

# FSMA Curriculum Action Plan

<i>Components</i>	<i>What it Will Look Like</i>	<i>Actions</i>	<i>Evidence</i>
<p>Curriculum is rigorous, relevant, standards based, aligned to 21<sup>st</sup> century life skills.</p>	<p>Curriculum will be aligned to:</p> <ol style="list-style-type: none"> <li>1. Common Core State Standards (CCSS)</li> <li>2. CCSS Literacy Standards</li> <li>3. NGSS in appropriate classes</li> <li>4. Benchmarks and/or Assessments including but not limited to Formative/ Summative/Standardized</li> </ol> <p>Instructional tasks, questions, and assessments are embedded to develop critical thinking skills.</p>	<p>Teachers will implement a version of curriculum maps aligned to their standards.</p> <p>Teachers plan instruction of their curricula that addresses:</p> <ul style="list-style-type: none"> <li>○ Common Core State Standards (CCSS)</li> <li>○ CCSS Literacy Standards</li> <li>○ Incorporate Performance Based Assessments, Performance Based Tasks and Problem Sets</li> <li>○ Student Learning Outcomes (knowledge and thinking, oral and written communication, collaboration and agency)</li> <li>○ Depth of Knowledge &amp; Blooms Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum maps</li> <li>● Assessment Results</li> <li>● Teacher Lesson Plans</li> <li>● Syllabi</li> <li>● State approved Curriculum</li> <li>● Project and problem-based lessons in every subject area (student product) and Project Based Assessments</li> <li>● Walk-throughs</li> <li>● Student work samples</li> <li>● Rubrics (Content &amp; SLO)</li> </ul>
<p>Curriculum and instruction is aligned to standards and integrates real life application of them.</p>	<p>Curriculum maps are aligned to the standards and guides instruction.</p> <p>Department progression of power standards reflects a continuum of learning for students (vertical alignment).</p> <p>Teachers provide students with the opportunity to make connections and engage in problem/project-based learning.</p> <p>At least 70% of texts that students read should be informational text. The remaining 30% of the time should be literary text.</p> <p>Rubrics, benchmarks, formative, and summative assessments are aligned to the standards.</p> <p>Instruction is reviewed and updated on a regular basis.</p>	<p>Provide time for grade level and content collaboration team meetings</p> <p>Teachers collaborate in departments to create 9-12 progression</p> <p>Teachers collaborate in grade-levels to align and team.</p> <p>Teachers engage in Critical Friends during Collaborative Team Meetings to get feedback on tasks, units and application as demonstrated via student work.</p> <p>Teachers will receive feedback on curriculum.</p>	<ul style="list-style-type: none"> <li>● Level of student understanding, practical application (student work)</li> <li>● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics)</li> <li>● Developing 9-12 progression of power standards</li> <li>● Curriculum maps</li> <li>● Standards alignment is evident in student work.</li> <li>● Walk-throughs and observations</li> </ul>

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<p><b>English Language Arts</b></p> <p>Develop curriculum framework that provides a sequence of units aligned to the CCSS</p>	<p>Alignment to the depth of the CCSS including key shifts and instructional supports</p> <p>Strategies focus on building on students’ background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom’s Taxonomy scale</p> <p>Text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level</p> <p>Instruction builds on content area academic vocabulary and used in context</p> <p>Integration of reading, writing, listening and speaking</p> <p>Discussions and writing through text-dependent questioning and discourse</p> <p>Instruction incorporates inquiry and project-based instruction</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Aligned to standards,</li> <li>• multiple assessments to determine student progress</li> <li>• a variety of common course formative and summative assessments,</li> <li>• assessments that reflect higher-level questioning</li> <li>• authentic assessments that require students to apply their thinking such as performance-based or project-based assessments</li> </ul>	<p>Targets a set of grade-level ELA/Literacy expectations</p> <p>Incorporation of anchor/central texts that measure within the grade-level text complexity band are of sufficient quality and scope for the stated purpose</p> <p>Integrates reading, writing, and speaking and listening so that students apply and synthesize their literacy skills</p> <p>Rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking and text-dependent questions</p> <p>Collaborative Teams LASW (Look at Student Work)</p> <p>Balances different genres of texts across units</p> <p>Balances on demand and process writing and both expect that students draw evidence from texts</p> <p>Provides authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection</p> <p>Use data to help inform instruction</p> <p>Teachers utilize Universal Design for Learning</p> <p>Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction</p> <p>Writing assignments that expect students to draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument</p> <p>Facilitation of evidence-based rich and rigorous discussions</p>	<ul style="list-style-type: none"> <li>● Professional Development Agendas</li> <li>● Curriculum maps</li> <li>● Syllabi</li> <li>● UDL embedded in instruction</li> <li>● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics)</li> <li>● Walk-throughs and observations</li> <li>● Learning Management System agendas, assignments, tasks, etc.</li> <li>● Evidence of differentiation (supplemental assignments, lesson plans)</li> <li>● Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks)</li> <li>● Collaboration Team minutes</li> <li>● Project-based benchmarks</li> <li>● Performance assessments</li> <li>● Mentor Assignments</li> <li>● Socratic seminars</li> <li>● Questioning and discussion feedback and reflections</li> </ul>

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<p><b>Mathematics</b></p> <p>Develop curriculum framework that provides a sequence of units aligned to the CCSS with Mathematical Practices.</p>	<p>Alignment to the depth of the CCSS including key shifts and instructional supports</p> <p>Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale</p> <p>Instruction builds on content area academic vocabulary</p> <p>Include demonstration of standards via mathematical practices in lessons</p> <p>Instruction incorporates inquiry and project-based instruction.</p> <p>Units that demonstrate experiences for students' conceptual understanding of the CCSS math standard</p> <p>Aligned rubrics and scoring guidelines</p>	<p>Monitoring and coaching ensure that teachers apply the eight mathematical practices when applicable to their content.</p> <p>Teachers use Problem Sets, Task and Performance Based Assessments to ensure relevance.</p> <p>Collaborative Teams LASW (Look at Student Work)</p> <p>Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection</p> <p>Use data to help inform instruction</p> <p>Teachers utilize Universal Design for Learning</p> <p>Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction</p>	<ul style="list-style-type: none"> <li>● Professional Development Agendas</li> <li>● Curriculum maps</li> <li>● Syllabi</li> <li>● UDL embedded in instruction</li> <li>● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics)</li> <li>● Walk-throughs and observations</li> <li>● Learning Management System agendas, assignments, tasks, etc.</li> <li>● Evidence of differentiation (supplemental assignments, lesson plans)</li> <li>● Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks)</li> <li>● Collaboration Team minutes</li> <li>● Project-based benchmarks</li> <li>● Performance assessments</li> <li>● Mentor Assignments</li> <li>● Student demonstrating attainment of standards utilizing the Mathematical Practices</li> </ul>

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<p style="text-align: center;"><b>Science</b></p> <p>Develop a curriculum framework that provides a sequence of units aligned to the Next Gen. Science Standards (with Tonyea Mead’s support and collaboration)</p>	<p>Build curriculum using the NGSS practices and crosscutting concepts in all science disciplines</p> <p>Align assessments to be 3 dimensional (practices, crosscutting concepts and core ideas).</p> <p>Strategies focus on building on students’ background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom’s Taxonomy scale.</p> <p>Instruction builds on content area academic vocabulary</p> <p>Instruction incorporates inquiry and project-based instruction.</p>	<p>Collaborative Teams LASW (Look at Student Work)</p> <p>Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection</p> <p>Use data to help inform instruction</p> <p>Teachers utilize Universal Design for Learning</p> <p>Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction</p>	<ul style="list-style-type: none"> <li>● Professional Development Agendas</li> <li>● Curriculum maps</li> <li>● Syllabi</li> <li>● UDL embedded in instruction</li> <li>● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics)</li> <li>● Walk-throughs and observations</li> <li>● Learning Management System agendas, assignments, tasks, etc.</li> <li>● Evidence of differentiation (supplemental assignments, lesson plans)</li> <li>● Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks)</li> <li>● Collaboration Team minutes</li> <li>● Project-based benchmarks</li> <li>● Performance assessments</li> <li>● Mentor Assignments</li> </ul>

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<p><b>Social Studies</b></p> <p>Develop curriculum framework that provides a sequence of units aligned to the Delaware Social Studies State Standards</p>	<p>Align curriculum documents with DRC instructional resources by grade level and updated Social Studies Standards. This will include Civics, Economics, Geography, History standards.</p> <p>Create close read lessons of instruction that align with the Delaware social studies standards and CCSS-ELA for History/Social Studies.</p> <p>Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale.</p> <p>Instruction builds on content area academic vocabulary</p> <p>Instruction incorporates inquiry and project-based instruction.</p> <p>Utilize or creating texts that support both literacy and understanding of the targeted social studies standard</p> <p>Develop questions that require text-based responses</p> <p>Item clusters that may serve as an alternative to existing performance tasks</p>	<p>Collaborative Teams LASW (Look at Student Work)</p> <p>Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection</p> <p>Use data to help inform instruction</p> <p>Teachers utilize Universal Design for Learning</p> <p>Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction</p>	<ul style="list-style-type: none"> <li>● Professional Development Agendas</li> <li>● Curriculum maps</li> <li>● Syllabi</li> <li>● UDL embedded in instruction</li> <li>● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics)</li> <li>● Walk-throughs and observations</li> <li>● Learning Management System agendas, assignments, tasks, etc.</li> <li>● Evidence of differentiation (supplemental assignments, lesson plans)</li> <li>● Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks</li> <li>● Collaboration Team minutes</li> <li>● Project-based benchmarks</li> <li>● Performance assessments</li> <li>● Mentor Assignments</li> <li>●</li> </ul>