

School Committee Curriculum Subcommittee
Tuesday, April 27, 2021
4:00 PM-5:50 PM
Remote via Zoom

Curriculum Subcommittee Members Present: Jennifer Monopoli (Chair), Helen Charlupski, Susan Wolf Ditkoff, and Barbara Scotto.

Other School Committee Members: Suzanne Federspiel and Andy Liu.

Staff Present: Michelle Herman and Robin Coyne.

Ms. Monopoli called the meeting to order at 4:00 PM. She noted that this is Ms. Scotto's last Curriculum Subcommittee meeting. Subcommittee members and staff expressed their appreciation to Ms. Scotto for her service and leadership on the School Committee and Curriculum Subcommittee, and wished her well.

1) Review/Approval of Minutes

On a motion of Ms. Charlupski and seconded by Ms. Monopoli, the Curriculum Subcommittee voted unanimously (by roll call) to approve the April 12, 2021 meeting minutes.

2) Essential Curriculum

Senior Director of Curriculum and Instruction Michelle Herman provided an update on Essential Curriculum (Attachment A). As the district works to create equitable outcomes for all students, it is important to 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. Students must have access to the best and most challenging curriculum and the opportunities to actively engage in their own learning. Through collaboration between teachers and Curriculum Coordinators, the district can provide the best in curriculum and instruction. The Curriculum Design Process is a non-linear, iterative process where the district aims to understand the student experience and refine instruction to support all students across all content areas every year. Next steps include the following: 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; and complete the Portrait of a Graduate process with public stakeholders. Ms. Herman discussed where the various subjects are in the Curriculum Design Process, and provided examples of alignment between current units and standards.

Subcommittee members expressed support for this work, noting that it helps provide consistent goals for what students across the district should be learning and provides clarity on what students are learning and how the content fits into the scope and sequence. Members emphasized the importance of finding the right balance between 1) consistency in goals and purpose and 2) teacher autonomy/creativity in terms of how the units are delivered. Members suggested that the Essential Curriculum Scope and Sequence be flexible enough to support project-based interdisciplinary learning, and that this be clear in the materials. Members emphasized the importance of collaborating with Curriculum Coordinators and educators to develop the Essential Curriculum, and the importance of communicating the purpose of this process and that the Scope and Sequence represent guidelines. Members suggested the

following: that the State Frameworks be considered the floor; organize a common project across all schools; reinstate the 8th grade speech contest; and provide opportunities for educators to share best practices. The Subcommittee discussed possible funding sources to support this work (e.g., Program Review funds, Professional Development funds, and/or one-time COVID funds to address learning loss).

3) Child Study Teams

Ms. Herman commented that she will be sharing some studies that have shown that students, in general, have been able to make progress during the pandemic. Ms. Herman provided an update on Child Study Teams. She reviewed the Pierce School Child Study Team referral/intervention cycle. Regular team members receive stipends. The district is looking at commonalities across the schools, and is working towards a more standardized structure and materials. In general, tier one instruction should be the place to catch issues and work with students. Members asked for additional information on how parents/guardians can be better represented in this process. The Subcommittee discussed the need to develop an action plan (with stakeholder input) to address structural racism, including over-representation of some groups of students in special education. Ms. Herman and Ms. Ngo-Miller will provide an update at a later meeting.

4) New Business

Members suggested scheduling updates on the following: the Corrective Action Plan (preferably before it is submitted), Wellness Curriculum (perhaps on June 15, 2021, after the permanent Coordinator is in place), Social Emotional Curriculum, and Site Councils. Members suggested a general discussion of prioritizing funds to support educational objectives (perhaps an initial discussion during the Summer School Committee Workshop, with a follow-up discussion in the fall).

The meeting adjourned at 5:50 PM.

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.

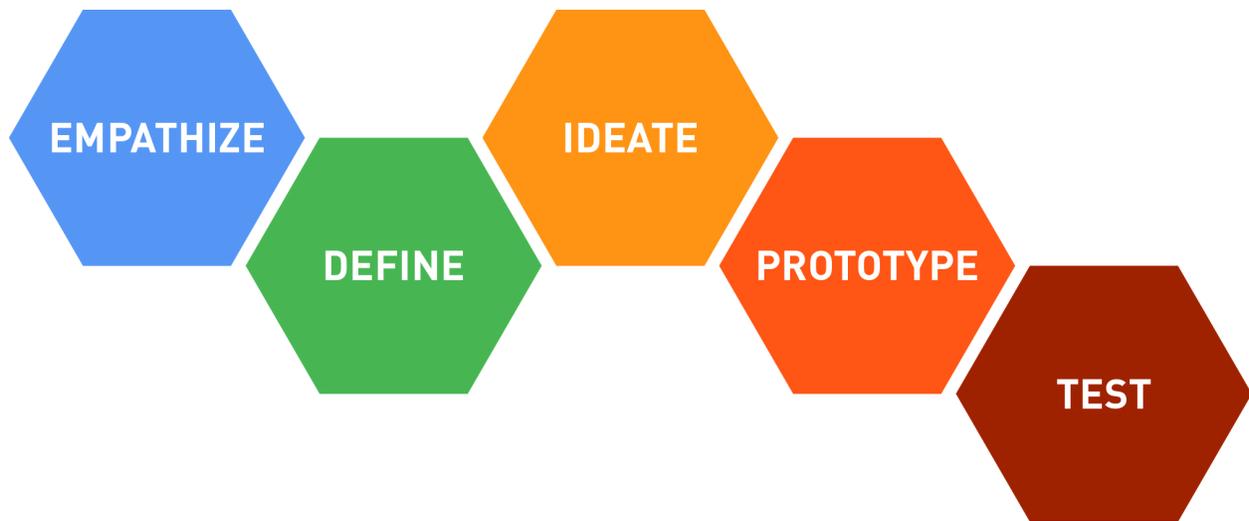
Curriculum Design Process:

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	<i>Discovering Nature</i> 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	<i>Construction and Movement</i> KPS2-1, PreKPS1-2(MA), PreKPS1-3(MA), PreKPS2-2(MA), KESS2-2
	Exploring Water	Jan. 2013	Almost no alignment	<i>Wondering About Weather</i> KESS2-1, KESS3-2, KPS1-1, KPS3-1, KPS3-2
1	Insects	March 2012	Some alignment, missing plants. Goes into 3rd grade standards	<i>Comparing Plants and Animals</i> 1LS1-1, 1LS1-2, 1LS3-1
	Sound	March 2012	Aligned, should be better connected to light	<i>Sound and Light</i> 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	<i>Sky Patterns</i> 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.	<p>D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.</p> <p>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>	<p>D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>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.</p>
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	Shown here are the units for continuing Spanish grades 6-8 depending on the language (other languages have the same themes, but in a different sequence)	Intro to Proficiency	New friends	Portraits	Extreme Sports	Schools	Celebrations				