Sachar</p> <p>Short Texts (informational and editorial)</p> <p>“Evolution of a Point Guard” by Howard Beck, <i>New York Times</i></p> <p>“I’ve Got Your Number” by Robe Imbriano, <i>New York Times</i></p> <p>“Hip-Hop at the Museum?” by Stephanie Harvey & Anne Goudvis, <i>Toolkit Texts</i></p> <p>“Marriage – or Else” by Rod Nordland & Alissa J. Rubin, <i>Junior Scholastic</i></p> <p>Negotiating Asian-American Identity through Portraiture” posted by Saskla DeMelker, PBS Newshour (http://www.pbs.org/newshour/art/blog/2011/10/negotiating-asian-american-identity-through-portraiture.html)</p> <p>“Eisenhower to Ngo Dinh Diem” (http://www.pbs.org/wgbh/amex/vietnam/psources/ps_eisenhower.html)</p> <div data-bbox="664 1772 1471 1913" style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-top: 10px;"> <p>How will the teachers in every school know if they have correctly interpreted the content students should know and the depth of understanding the district expects for all students.</p> </div> | <p>Beginning of Year (BOY): RI.6.1 and W.9 Performance Task (reading and writing about text with evidence) for Pre-Assessment*+</p> <p>Q1 UNIT 1</p> <p>Teacher-created performance assessment</p> <p>Focus on inform and explain</p> <p>Primary Standards Assessed: RI.6.1, RI.6.7; RI.6.10; W.6.2</p> |

- b. What else do students need to be able to do in order to show that they can determine an author's point of view, according to Figure 3?
13. Look at a sample from your own district's curriculum. Is the level of detail closer to the example in Figure 3 or to the counterexample in Figure 23?
14. What evidence would indicate whether the curriculum support has been sufficient for teachers to understand district expectations for what they need to teach and at what depth?

A Deeper Look at Key Feature 3

15. As you examine Key Feature 3, which addresses building instructional coherence within and across grade levels consistent with college-and career-readiness standards for each grade, pay particular attention to the Algebra 1 section provided on pages 33–34 (Figure 6). Notice how explicitly the district provides teachers with guidance regarding prior student learning about the concepts the current lesson will address. How else does the curriculum guidance in Figure 6 build coherence so that students can make connections in their learning?

COUNTEREXAMPLE: Now contrast the level of detail in Figure 6 to the following counterexample (Figure 24). Too many districts only provide teachers with this level of guidance—a set of standards divided into each quarter. In this sample, the district appears to treat the grade three content as a set of disjointed standards, without any consideration of the inherent connections between standards.

FIGURE 24. Counterexample for Key Feature 2:
Sample Grade Six Curriculum Map for Quarter 1

| First Quarter | Second Quarter | Third Quarter | Fourth Quarter |
|--|--|--|---|
| Use place value understanding to round to the nearest 10 or 100 Fluently add or subtract within 1000 using strategies and algorithms based on | Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. | Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. | Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown |

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| <p>place value, properties of operations, and/ or the relationship between addition and subtraction.</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>Use multiplication and division within 100 to solve word problems in situations, involving equal groups, arrays and measurement quantities.</p> <p>Apply properties of operations as strategies to multiply and divide.</p> | <p>Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</p> <p>Apply properties of operations as strategies to multiply and divide.</p> <p>Interpret wholenumber quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times _ = 48$, $5 = _ \div 3$ and $6 \times 6 = _$</p> | <p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole partitioning into b equal parts.</p> <p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> | <p>Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. A square with side length 1 unit, called “a square unit,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>Measure areas by counting unit squares.</p> <p>Relate area to the operations of multiplication and division. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> |
|--|---|---|--|

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| | | | |
|--|--|--|---|
| | | | <p>lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of non-overlapping parts, applying this technique to solve real-world problems.</p> <p>Partition shapes into parts with equal areas. Express the area of each part as a fraction of the whole.</p> |
|--|--|--|---|

16. Looking at the number and type of expectations in each quarter, how well do you think the district has spaced out learning objectives, and how realistic is this timeline?
17. As you examine the four quarters, how are teachers expected to make connections for students within the grade level?
18. Are teachers provided with sufficient guidance and data on the the background students have had in previous years on a given concept or skill?
19. As you examine your district's curriculum, what have you used to ensure that concepts and skills are built in a logical manner? For example, in mathematics, have you used sources such as the Progression Documents from Illustrative Mathematics? (See example at <https://www.cgcs.org/domain/120>).

PART 3

Guiding Questions for Recommendations

20. Think about the diagram provided on page 90 (Figure 22). Which sections are ones that you feel are strong areas within your school district?
21. Which areas could be the focus of next steps for improving your district's curriculum, strengthening its implementation, or evaluating its effectiveness? To leverage your work, prioritize what you can do well with the staff and budget available. Take into consideration where student achievement data and student work samples reveal the greatest needs and the content area concepts and skills where teachers need the greatest support.

Planning

22. As you begin making revisions to your current curriculum, consider the following action steps:
 - a. How will you ensure that the district curriculum can be taught and learned within the actual time available during the school year?
 - b. How can you optimize learning time to more accurately reflect the actual instructional time available during the school year i.e., district-wide summative and benchmark assessments, assembly programs, etc. ?
 - c. How can you allow time for students to learn the grade-level standards as well as to leverage the assets of students who may have unfinished learning?
23. Given the level of student achievement and the expertise of your teachers and instructional support personnel, what is the appropriate grain size for the curriculum guidance you need to provide?
24. As you analyze your student achievement data and student work, as well as feedback from teachers about curriculum implementation, how can you provide additional guidance to address areas of weakness and known gaps in student performance? How can this be done without inadvertently creating a document that lacks coherence or is not in service of grade-level learning during Tier 1 instruction?
25. In writing curriculum guidance, how will you act on the feedback and support you receive from other central office departments, teachers, principal supervisors and specialized offices, such as English language learners and students with disabilities?

26. What is the process for incorporating and responding to feedback about the ease of use and accessibility of current curriculum documents before beginning the revision process?
27. What is your process for ensuring that adopted materials and resources are culturally and linguistically relevant and aligned to the rigor of college- and career-readiness standards?
28. What tools did you employ (such as the Council of the Great City Schools' [Grade-Level Instructional Materials Evaluation Tool—Quality Review](#), and [English Language Development 2.0, EdReports, Instructional Materials Evaluation Tool](#)) to determine the alignment of the materials?

Implementation

29. How will you enlist the superintendent and other district and school-based leaders in championing the curriculum and underscoring the district's expectation that the curriculum be implemented with integrity in all classrooms? What support will be needed throughout the revision and implementation process? What are some of the budgetary implications and what impact will the budget have on curriculum revisions and implementation?
30. In considering district-led support for curriculum implementation,
 - a. How will you design the district's professional development plan to address the knowledge and skills that teachers will need to implement the curriculum with integrity?
 - b. How will you optimize existing structures to provide adequate time to address instructional priorities?
 - c. What content-specific professional development is needed to enhance teacher's content knowledge as well as to address the cadence or routines of teaching so that teachers are able to make more effective instructional decisions?
 - d. How will you clarify and communicate the rationale for specific areas in the curriculum based on the analysis of student performance data?
 - e. How will you design professional development to help teachers leverage crossdisciplinary support?
 - f. How will professional development incorporate the needs of special student groups, including gifted and talented students as well as students with unfinished learning?

Measurement and Improvement

31. How will you periodically collect feedback from teachers and administrators, as well as from across departments, to gauge the quality and alignment of the curriculum and its usability for end users? How will you clearly communicate revisions, in a timely manner, to teachers and administrators?
32. How will you know whether concepts specified in the curriculum are being taught at the appropriate level of depth? What guidance is provided so that teachers are able to assess the degree of student understanding relative to the cognitive demand of the standard?
33. What tools can be used during classroom observations and instructional rounds to provide feedback to teachers about the evidence of student learning as well as to explicitly identify assets and gaps in student understanding?
34. How can you incorporate exemplars of student work into the curriculum? Throughout the school year, how can you and your curriculum team begin compiling a bank of annotated exemplars of student work so that teachers and administrators have evidence of high-quality student work and how it should progress from the beginning to the end of the school year?
35. How will you evaluate the effectiveness of the professional development designed to improve teacher practice as well as content-specific knowledge? How can you ensure that all schools have access to the same quality professional development so that inequities do not exist?



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