



Spring Curriculum Instruction Review Advisory Committee Academic Instruction Team Pre-reading

Essential Question: Based on your understanding of the current climate in education, how do you recommend we “stress test” our systems to assess our instructional support priorities next year?

Instruction

This year, amidst continued vacancies in leadership and faculty, the Academic Instruction Team has prioritized securing mid-year staffing (new hires) and supporting new and existing staff in real time. In response to the real-time feedback from faculty and the ongoing student needs on campus, the Academic Instruction Team continues to prioritize visibility on campus and provide direct support in classrooms. This spring, the Academic Instruction Team collects outstanding challenges and synthesizes key learnings, while seeking to deepen collaboration with our holistic team and develop plans to better support students and teachers. We look forward to shifting our focus to professional development based on a cadence of instructional observations and cycles of intentionally planned data analysis - re-engaging teaching and learning cycles.

Curriculum and Textbooks

Discussion Question: As we look to pilot a new curriculum for next year in US math and 5th grade social science classes, what best practices should we keep in mind to guide both the selection and the implementation processes?

- [AY2021-22 Curriculum and Textbooks](#) (including recommendations for AY2022-23)

Recommendation #1: 5th Grade Social Studies Curriculum

Currently, only three textbook providers are approved by the CDE for use in 5th grade:

- Teachers' Curriculum Institute (TCI) - *Social Studies Alive! California Series* (currently in use)
- Pearson Scott Foresman and Prentice Hall - *California History-Social Science: myWorld Interactive*
- McGraw-Hill School Education - *Impact: California Social Studies*

Suggested Timeline:

- **April/ May:** Review alternative curriculum in committee with current teachers, content lead and DAI
- **May:** Determine selection using [rubric](#) (draft)
- **June:** Order curriculum and work with vendor for professional development during preservice (August) PD week



- **July/ August:** Ensure teachers have curriculum for planning, provide professional development as available

Fiscal Impact: \$15,000 - \$20,000 (estimated)

Recommendation #2: Explore purchasing additional textbooks for 6-8th grade Social Science classes

Currently 6th-8th grade social science courses have access to *Discovery Education Social Science Techbook* for Ancient World History (6th), Medieval and Early Modern World History (7th), and U.S. History (8th). We want to assess the desire, based on teacher input, for hardcopy textbooks to use in the classroom, or to take home.

Fiscal Impact: \$15,300 (approximate)

Recommendation #3: Budget for Supplemental Novels in US English classes, aligned to Springboard Curriculum

Example Title: *Parable of the Sower* by Octavia Butler

Grade: 11

Rationale: From Mr. Persina: This would replace the novel *Their Eyes Were Watching God*, a novel we review through the critical lens of the Harlem Renaissance. The novel, though beautiful, does not capture the students' inspiration as much as I believe Octavia Butler. The assignment and unit's core skills, and writing would remain the same, but it would replace *Their Eyes Were Watching God* and The Black Arts movement would replace the Harlem Renaissance. The themes and context of the novel will have more buy-in, I believe.

Example Title: *Animal Farm* by George Orwell

Grade: 8

Rationale: This text would absolutely complement the unit which features dystopian literature, expose students to Orwell's classic writing, and potentially replace our current novel "The Giver" by Lois Lowry. I like the addition of Orwell because it adds a level of text complexity not found in Lowry's novel.

Fiscal Impact: \$2,400 - \$3,600 - approximate based on 2-3 new titles and replacements for worn titles

Optional Reading:

[The Reading Wars: Choice vs. Canon](#) (Edtopia)

Quick Gist:



“Whether it’s Gabriel García Márquez, Toni Morrison, or Harper Lee, shared reading can also improve equity by giving all students access to high-quality literature, [Doug] Lemov says. He also emphasizes that it teaches students to engage in a balanced and civil discourse, asserting that ‘you can only really listen to someone else’s perspective on a story if you’re discussing a text that you have also read.’”

[Literature’s Emotional Lessons](#) (the Atlantic)

Quick Gist:

“English teachers don’t teach these important stories because they want to batter students with the darkness in human nature... Academic goals aside...they want to help students cope with real life—even when portions of that reality are unpleasant and disturbing. In the right hands, the important stories, grim plots and all, do that. Researchers who have studied emotion and cognition extensively, Patrick Hogan of the University of Connecticut and Keith Oatley of the University of Toronto, further suggest that literature can play a vital role in helping people understand the lives and minds of others, and that individuals and communities can benefit from that ability along with literacy and analytical prowess.”

Recommendation #4: Ethnic Studies (Planning Year - 2022-2023)

Key Understandings: Ethnic Studies Course Adoption in CA

[\(Link to Assembly Bill 101\)](#)

- Coursework required for 9-12, becomes graduation requirement by AY 2029-2030, implementation must begin by AY 2026-2027
- Can be a semester or year-long course (discretion of LEA)
- Must fulfill one of the following requirements:
 - A course based on the model curriculum developed pursuant to Section 51226.7.
 - An existing ethnic studies course.
 - An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.
 - A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.
- Curriculum, instruction, and instructional materials
 - Must be “appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners;



- Must not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.
- Should be developed in a process that involves multiple stakeholders within the community (e.g., teachers, parents/ guardians, faculty, staff, students, etc.)

Suggested Timeline:

- **May 2022:** Recruit interested faculty and leadership to participate in planning process
 - Provide CA Framework and legislation for pre-reading work
- **May - September 2022:** Collaborative meetings (2-3 meetings)
 - Develop a series of questions that “need to be answered” in order to design a course framework
 - Develop a plan to acquire and incorporate stakeholder input
 - Provide a draft proposal for CIRAC meeting in Fall 2022
- **August - December 2022:** Gather input on course framework from key stakeholders, including parents/ guardians, students, staff and during fall CIRAC (2-3 meetings)
- **January 2023:** Submit internal course description for review to Principal and Director of CCC. Upon approval, submit to UC Course Management Portal (UCMP) during 1st course submission phase (February 1st - June - 30th)

Recommendation #5: Upper School Math Curriculum (Revisit Pilot)

Successful implementation of standards-aligned curriculum is a pillar of high-quality instruction. In alignment with the approved pilot of a new upper school math curriculum, please find the updated timeline for AY22/23 (below). In preparation for next year’s pilot, the upper school math faculty will be granted access to Carnegie Learning’s digital platform as well as the OpenUp open source curriculum (launched summer 2021). As shared during the fall Curriculum Review Committee meeting, the math curriculum pilot was deprioritized as our math DAI began the year in the classroom and the DAI position remained vacant for the duration of the second semester. The linked resources have been updated to reflect the new timeline; however, the content of the pilot has remained unchanged. We look forward to providing the CIRAC with an implementation update during the fall CIRAC meeting.

- [Updated Math Curriculum Pilot Proposal](#)
- [Updated Math Curriculum Adoption Timeline](#)
- [Updated Math Curriculum Analysis Template](#)

