

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

Curriculum Guidebook 2019-2022



Committee Members:

Dave Bulter: Elementary Principal

Ashley Cornwell: Third Grade Teacher

Mary Dorman: High School English Language Arts Teacher

Nicole Flint: Fourth Grade Teacher

Odette McClurg: Elementary Special Education Teacher

Trish McMullen: First Grade Teacher

Rita Merlo: Fifth Grade Teacher

Griffin Mervine: Seventh Grade Math Teacher

Michele Meyer: Director of Curriculum & Instruction

Caroline Richardson: High School Business Teacher

Chad Schalk : K-12 Instructional Coach

Janet Yaekel: Kindergarten Teacher

Table of Contents

Curriculum Mapping Process	2
Evaluation Process	4
Curriculum Adjustment Process	5
Curriculum Piloting Procedures	6
Appendix	9
Curriculum Map Template	10
Sample Map 1	11
Sample Map 2	12
Sample Map 3	13
Form for Curriculum Adjustments	14
Form for Proposal of Pilot / Innovation	15

Curriculum Mapping Process

Curriculum mapping is used to identify current objectives and course content. It is a planning tool, a procedure for examining and organizing curriculum that allows educators to determine how content, skills and assessments will unfold over the course of the year/semester(s). Additional information is gathered during the mapping process regarding supporting materials, assessments and units of study currently used in the district to support the current curriculum. Curriculum maps are never to be considered “done”. The mapping process is not to be accomplished alone. Grade level teams and departments are to work collaboratively throughout the process.

Special Note: For the 2019-2020 school year, all content areas will be curriculum mapping. The purpose of this task is to gain a baseline of what is being taught within each grade level, across courses and contents. Teachers will be encouraged to do so by a mapping strategy called, Diary Mapping. The goal of a Diary Map is to accurately reflect what you taught each year. Sometimes this is referred to as the “operational curriculum.” When Diary Mapping, it is suggested you take 30-60 minutes after you wrap up a unit and identify the key standards, learning targets, activities and assessments. A universal template will be provided for all teachers to complete. Time will be provided to complete this work during the summer, collaboration days, conference days and faculty meetings. *Mapping examples are on pages 10-13

4 Critical Phases of Curriculum Mapping:

2018 - 2019

Phase 1: Laying the Foundation: *Prologue for Planners, Establishing Reasons to Map, Creating a Vision for Your School*

2019 - 2020

Phase 2: Launching the Process: *Creating Individual Maps, Initiating the Review Process, Developing Consensus Maps, Master Mapping Strategies*

2020 - 2024

Phase 3: Maintaining, Sustaining, and Integrating: *Merging Assessment Data into Maps, Integrating Literacy, Developing an Implementation Plan/Map, Integrating Other Initiatives*

Ongoing

Phase 4: Advanced Mapping Tasks: *Into the Future, Updating Maps for the the future learner*

The Process of Mapping:

Step 1: Collecting the Data

In this step, each teacher / team begins to complete the Caledonia-Mumford Curriculum Map. Teachers should reflect on the following:

- The NYS Learning Standards emphasized within the unit of study
- The content in terms of essential concepts and topics
- The products and performances that are the assessments of learning.

Highly specific information about daily lesson plans isn't needed. The purpose of this step is for each teacher to place realistic data about what he or she teaches in the course of the academic year.

Step 2: Read through as Grade Level Team or Department

Once the maps are completed, each teacher then becomes an editor for the maps. Teachers should look for repetitions, gaps, meaningful assessments, matches with standards, potential areas for integration, and timeliness. When the teacher spots an area needing work, he or she should circle the area in need of revision. In this step, we are not looking for immediate solutions to any potential issues. Instead, the task is to highlight areas for future examination.

Step 3: Review of Edits

In this step, the idea is to review the edits and make revisions to any areas that can be done immediately.

Step 4: Long Range Planning

If necessary, revisions that will require long-term research and development will be identified and the grade level team / department / teacher will determine a plan to move forward.

Step 5: Check-ins / Reviews

Curriculum maps should be active and ongoing. Grade Level Teams and Departments will review their maps at least once a year together.

Step 6: The Review Cycle Continues

Curriculum review should be active and ongoing.

Evaluation Process

Curriculum and Program Evaluation

Curriculum and program evaluation plays a crucial role in improving the performance of our schools. As a learning community, Caledonia-Mumford School District uses an evaluation process whereby student achievement is analyzed and the role curriculum and instructional practices play in supporting that achievement. As a high performing learning community, it is essential that data is used throughout the evaluation process to inform the ongoing efforts to improve student learning.

Evaluation Team

Director of Curriculum/Instruction; Building Principal, Department/Grade Chair and Team; Special Education Representative

Evaluation Cycle

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All maps completed by June 2020	K-12: ELA, Social Studies	K-12: Math, Science	K-12: Occ. Ed, Humanities, PE	K-12: Special Ed, Support Services	K-12: ELA, Social Studies

Evaluation Plan

Meeting 1 - Curriculum Review

- Curriculum Maps
- Identify guiding principles and vision for department success
- Identify strengths and needs
- Gap analysis between current and desired state
- Identification of standards, drafting of outcomes and development of big ideas /essential questions

Meeting 2 - Curriculum Revision

- Analysis and revision of formative and summative assessments
- Review of instructional timelines; scope and sequence; pacing calendars
- Identification & analysis of critical instructional resources and materials

Meeting 3 - Recommendations

- Program adjustments
- Resources
- Professional Development
- Course Development

Meeting 4 - Develop an Action Plan

- Developed and completed in subsequent years
- Attend to areas of recommendation
- Reviewed at Dept/Grade Level Meeting

Curriculum Adjustment Process

Guiding Principles for Adjusting Curriculum

In today's educational world, it is imperative that we sustain a dynamic curriculum for grades K-12 that meets and exceeds the level of rigor based on the Next Generation Standards and NYS Assessments/Regents. Although at the same time, reflects locally-determined adjustments to the instructional materials to meet the needs of our students and teachers. The Caledonia-Mumford School District encourages its faculty to continuously monitor and adjust the curriculum to best meet the needs of the students in this ever changing world.

Curriculum Change Committee can consist of but is not limited to the following:

- Director of Curriculum and Instruction, Building Principal, Grade Level/Dept Chair, Requesting Teacher and/or Grade Level, Special Education Teacher

When consideration is being given to adjusting any curriculum there are areas that need to be maintained, and areas that have flexibility as described below:

Maintain Areas:

- | | |
|---|--|
| <input type="checkbox"/> General theme of the unit | <input type="checkbox"/> Level of rigor within module/unit/lesson/assessment |
| <input type="checkbox"/> Genres within the unit | <input type="checkbox"/> Lexile and text complexity |
| <input type="checkbox"/> Integrity of the standards | <input type="checkbox"/> Student centered activities |

Questions to consider when looking at curriculum changes:

- Will there be a change to the central text or resource?
- Will the change have a possible impact on earlier/later grade levels?
- Will the change affect the sequence/organization of the standards within the module or unit?
- Will the assessment focus/outcome change?
- Are you looking to use an alternative unit or module?
- Will your pacing affect your team or department?

If the answer to any of the above questions is yes, [please complete the form for curriculum adjustments on page 13](#). This form should be submitted for review to the Building Principal and the Director of Curriculum and Instruction. The form will be reviewed and a meeting will be set up to discuss adjustments with the requesting teacher. You may also complete this form digitally by clicking [HERE](#).

*** These are guidelines, if at any point you feel you would like to have a meeting to discuss curriculum please contact your Building Principal and Director of Curriculum & Instruction.**

Curriculum Piloting Procedures

Guiding Principles for a Pilot:

- Caledonia-Mumford commits to creating future ready students.
- Proposals for innovative projects or programs should be assessed and prioritized based on clearly identified criteria such as: clarity of goals and outcomes, financial viability, impact on students, sustainability, and potential for expansion or adoption by other teachers.
- The district will encourage staff to share innovative projects and practices with their colleagues.

Pilot Examples (*but not limited to the following*):

- New purchased Curriculum
- Order change of scope and sequence
- Technology program

Process:

1. [Complete proposal form](#) (pages 14 & 15)
2. Set up initial meeting with Director of Curriculum & Instruction and Building Principal
3. Set up second meeting
4. Set up final review meeting

Meeting Structure

Meeting 1: Initial Review

Be prepared to discuss the following:

- How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?
- How this pilot/project will meet current needs not being met by other courses/programs?
- How do you plan to measure the success of this pilot/innovation?
- What training needs, staffing, costs, equipment/materials would be needed?
- Approximate cost of for pilot/project

Meeting 2: Mid Pilot Update

Be prepared to update on the progress of your pilot.

- What successes are you having?
- What challenges still lie ahead?
- Are there any budgetary changes?

Meeting 3: Final Review

Be prepared to discuss next steps for your pilot/ innovation.

- Is there a long range plan moving forward?
- What data do you have supporting or declining moving forward with this project / innovation?

Appendix

Curriculum Map Template

[Map Templates and Sample Maps can be accessed digitally by clicking here.](#)

Caledonia-Mumford Central School

Year Long Curriculum Map



Course/Grade Level:

Teacher:

Timeframe	Unit Title	NYS Standards + Technology Standards	Objectives or Learning Targets Students will be able to... I can...	Assessments	Main Resources Learning Activities	Other Notes

Sample Map 1

Caledonia-Mumford Central School

Year Long Curriculum Map



Course/Grade Level: 3rd Grade

Teacher: Mrs. Cornwell

Timeframe	Unit Title	NYS Standards	Objectives or Learning Targets Students will be able to... I can...	Assessments	Main Resources Learning Activities	Other Notes
<p>Mid April - June</p> <p>-Kit is scheduled to be in the room for 13 weeks</p> <p>-25 instructional lessons, based on 30-40 minutes each</p>	<p>Investigating Weather & Climate</p>	<p>3-ESS2-1 3-ESS2-2 3-ESS3-1 3-ESS2-3</p>	<p>I can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>I can obtain and combine information to describe climates in different regions of the world.</p> <p>I can make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>I can plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.</p>	<p>Formative Assessments: -students' journal responses -observations of student performance during activities</p> <p>Summative Assessments: -Investigation Plan / Weather & Climate Checklist -Reducing the Impacts of Hazards Activities (lightning protection & preventing flooding) -Travel Destination Reports</p>	<p>Investigating Weather & Climate BOCES Kit -Student Science Journal -BOCES 4 Science Website</p> <p>Live Radar</p> <p>Local Weather Forecasts</p>	<p>*This unit aligns very well with our ELA Expeditionary Learning Module 4 - Water Around the World</p>

Sample Map 2

Caledonia-Mumford Central School

Year Long Curriculum Map



Course/Grade Level: Math 7

Teacher: Griffin Mervine

Timeframe	Unit Title	NYS Standards	Objectives or Learning Targets <small>Students will be able to... I can...</small>	Assessments	Main Resources Learning Activities	Other Notes
Beginning of the year- End of October	Module 1	7.RP.1 7.RP.2 7.G.1	Students are able to compute unit rates.	Mid-Module Assessment	Eureka Math Modules Weekly Reviews 1-4 iReady (Diagnostic #1 second full week of school)	
			Students are able to determine if a relationship is proportional.	End-of-Module Assessment		
			Students are able to calculate actual lengths and areas from a scale drawing.			
End of October- Beginning of January	Module 2	7.NS.1 7.NS.2 7.NS.3 7.EE.2 7.EE.4	Students are able to solve word problems by adding, subtracting, multiplying, and dividing rational numbers.	Mid-Module Assessment	Eureka Math Modules Weekly Reviews 5-8 iReady	
			Students are able to write equivalent expressions.	Interim #1 Assessment		
			Students are able to solve 2-step equations.	End-of-Module Assessment		

Sample Map 3

Caledonia-Mumford Central School

Year Long Curriculum Map



Course/Grade Level: Business Law

Teacher: Caroline Richardson

Timeframe	Unit Title	NYS Standards	Objectives or Learning Targets <small>Students will be able to... Learn...</small>	Assessments	Main Resources Learning Activities	Other Notes
1-1 1/2 weeks	Sources of Law	BE 1 Basics of Law ELA Literacy.RH.11-12.1 ELA Literacy.RH.11-12.2 ELA Literacy.RH.11-12.3	Students will be able to identify the four primary sources of law in the United States Students will be able to distinguish between civil and criminal law Students will be able to identify the constitutional clause that gives the government power to regulate commercial activities among various states Students will be able to explain the Bill of Rights Students will be able to identify the freedoms the First Amendment guarantees	Vocabulary Quiz Chapter test Case Studies History of Law Bill of Rights/Amendments Assignment	National Constitution Center Business Law Today Text Current Events Articles Bill of Rights Institute Courage Learning	Look for current articles Check with GCC for textbook changes

			Students will be able to identify where the due process clause can be found in the Constitution			
1-1 1/2 Weeks	Court System	BE 1 Basics of Law ELA Literacy.RH.11-12.1 ELA Literacy.RH.11-12.2 ELA Literacy.RH.11-12.3	Students will be able to explain judicial review—how and when the power of judicial review was established Students will be able to explain how courts are applying traditional concepts to cases involving internet transactions Students will be able to explain the difference between the focus of a trial court and an appellate court Students will be able to describe discovery and how electronic discovery differs from traditional discovery Students will be able to identify three alternative methods of resolving disputes Students will be able to diagram a typical state court system and the federal judicial system	Federal and State Court project Worksheet Current events Case Studies Vocabulary Quiz Chapter Test	Judicial Learning Center Business Law Today Text Current Events	Michigan v. Sitz Case
1 week	Torts	BE 1 Basics of Law ELA Literacy.RH.11-12.1	Students will be able to identify five principal intentional torts and	Civil Trial Procedures Negligence	Business Law Today Text	

Form for Proposal of Pilot / Innovation

[You may complete this form digitally by clicking HERE](#)

Teacher completing proposal: _____

Pilot / Innovation title?

Timeline for pilot

How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?

Provide a brief description of how this pilot/project will meet current needs not being met by other courses/programs

How will this impact students at CMCS D?

How do you plan to measure the success of this pilot / innovation?

What staffing, training, facilities, material needs do you foresee?

What is the estimated total cost of this pilot / innovation?

Does your pilot change the essential elements of your program/course? If so, how?