

# BPS K-12 Curriculum Overview: An Age of Integration

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- Linked to our District Improvement Plan
  - Coherent, higher-order thinking and student-centered learning
  - Equity and Diversity: Teaching all students
  - Collaborative Professional Culture

# I. Coherent, higher order thinking and student centered learning

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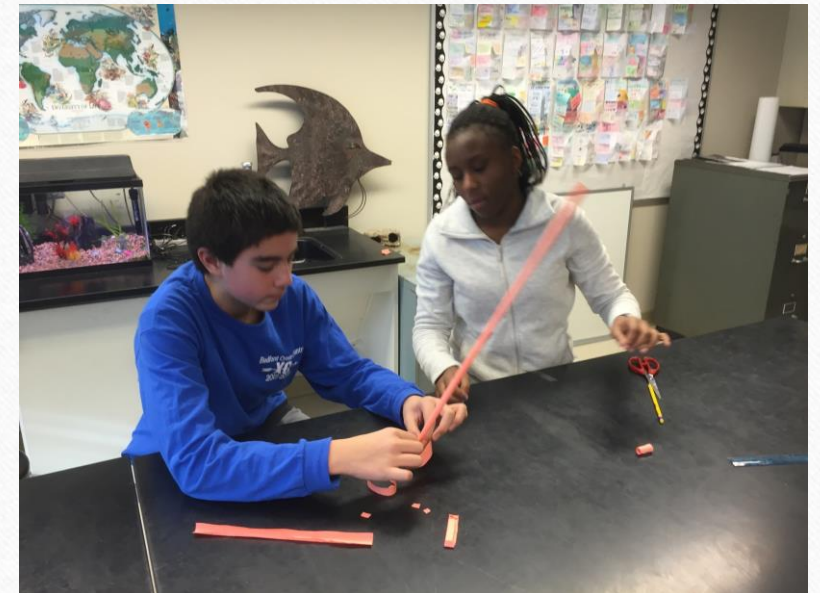
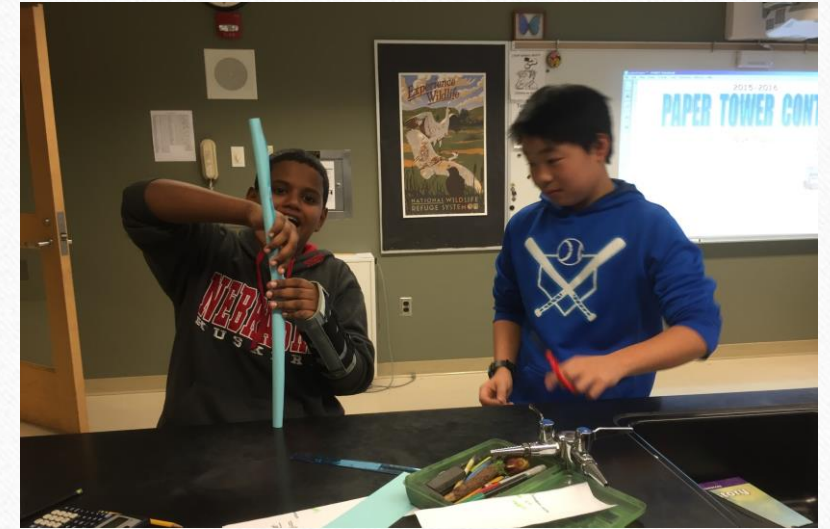


- Integrated Davis Town Project at Davis:
  - Backward design
  - Develops student inquiry
  - Integrates math, science, ELA, and social studies
  - Year-long culminating project engages students and focuses curriculum

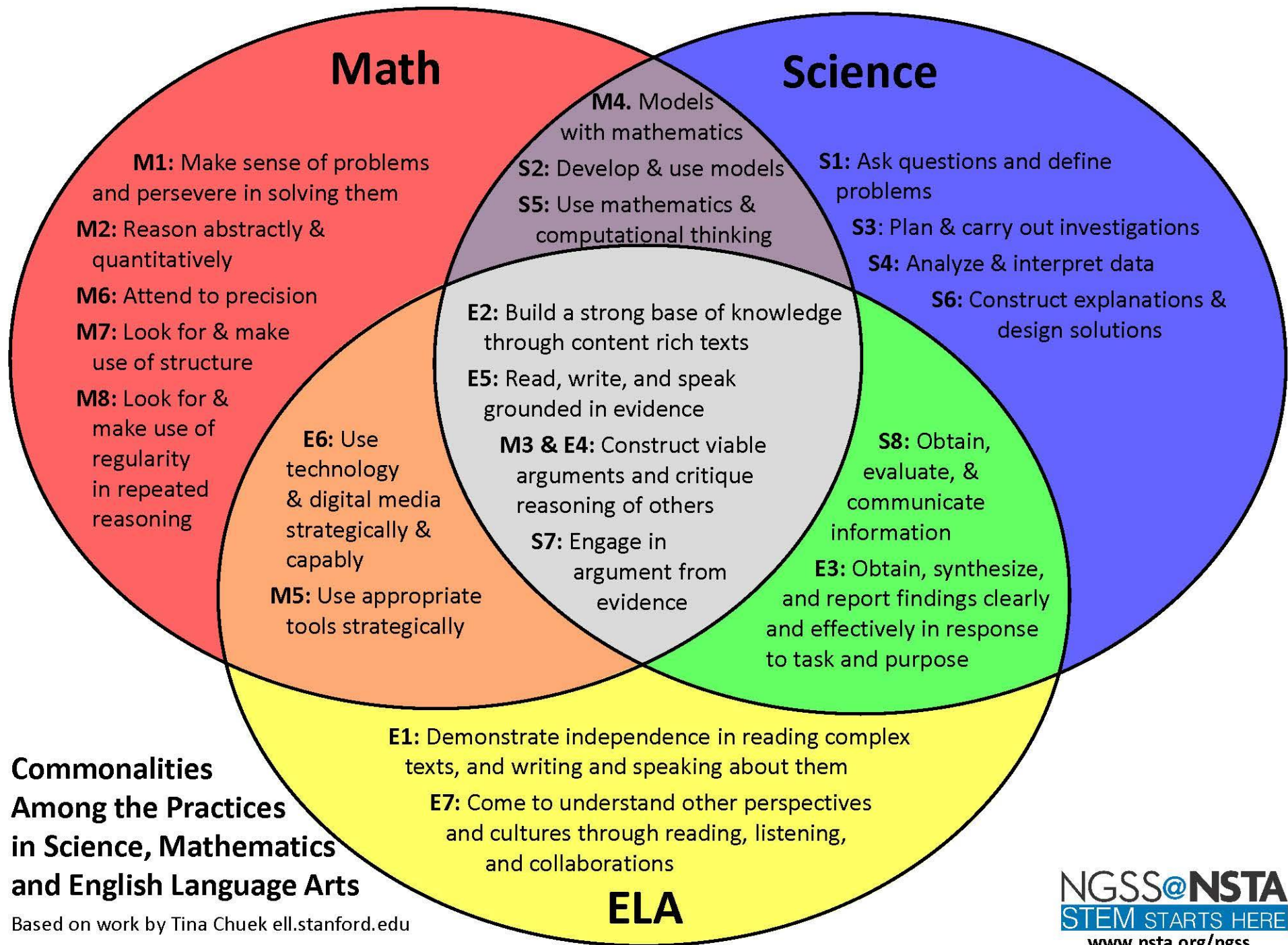


# Integration of New Science Standards

- Eight practices of science unify the approaches and lend coherence
- Students using same processes as scientists and engineers use
- Lessons-units begin with larger question, student inquiry, and investigation
- Builds in drawing conclusions, testing hypotheses
- Spiral approach K-8 means topics return and build—rather than here's a unit, now it's over and done







**Commonalities  
Among the Practices  
in Science, Mathematics  
and English Language Arts**

Based on work by Tina Chuek [ell.stanford.edu](http://ell.stanford.edu)



## The “T” in STEM: Technology Integration

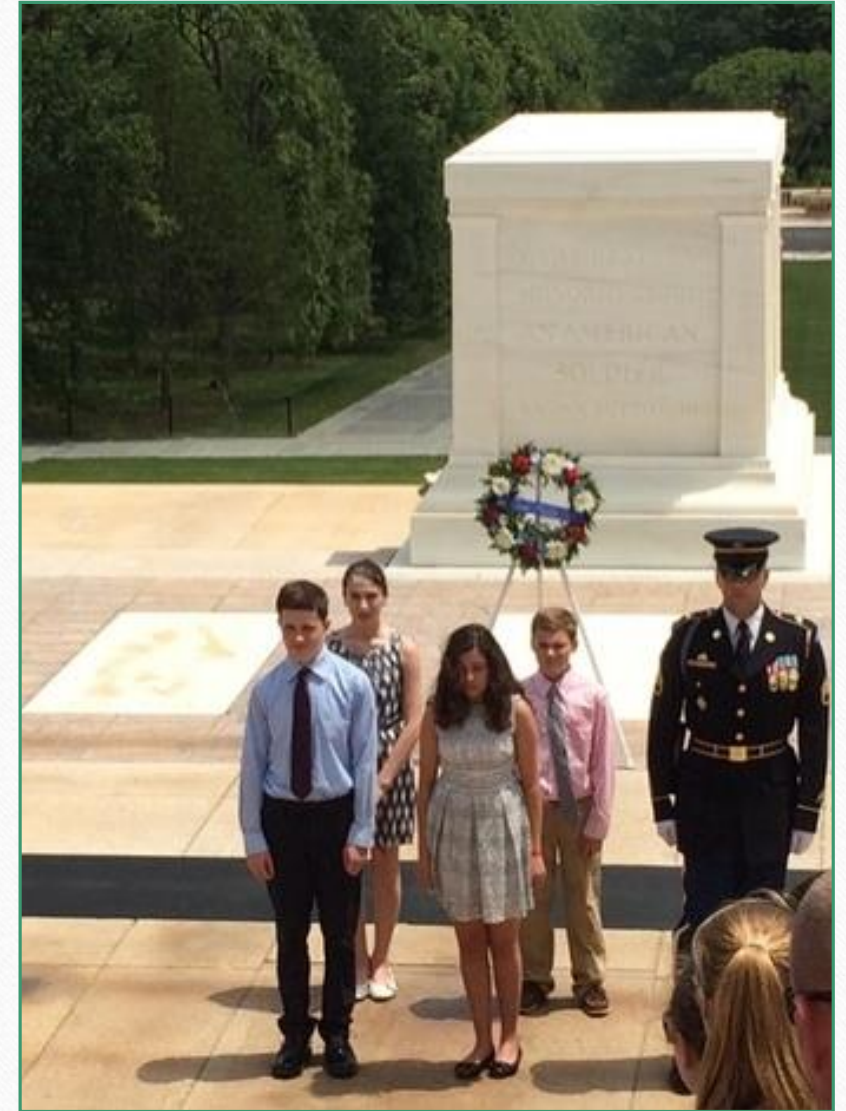
- Coding K-5 and integration within existing curriculum; connect with tech ed and arts; continuing PD by Code.org
- DESE/ Education Development Center (EDC) three-year STEM integrated curriculum project grades 1-6
  - Create and pilot units of study
  - Teachers and administrators on the team
- i-Robot Collaboration includes Lane and BHS students





## Major revision to Social Studies curriculum grades 6-9

- Backward design focusing on compelling essential questions
- Integration of civic expectations and cultural proficiency
- Incorporation of Facing History resources, especially in grade 8
- Tied to 8<sup>th</sup> grade Washington DC trip
- Potential ties to ELA curriculum being explored



## Continuing Focus on Common Assessments

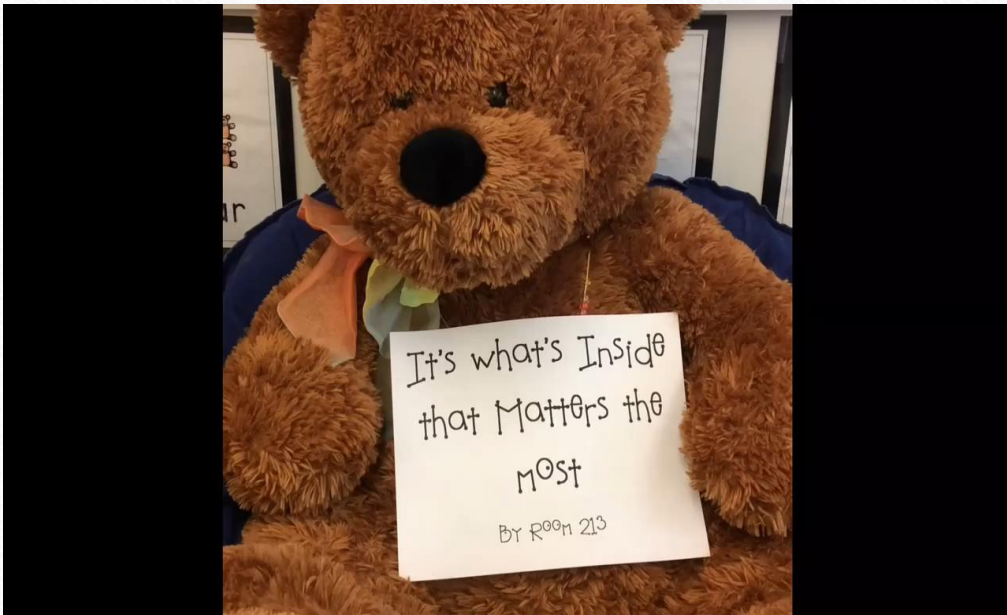
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- We will rely more heavily on district-determined assessments to monitor student progress and effectiveness of instruction as MCAS 2.0 is developed
- Work thus far determining adequate student progress suggests our measures are reliable and focus on essential skills
- Tie to learning expectations and help us to prioritize those expectations
- Help us to integrate reading, writing, speaking into all subject areas.



## II. Equity and Diversity: Teaching All Students

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- Develop anti-bias curriculum
  - Open Circle-Morning Meeting at Davis-Lane
  - March and summer curriculum development around picture books connected to social justice and equity
  - Create a safe learning environment in every classroom
  - Curriculum revision in ELA and Social Studies
  - Continued leadership of Equity and Diversity Committee in designing professional development



# Teaching All Students

## Early Targeted Interventions

### Leveled Literacy Intervention K-2

- Pilot program this year
- Funded in part by Title I
- Targets discrete reading skills
- Short term (14-16 week) intervention, 30 minutes, 5 days per week, 3-4 students
- Results thus far are very promising





# Support Every Learner

- Integration of social-emotional learning into elementary curriculum (complements cultural proficiency work)
- Intervention-support beyond special education designation in every building (early morning literacy and Title I math at Lane; skills—math and writing—centers at JGMS; skills center, writing and math labs at BHS)
- New Special Ed programs (presented in May)





# Challenge Every Learner

- Frequent formative assessments to target instruction and stretch learners
- Guiding questions with multi-layered complex answers (“real life”)
- Analyze student work to inform instruction
- Greater inclusion; special programs to meet needs
- Calculus Project-JGMS and BHS
- Women in Science
- Tenacity Challenge



# III. Collaborative Professional Culture



- Increased co-teaching in every school
- Instructional coaching (BHS and JGMS)
- Grade level clusters-pods-teams; grade level and department teams-PLCs
- Summer curriculum development
- K-12 Curriculum Leadership Team
- Equity and Diversity Committee
- Leadership Teams and Administrative Council work



## IV. Key Areas for Growth 16-17

- Deepen cultural proficiency curriculum delivery with targeted work K-12
  - Develop role of Equity and Diversity Committee to support this work
  - Set out goals for curriculum and other professional development this spring
- K-12 Curriculum Articulation and Priorities
  - Develop role of K-12 Curriculum Leadership Team in advancing this work
  - Revise and publish learning expectations identifying instructional priorities and integration of domains (as in math-English-science schema)
  - Continue developing and refining meaningful measures, including common assessments
- K-5 ELA Curriculum Alignment-Integration
  - ELA Curriculum Leader key to this development
  - Particular attention to grade 2-3 alignment and transition from Davis to Lane