

CURRICULUM- IT ALL STARTS WITH STANDARDS!

Lampeter-Strasburg School District

Academic Committee

February 7, 2022

CURRICULUM, INSTRUCTION, & ASSESSMENT

**IT ALL STARTS
WITH STANDARDS!**



What is it we expect all students to learn? (Know and be able to do)



How will we know when they have learned it?



How will we respond when they don't learn?



How will we respond when they already know it?

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WHAT IS A STANDARD AND WHERE DO STANDARDS COME FROM?

- The No Child Left Behind Act (NCLB) of 2001 established the need for all states to align curriculum and instructional materials to State Academic Standards to ensure that students, teachers, and administrators can measure progress against common expectations for student academic achievement.
- Prior to NCLB, public education systems were not mandated to assess specific standards to achievement (Guskey & Baily, 2010).
- Standards-based Reform required school to account for what students are actually taught and what they learn as a consequence of teaching. (Elmore, 2000).

*Elmore, R.F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute.

*Guskey, T. R., & Bailey, J. M. (2010). *Developing standards-based report cards*. Thousand Oaks, CA: Corwin.

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WHAT IS A STANDARD AND WHERE DO STANDARDS COME FROM?

- Standards describe, with varying degrees of clarity and specificity, skills and content students are expected to know and be able to do at various stages in K-12 schooling (Guskey & Bailey, 2010; O'Connor, 2009).
- Standards shift the focus from inputs, or what teachers are expected to do, to outputs, or what students will know and be able to do (O'Connor, 2009).
- Title 22, 4.4 General Policies: It is the policy of the Board that the local curriculum be designed by school entities to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

*Guskey, T. R., & Bailey, J. M. (2010). *Developing standards-based report cards*. Thousand Oaks, CA: Corwin.

*O'Connor, K. (2009). *How to grade for learning: K-12*. Thousand Oaks, CA: Corwin

TITLE 22 PA. CODE § 4.12. ACADEMIC STANDARDS

- (b) In designing educational programs, school entities shall provide for the attainment of the academic standards under subsections (a) and (c) and any additional academic standards as determined by the school entity. Attaining the academic standards in this section requires students to demonstrate the acquisition and application of knowledge.
- (c) School entities shall prepare students to attain academic standards in mathematics and English Language Arts in Appendix A-2 and incorporated here by reference and additional standards as may be adopted by the Board and promulgated as amendments to this chapter.
- (d) A school entity's curriculum shall be designed to provide students with planned instruction needed to attain these academic standards.
- [Title 22, Chapter 4 PA School Code](#)

**SO...WHERE CAN I
FIND THESE
STANDARDS?**



PENNSYLVANIA CORE STANDARDS EXAMPLE: READING INFORMATIONAL TEXT

1.2 Reading Informational Text					
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.					
	Grade 6	Grade 7	Grade 8	Grades 9–10	Grades 11–12
Key Ideas and Details Text Analysis	<p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>E06.B-K.1.1.3</p>	<p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>E07.B-K.1.1.3</p>	<p>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>E08.B-K.1.1.3</p>	<p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LN.1.1.3 LN.1.3.3 LN.2.3.3 LN.2.3.5 LN.2.4.1 LN.2.4.3</p>	<p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>
Craft and Structure Point of View	<p>CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>E06.B-C.2.1.1</p>	<p>CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>E07.B-C.2.1.1</p>	<p>CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E08.B-C.2.1.1</p>	<p>CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>LN.2.3.6</p>	<p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>
Craft and Structure Text Structure	<p>CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.</p> <p>E06.B-C.2.1.2</p>	<p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.</p> <p>E07.B-C.2.1.2</p>	<p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>E08.B-C.2.1.2</p>	<p>CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>LN.1.1.3 LN.2.4.1 LN.2.4.3</p>	<p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>

PENNSYLVANIA CORE STANDARDS EXAMPLE: MATHEMATICS: NUMBERS AND OPERATIONS

2.1. Numbers and Operations					
The Standards of Mathematical Practices					
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.			
2.1.6 Grade 6	2.1.7 Grade 7	2.1.8 Grade 8	2.1.HS High School		
Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:					
(D) Ratios & Proportional Relationships	CC.2.1.6.D.1 Understand ratio concepts and use ratio reasoning to solve problems. M06.A-R.1.1.1 M06.A-R.1.1.2 M06.A-R.1.1.3 M06.A-R.1.1.4 M06.A-R.1.1.5	CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems. M07.A-R.1.1.1 M07.A-R.1.1.2 M07.A-R.1.1.3 M07.A-R.1.1.4 M07.A-R.1.1.5 M07.A-R.1.1.6	Intentionally Blank	(F) Number and Quantity	CC.2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A2.1.2.1.1, A2.1.2.1.2, A2.1.2.1.3, A2.1.2.1.4 CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. A1.1.1.1.1, A1.1.1.1.2, A1.1.1.3.1, A1.1.1.2.1 CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2 CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2 CC.2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.1.2.2.1, A1.1.2.2.2, A1.1.3.1.1, A1.1.3.1.2, A1.1.3.1.3, A1.1.3.2.1, A1.1.3.2.2, A2.2.3.1.1, A2.2.3.1.2 CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. A2.1.1.1.1, A2.1.1.1.2, A2.1.1.2.1, A2.1.1.2.2 CC.2.1.HS.F.7 Apply concepts of complex numbers in polynomial identities and quadratic equations to solve problems. A2.2.1.1.1, A2.2.1.1.2, A2.2.1.1.3, A2.2.1.1.4
	CC.2.1.6.E.1 Apply and extend previous understandings of multiplication and division to divide fractions by fractions. M06.A-N.1.1.1	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 M07.A-N.1.1.2 M07.A-N.1.1.3	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. M08.A-N.1.1.1 M08.A-N.1.1.2 A1.1.1.1.1 A1.1.1.1.2		
(E) The Number System	CC.2.1.6.E.2 Identify and choose appropriate processes to compute fluently with multi-digit numbers. M06.A-N.2.1.1 CC.2.1.6.E.3 Develop and/or apply number theory concepts to find common factors and multiples. M06.A-N.2.2.1 M06.A-N.2.2.2 A1.1.1.2.1	Intentionally Blank	Intentionally Blank		

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QUESTIONS?

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