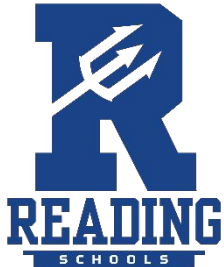


Curriculum and Program of Studies Board Update

February 2, 2022



OUR MISSION

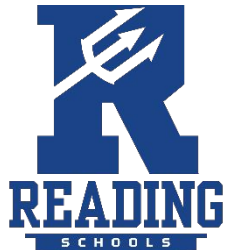
Inspiring the leaders of tomorrow with engaging opportunities today – The Blue Devil Way.



STUDENT LEARNING

Providing all students with engaging & innovative curriculum to excel as future members of our global society.

- Develop a district Curriculum Improvement Committee to collaboratively analyze, evaluate and make recommendations for district programming, assessment, and professional development needs to support student learning.
- Assess and continuously improve upon academic, social, and emotional supports for the whole child that provide the opportunity for success while at RCCSD and beyond.
- Implement a comprehensive College and Career readiness pathway to support students in preparation for life beyond RCCSD.



Fundamental Questions

- 1. What do we want all students to learn?**
2. How will we know if students learned the content?
3. What do we do if students have not learned the content?
4. What do we do if students already mastered the content?



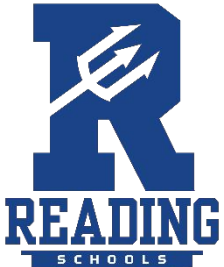
Program of Studies

- Developing a clear understanding and description of courses and the order and sequence for course offerings.
- Implications for master scheduling in RJSH (7-12)
- Potentially providing more course options/electives or pathways for students.
- Developing gateways/criteria for accelerated learners and intervention support for students.



Curriculum Maps - K-12

- Curriculum Maps consist of standards, questions, pacing, sequence, continuity and consistency
- A **guide** for what students need to learn.
- k-12 instructional programming will create necessary scaffolding for learning, align the focus of critical standards, and **reduce redundancy** in instruction.
- Overlapping critical skills will prevent gaps in the necessary **sequence of learning** across grade levels and subject areas.



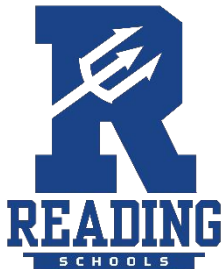
Guaranteed and Viable Curriculum

RCCSD Professional Development Days



PD Day - October 15, 2021

- **Whole District - MAP Growth and Data Professional Development**
 - 21-22 Adoption of MAP assessment grades 2-11 in reading and math
 - Administration three times per year (fall, winter, spring)
 - Developing the use of consistent data practices for teaching and learning
 - Staff learned how to utilize MAP Growth Data to support teaching and learning
 - Understand the context of what students are ready to learn
 - How to plan for whole-class instruction
 - How to target instruction for students needing support or challenge
 - Providing digital folders and resources for staff to access information about reports



RJSH PD Day - December 3, 2021

RJSH Program of Studies

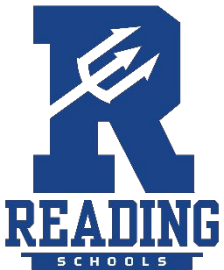
- **Learner Profiles**
 - Identifying what students need to know and do as they enter and exit grades and courses
 - Vertical conversations
- **Data Review**
 - Review various data sources (MAP, AIR, AP, EOC, ACT, AIMS)
 - Identify relative strengths and weaknesses of student achievement
- **Department Audit of Program of Studies**
 - Review current Program of Studies
 - Current course offerings
 - Review Master Schedule
- **Vertical Alignment of Courses**
 - Departments reviewed current course sequence, descriptions, weights, pathways, prerequisites, alternating A/B model, and course levels



RES PD Day - December 3, 2021

Curriculum Maps

- **Learner Profiles**
 - Identifying what students need to know and do as they enter and exit grades and courses
 - Vertical conversations (k-6)
- **Standards Review**
 - Analysis of content standards by subject area and levels of mastery (k-6)
 - 1 - Mastery; 2 - Introduction; 3 - not touched on
 - Identify learning targets connected to standards
- **Begin Curriculum Maps**
 - Use Learner Profiles and Standards to organize current resources and realignment of content standards
 - Use district template for consistency and accessibility



RES Learner Profile Example

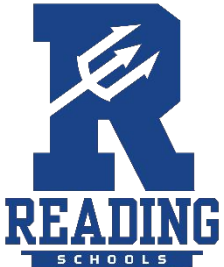
What do our learners need to be able to demonstrate entering ?				What do our learners need to be able to demonstrate exiting ?			
Reading				Reading			
Write a summary of big ideas in a text				Answering inferential questions			
Answer literal questions from the text				Using text features to find information			
Basic story elements							
Naming basic text features				Writing			
				Write a three paragraph essay			
Writing				Writing in response to reading- using text evidence			
One solid paragraph- topic sentence, 3 details, conclusion				Have a clear purpose for reading			

RJSH Learner Profile Example

Courses	What conceptual knowledge is expected when they enter this course? (content-based)	What procedural knowledge is expected when they enter this course? (this could include skills or using equipment/technology)	What key vocabulary do students need to know entering the course?
7th CP	Reading and comprehending at a 6th grade level(or higher),	Writing a complete sentence, paragraph, and multi paragraph essay, using correct mechanics and grammar, read a variety of texts and be able to comprehend and answer/discuss aspects of text,	Thesis, claim, conclusion, introduction, the different parts of speech, different figurative language terms, elements of plot, mood, conflict, theme, characterization/STEAL, notice and note,

RCCSD PD Day - January 14, 2022 (Virtual)

- **Standards Review**
 - Departments continue working on review of standards and alignment
- **RJSH Begin Curriculum Maps**
 - Use Learner Profiles and Standards to organize current resources and realignment of content standards
 - Use district template for consistency and accessibility
- **Digital Resources**
 - Organize departments by courses or grade levels to access curriculum maps



Developing a Curriculum Warehouse

Folders

RJSH Curriculum Folders

Name ↑

 District Data Overview

 Great Oaks

 JH/HS English

 JH/HS Science

 JH/HS Social Studies


 JH/SH Art

 JH/SH Global Languages

 JH/SH Health/PE

 JH/SH Math

 JH/SH Music

 Program of Study Examples

Files

Folders

RES Curriculum Folders

Name ↑

 Extended Standards

 Fifth Grade

 First Grade

 Fourth Grade

 Kindergarten

 PK

 RES Art

 RES Music

 RES PE

 RES Resource Folder

 RES STEM

 RES Wellness

 Second Grade

 Sixth Grade

 Third Grade

Developing a Curriculum Warehouse

Third Grade Curriculum Folders

Folders

Name ↑

 Curriculum Map Template

 ELA

 Math

 Science

 Social Studies

RJSH Science Folders

 7th Grade Science


 8th Grade Science


 CCP Chemistry

 CCP Physics

 CP Biology

 CP Chemistry

 CP Earth and Environment...

 CP Physical Science

 Honors Anatomy and Phys...

 Honors Biology

 Honors Chemistry

 Honors Physical Science

 Honors Physics

 Resources - 12/3/21 PD

Sample District Curriculum Map

RCCSD Curriculum Map - 2021-2022

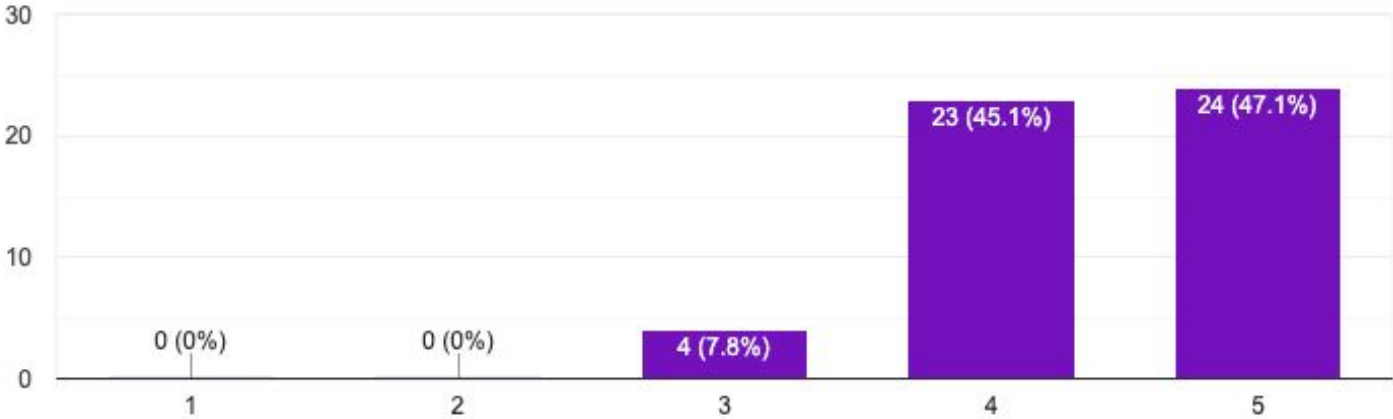
Pacing: Weeks	Topics	CCSS- Standards	Learning Targets	Resources	Assessments
Unit 1: Place Value, Addition and Subtraction to One Million (3 weeks)					
2 days	Place Value	4.NBT.1	I can recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right.		
5 days	Reading, Writing, Comparing and Ordering Numbers	4.NBT.2	<p>I can read and write multi-digit whole numbers using base-ten numerals, number names and expanded forms.</p> <p>I can compare two multi-digit numbers based on the meanings of the digits in each place using $>$, $<$, and $=$.</p>		

Staff Feedback



Staff Feedback

How would you rate the morning session?



- Of the staff members that responded to the survey 92.2% rated the PD day as either “Excellent” or “Very Good”



Staff Feedback

What were any takeaways from the session or what was valuable for you?

45 responses

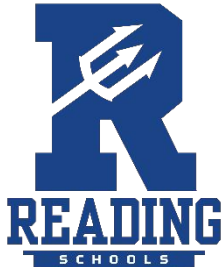
It was great to have conversations with other grade level math teachers and solidified that we are doing what's right for kid and that we as a staff are on the same page.

The thing I took away most from our morning PD session was an understanding of how the math standards build on each other in each grade. It was interesting to see where some of the bigger jumps in curriculum were as well.

It was great to have an opportunity to collaborate with my colleagues to work on vertical alignment. Especially during the pandemic the last couple of years, it has been very difficult to gauge where students are when entering my classroom at the beginning of the school year. I know on my end, I have had to cut items that I typically would not have in previous years.

I liked the video and presentation about linking curriculum to improving the students lives.

working with others on building a foundation and getting to know what each believe a student should know prior to joining a class



Program of Studies - 7-12



Program of Studies Highlights

Program of Studies Key Changes

- Consistency with course names (Honors, College Prep, CCP/AP)
- Adjustment of course weights
 - CP - 4.0 = A
 - Honors - 4.5 = A
 - CCP/AP - 5.0 = A
- Adjusted most courses from a semester course model to yearlong courses.
- Reviewed and changed prerequisites and course sequences within and between departments (i.e. science and math)
- Created new opportunities for students to receive makeup credit
- Identified intervention criteria
- Addition of elective options
- Rotation of A/B model for some courses
- Reviewed entire document with departments, administrator and counselors
- Updated information, format, and design of overall document

Program of Studies Department Changes

Math

- Consolidate Geometry into two levels
- Eliminate Mathematical Models course
- Co-seat algebra I for 8th graders and open up master schedule
- Creation of Introduction to Algebra course
 - Changed sequence of courses to: Intro. Algebra - Algebra I - Algebra II - Geometry
- Students that do not pass End of Course Assessment for Algebra will be scheduled for remediation support the following semester in Academic Enrichment using APEX tutorials for targeted support. Students will retake the assessment in December of their Sophomore year.
- Revised Prerequisites
- Rewriting of course descriptions

Science:

- Honors Biology can be taken by 9th graders
- Physical Science options for HS credit in 8th grade
- Elimination of Honors Physical Science
- Added Automation and Robotics elective
- Adjusted math prerequisites for students taking upper level science courses
- Variety of grade levels have more access to upper level courses
- Course weights brought into alignment for upper level science courses
- Rewriting of course descriptions

Program of Studies Department Changes

Social Studies:

- Adjusted prerequisites for Honors and AP courses and rewriting of course descriptions
- Information Technology I offered as an elective to 8th graders
- US Studies has been changed to US History and is now a year-long course
- Elective courses removed from the program due to lack of interest and elective survey
 - Criminal justice
 - History through film
 - American presidents
 - World and cultural geography
- Elective courses offered on an A and B rotation cycle by year
 - Human Behavior
 - Sociology
 - Local history (Ohio, Cincinnati, reading)
 - Holocaust and genocide

ELA:

- Consolidated freshman English to two levels
- Acceleration opportunities for 8th graders to qualify for 9th grade English
- Publications became a semester course
- Prerequisites for honors and AP courses revised

World Languages

- Bring alignment between French/Spanish
- Offer non-leveled courses in French/Spanish to provide equity and improve master scheduling
- Offer third year as an honors level course in each language

Math Revision - k-12



Math Revision

- Cyclical process which all district curricula is analyzed and designed in a systematic and collaborative manner across Pk-12.
 - This model will assure that only one major content area is revised or developed in a given year.
 - The model will facilitate effective and fiscally responsible use of district resources.

Committee Meetings

- December 3 - k-6 and 7-12
- December 9 - kindergarten - sixth grade
- January 14 - k-8 and 9-12
- Received sample resources from vendor for elementary (k-5)
- February 4 - Math Representatives scheduled virtual meetings with vendors
 - Reviewed resources using effectiveness as guideline
 - Contacted other local districts
 - Identified multiple resources to investigate further
 - Contacted multiple vendors to set up meetings and pilot products

