Curriculum Subcommittee
District Curriculum Update

4/27/21

Essential curriculum is our path
to excellent and equitable student outcomes.

Rationale:

As we work to create equitable outcomes for all students, it is important that we provide a guaranteed and viable curriculum to each and every student across the district. Teachers and students deserve to have access to curriculum that makes sense and can fit into the school year. Our students must have access to our best and most challenging curriculum and the opportunities to actively engage in their own learning. Through collaboration between teachers and Curriculum Coordinators we provide the best in curriculum and instruction.

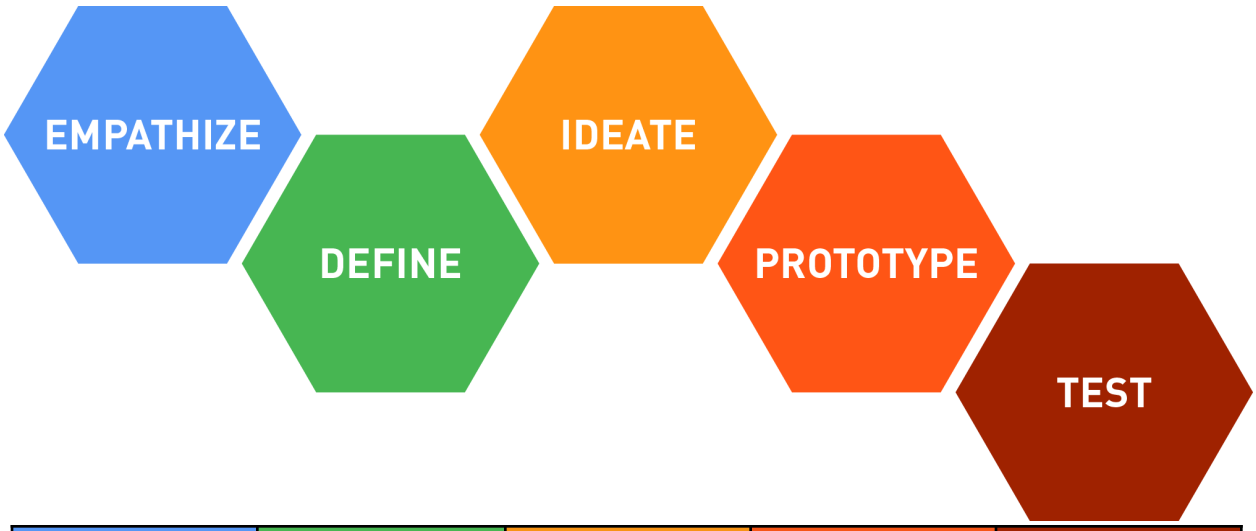
Curriculum Design Process:

A non-linear, iterative process where we aim to understand the student experience and refine our instruction to support all students across all content areas every year.

Next Steps:

- Create a summer timeline for curriculum development and revision.
- Secure funding for teacher participation.
- Engage teachers in the process.
- Determine ongoing, district supported, curriculum development and revision structure that provides access for teachers.
- Complete the Portrait of a Graduate with the public stakeholders.

Curriculum Design Process



EMPATHIZE	DEFINE	IDEATE	PROTOTYPE	TEST
Social Studies	Social Studies			
Science	Science			
	Physical Education	Physical Education		
	Health	Health	Health	
		World Lang		
		ELA	ELA	
		Perf. Arts	Perf. Arts	Perf. Arts.
			Visual Art	Visual Art
				Math

Empathize: Ask open-ended questions to understand the current curriculum from multiple views

Define: Synthesize information to identify the scope and nature of necessary changes to curriculum and instruction

Ideate: Develop new lessons, units, assessments, and other curricular components

Prototype: Design specific lessons, pilot new materials

Test: Utilize the newly designed curriculum, refine scope & sequence

EXAMPLE:
Review standards alignment to current units in Science

Standards Key: red = standards missing now orange = standards partially addressed now, yellow = addressed in wrong grade now

Grade	Units	Last Revised	Alignment Notes	Future Vision w/standards
K	Discovering Nature	Jan. 2013	Meets life science standards but goes well beyond K standards	*Discovering Nature* KLS1-1, KLS 1-2(MA), PreKLS1-2(MA), PreKLS1-3(MA), PreKLS2-1(MA), PreKLS2-2(MA), KESS2-2
	Structures	Jan. 2013/ 2016	Some alignment, needs forces added more explicitly	*Construction and Movement* KPS2-1, PreKPS1-2(MA), PreKPS1-3(MA), PreKPS2-2(MA), KESS2-2
	Exploring Water	Jan. 2013	Almost no alignment	*Wondering About Weather* KESS2-1, KESS3-2, KPS1-1, KPS3-1, KPS3-2
1	Insects	March 2012	Some alignment, missing plants. Goes into 3rd grade standards	*Comparing Plants and Animals* 1LS1-1, 1LS1-2, 1LS3-1
	Sound	March 2012	Aligned, should be better connected to light	*Sound and Light* 1PS4-1, 1PS4-3, 1PS4-4, 1K-2ETS1-1, 1K-2ETS1-2
	Light and Shadow	March 2012	Mostly aligned should be better connected to sound. Missing sky patterns	*Sky Patterns* 1ESS1-1, 1ESS1-2
Grade	Units	Last Revised	Alignment Notes	Future Vision w/standards

EXAMPLE:
Evaluating connections to the design practices.

Asking Questions and Investigating	Analyzing Data	Explaining and Reasoning	Modeling
1: Ask Questions/Define Problems 3: Plan and Carry out Investigations	4: Analyzing and Interpreting Data 5: Using Mathematical and Computational Thinking	6: Constructing Explanations/Designing Solutions 7: Engaging In Argument from Evidence	2: Develop and Use Models

EXAMPLE:
Aligning ELEs to grade level standards in Social Studies

ELE Comparison w/ State & National Frameworks
Geography Example

ELEs (local) 4th Grade	Closest C3 (National) Item "**By end of 2nd grade**" standard	Relevant C3 (National) Item "**By end of 5th grade**" standard
Locate continents and oceans on a world map, employ terminology such as cardinal directions and landforms, and identify parts of the globe, like the poles and hemisphere.	**D2.Geo.1.K-2.** Construct maps, graphs, and other representations of familiar places. **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	**D2.Geo.1.3-5.** Construct maps and other graphic representations of both familiar and unfamiliar places. **D2.Geo.2.3-5.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
Explain how families express their cultures through celebrations, rituals and traditions in the past and present	**D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions.	**D2.Geo.5.3-5.** Explain how the cultural and environmental characteristics of places change over time.

EXAMPLE:
Reviewing Scope and Sequence across content in a grade level

DRAFT: Grade 6 Essential Curriculum Scope and Sequence

Public Schools of Brookline

	ONGOING	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
READING/ WRITING/ LANGUAGE	Workshop Instruction: Independent Reading; Reading Response; Interactive Read Aloud; Conferring; Small Group Instruction; Mini Lesson; Share	Launching Unit- Reading Workshop Planned Mini Lessons	FICTION READING: A Deep Study of Character	NARRATIVE WRITING: Personal Narrative: Crafting Powerful Life Stories Unit Planning Document	CORE BOOK	NONFICTION READING: Tapping the Power of Nonfiction	ARGUMENT WRITING: The Literary Essay: From Character to Compare/Contrast, Unit Planning Document	CORE BOOK	INFORMATION WRITING: Research-Based Information Writing: Books, Websites, and Presentations	BOOK CLUBS	
MATH	Instructional Routines Language Routines	Establishing Routines and Norms/Area and Surface Area	Introducing Ratios	Unit Rates and Percentages	Dividing Fractions	Arithmetic in Base Ten	Expressions and Equations		Rational Numbers	Data Sets and Distributions	Putting It All Together
SCIENCE/ ENGINEERING*											
SOCIAL STUDIES		Introduction to World Geography	Europe	South America	NASWA	Sub-Saharan Africa			South and East Asia	Australia, Oceania and Antarctica	
WORLD LANGUAGE WL has 5 curricula for grades 6-8 depending on the language	Shown here are the units for continuing Spanish (other languages have the same themes, but in a different sequence)	Intro to Proficiency	New friends	Portraits	Extreme Sports	Schools			Celebrations		