

# Curriculum Mapping at Sayville

Roadmaps to Success!

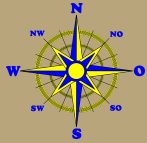


**Amy DiMeola**

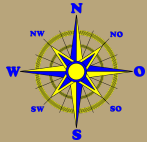
*Assistant Superintendent for  
Curriculum and Instruction*

**September 19, 2024**

# Our Journey Begins with Goals



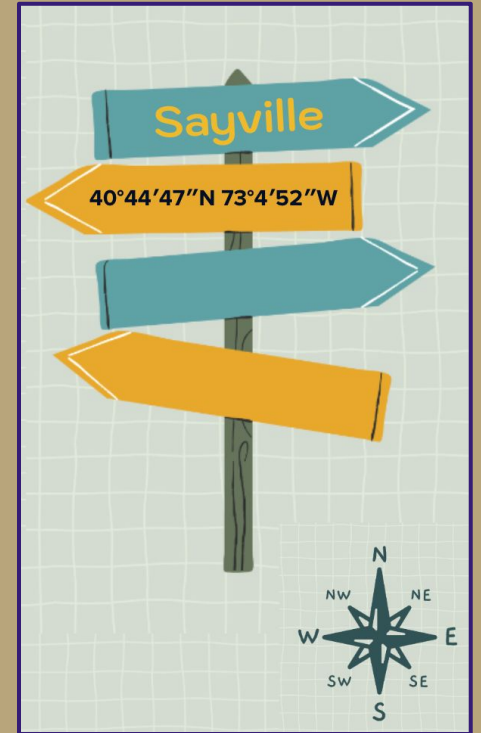
Comprehensive Design



Consistency



Communication



# Engaging Educators Districtwide

PreK -  
Grade 5

## 2023-24 Priority:

Course Reviews  
Districtwide Consistency  
Clarity and Communication

## Approach:

Yearlong Curriculum Committees  
Creation of Pacing Guides

Grades  
6 - 12

## 2023-24 Priority:

Creating System for  
Comprehensive Discussions  
and a Framework to Capture  
the Map of a Course

## Approach:

Curriculum Mapping Committee  
Creation of Districtwide  
Framework  
Summer Curriculum Projects

**Outcome: Energized, purposeful conversations district-wide about curriculum, instruction, and assessment**

# K-5

## 2023-24

Scope & Sequence  
Committee Work

All major subjects  
All grade levels



Clarity



Consistency



Communication



SAYVILLE SCHOOLS  
SCOPE & SEQUENCE  
SOCIAL STUDIES GRADE 3  
UPDATED 2024

### SOCIAL STUDIES GRADE 3: COMMUNITIES AROUND THE WORLD

#### UNIT 1: Geography

Approximate Time Frame: 8 days

Essential Question(s): What makes places similar and different?

Enduring Understanding(s): Geographic regions have unifying characteristics and can be studied using a variety of tools.

The location of world communities can be described using geographic tools and vocabulary.

Lessons	Resources	Student Performance/Tasks	ELA Skill
Lesson 1 World Maps and Globes (2 days)	<ul style="list-style-type: none"><li>Putnam BOCES</li><li><a href="#">Maps and Globes Video</a></li><li><a href="#">BrainPop Landforms (Review)</a></li><li><a href="#">Regions of the World- Continents</a></li></ul> Unit 1 Student Handouts: <a href="#">Student Handouts</a>	Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.	<ul style="list-style-type: none"><li>3R1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference</li><li>3R4 Determine the meaning of academic and content specific words</li><li>3R5 Identify and use text features to build comprehension</li></ul>
Lesson 2 More About Maps ( 3 Days)	<ul style="list-style-type: none"><li>Putnam BOCES</li><li><a href="#">Understanding Map Scales</a></li><li><a href="#">Why All Maps Are Wrong</a></li><li><a href="#">The Four Hemispheres</a></li></ul>	Recognize and use different forms of evidence used to make meaning in social studies (including primary	<ul style="list-style-type: none"><li>3W7 Gather information from multiple sources; take brief notes on sources and sort evidence into provided</li></ul>

**K-5**

**Summer 24**

**Teacher-Driven  
Projects to  
Enhance Scope  
& Sequence  
Work**

**19 projects  
50 faculty**

## **Science**

- Creating Resource Materials for K-2 Classrooms
- Exposure and Alignment to Next Gen Science Standards

## **Math**

- Creating Common Assessments

## **Social Studies**

- Completing Scope & Sequence Pacing Guides

## **ELA**

- Aligning Districtwide, Laying Groundwork for 24-25 PD

## **Pre-K**

- Districtwide Scope & Sequence - All subject areas

## **Special Ed**

- Speech
- Reading

## **Special Areas**

- STEAM
- Computer Science & Digital Fluency - Library
- Band
- Physical Education

**6-12 and  
Special Areas**

**2023-24 Goal: Create Curriculum Map  
Framework and Raise Awareness**

**23-24 COMMITTEE**

- **Collaborative Learning**
- **15 Teachers**
- **Explored: What is  
“Backward Design?”**
- **How should we design our  
Framework to meet our  
goals, and also work well  
for Sayville teachers?**



# What *is* Backward Design?



**Stage 1**

**Stage 2**

**Stage 3**

# Sayville Curriculum Framework



## [COURSE NAME] Curriculum Map

Our curriculum writing process uses a backwards-design approach. The three stages of backward design are:

STAGE 1 Desired Results	STAGE 2 Evidence	STAGE 3 Learning Plan
<i>If the desired result is for learners to ...</i>	<i>Then, you need evidence of the students' ability to ...</i>	<i>Then, the learning activities need to ..</i>

[UNIT NAME]

### Overall Unit Goals:

- xxx
- xxx
- xxx

STAGE 1 Desired Results	Learning Standards	
	Essential Questions	
	Knowledge, Skills, and Understandings	



# 6-12 and Special Areas

## 2023-24 Goal: Create Curriculum Map Framework and Raise Awareness

### 23-24 COMMITTEE

- Collaborative Learning
- 15 Teachers
- Explored: What is “Backward Design?”
- How should we design our Framework to meet our goals, and also work well for Sayville teachers?

### SUMMER 2024: TRAINING

- Two interactive summer training sessions
- 60 faculty attended
- Sub-committee of teachers helped design training and also presented during sessions

### GETTING STARTED

- 31 projects representing every grade & discipline
- 44 faculty involved
- Overwhelming positive response from faculty: opportunity to collaborate, coordinate, and deeply consider their course.

# PROCESS > PRODUCT

## Elements of Fiction & Short Stories Study

### Overall Unit Goals:

- Derive enjoyment from reading fiction
- Interpret and analyze elements of fiction and literary devices within short stories
- Effectively collaborate and communicate thoughts through speaking and writing

STAGE 1  Desired Results	<b>Learning Standards</b>	<a href="#">NYS Next Generation ELA Standards</a>
	<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How do authors use literary elements and techniques to develop characters, themes, and meaning in short stories?</li><li>• How can we analyze the development of themes across different short stories?</li><li>• How does an author's choice of narrative point of view impact the reader's understanding of a story?</li><li>• How can we use textual evidence to support our interpretations of characters, events, and themes in short stories?</li><li>• How can we compare and contrast the use of literary elements across different short stories?</li></ul>

# PROCESS > PRODUCT

## Knowledge, Skills, and Understandings

*Please use this space to specify the learning objectives of this unit. Be sure to consider:*

*Understandings (concepts that students make meaning of)*

*Knowledge (facts, vocabulary, definitions, etc)*

*Skills (what students will be able to do)*

### **Knowledge:**

Students will know...

- Characterization techniques different authors utilize to develop their stories
- How plot structure and development affects our understanding of characters, themes, and meaning
- How to discuss theme and central idea in literature
- A variety of genres, writing styles, and perspectives

### **Understandings:**

Students will understand that...

- Authors write for different purposes, and their intentions impact their literary choices
- Literary elements and devices enrich the story-telling process and deepen our understanding of character themes, and universal truths
- Utilizing evidence is vital to support text-based claims

### **Skills:**

Students will be skilled at...

- Annotating effectively
- Being close, active readers
- Interpreting texts and making inferences
- Explaining the function and purpose of literary elements and devices

# PROCESS > PRODUCT



Sayville High School

Proud of yesterday, seizing today, improving tomorrow

C

Connection

O

Ownership

R

Resilience

E

Exploration

Sayville Middle School

Own Your PATH



YOU GOT  
THIS  
WE GOT  
YOU

## Connections to PATH Building Goals

## Connections to STRIDES

Many elements of PATH and STRIDES are inherent in all that we do. Here, please select an element of PATH, and/or STRIDES that lends itself to living in this unit through **intentional** planning and **explicit** instruction.

### PATH:

-**Teamwork.** Prior to the **Life Size Number Line** activity, we will have a discussion on the middle school's goal of teamwork in PATH. Students will share what they think good teamwork looks and sounds like. After creating these guidelines and displaying them on the board, I will explain the activity and they will have a chance to practice these characteristics. After the activity, we will check in with the list and review how we did as a class.

-**Honesty.** Honesty in the acronym PATH will be addressed at the beginning of the unit when we discuss homework. As a class, students will share what they feel it means to be honest when it comes to our work. We will review the importance of completing their own work and how it contributes to their learning of the material.

-**Honesty.** Prior to the **Multiplying Integers War** activity, we will have a discussion on the middle school's goal of honesty in PATH. This characteristic will be displayed on the board during the game as a reminder.

-**Accountability and Teamwork.** Prior to completing the **Operations With Signed Numbers Performance Task**, we will have a class discussion on the middle school's goals of accountability and teamwork in PATH. Students will understand that they are accountable for their role in the task and to display good teamwork.

[PATH Slides Template](#)

### STRIDES:

- **Self Esteem:** At the end of each exit ticket, there will be a range of smiley faces that students will need to circle based on how confident they feel on the material that was taught. Before the first exit ticket is given, I will display STRIDES on the board and we will have a class discussion on self-esteem as it relates to the math classroom. I will check in with the students who indicated that they were struggling in an individual/ small group setting or during extra help.

[STRIDES Slides Template](#)

# PROCESS > PRODUCT

<b>STAGE 2</b> <b>Evidence</b>	<b>Performance Task(s)</b>	<ul style="list-style-type: none"><li>- <b>Operations With Signed Numbers Performance Task</b> Day 1: Students will complete this performance task with a partner. They will work together to solve a set of five-real world problems involving rational number operations. Afterwards, they will collaborate to create two original real-world problems. Using adobe express or canva, they will design a slide with one of their original problems to present to the class.  Day 2: Students will participate in a gallery walk where they will solve their classmates' original problems.  <a href="#">Operations with Signed Numbers Performance Task Lesson Plan</a></li><li>- <b>Unit 1 Test.</b> Multiple choice and free response questions that require students to show their reasoning, explain their thinking and to justify their response.</li></ul>
	<b>Other Evidence</b>	<ul style="list-style-type: none"><li>- <b>Unit 1 Quiz.</b> Multiple choice and free response questions that require students to show their reasoning, explain their thinking and to justify their response.</li><li>- <b>Do Now Activities and Exit Tickets.</b> Provide evidence throughout the unit with opportunities for students to self reflect on how they are grasping the material.</li><li>- <b>Homework.</b> Assignments are given on a weekly basis through Delta Math. Students are able to receive real time feedback on how they are doing on each concept.</li></ul>

# Collaboratively Addressing Our Goals



Comprehensive  
Design



Consistency



Communication

Internal *and* External

**Internal:** 

Focus on Ease of  
Storage & Access

Sayville Schools Master Course List and Curriculum Maps

File Edit View Insert Format Data Tools Extensions Help

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K5 | fx

	A	B	C	D	E	F	G
1							
2	<a href="#">Click Here for Districtwide Organizer for K-12 Comp Sci &amp; Digital Fluency Standards</a>						
3							
4							
5	<b>STEAM &amp; Technology</b>						
6	Course	Curriculum Map	Last Updated	Pacing Guide	Last Updated	Public Facing Curriculum Map	Last Updated
7	Grade K STEAM						
8	Grade 1 STEAM	<a href="#">Grade 1 STEAM Curriculum Map</a>	Summer 2024				
9	Grade 2 STEAM	<a href="#">Grade 2 STEAM Curriculum Map</a>	Summer 2024				
10	Grade 3 STEAM	<a href="#">Grade 3 STEAM Curriculum Map</a>	Summer 2024				
11	Grade 4 STEAM	<a href="#">Grade 4 STEAM Curriculum Map</a>	Summer 2024				
12	Grade 5 STEAM	<a href="#">Grade 5 STEAM Curriculum Map</a>	Summer 2024				
13							
14							
15	<b>Library</b>						
16	Course	Curriculum Map	Last Updated	Pacing Guide	Last Updated	Public Facing Curriculum Map	Last Updated
17	Comp Sci & Digital Fluency Standards K-1	<a href="#">Curriculum Map</a>	Summer 2024				
18	Comp Sci & Digital Fluency Standards 2-3	<a href="#">Curriculum Map</a>	Summer 2024				
19	Comp Sci & Digital Fluency Standards 4-5	<a href="#">Curriculum Map</a>	Summer 2024				
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+ |rt Business ELA Health & Phys Ed Math Music Science Social Studies Special Ed World Languages

# Collaboratively Addressing Our Goals



Comprehensive  
Design



Consistency



Communication

Internal *and* External

**External:**  **5-Year Goal**

**Public Facing Maps  
on District Website**



SAYVILLE PUBLIC SCHOOLS

*Caring and Learning*

[Course Name]

*National and/or  
State Learning  
Standards*

**Key Units of Study**

- 1.
- 2.

*Essential  
Questions*

*Course  
Understandings*

**Resources**

Link to textbook, website, etc.

**2024-2025  
and beyond**

## **Goals Moving Forward: Keep Building!**

### **ADD MORE MAPS**

- **Training Offered Annually**
- **Partner with Leaders to Prioritize Next Maps**
- **Eventually Complete Library (Multi-Year Process)**
- **“Living Documents” - Can Revise Anytime, Formally Rewrite As Needed**

### **BUILD OUT WEBSITE**

- **Parent-Facing Maps**
- **Department Websites**
- **Vision Statements, Updated Information, Helpful Resources**

### **BUILD ON FOUNDATION**

- **A clean look at curriculum provides foundation for inspired conversations about instruction**
- **New APPR Law gives us opportunity to design system for reflective practice that better aligns with our values**



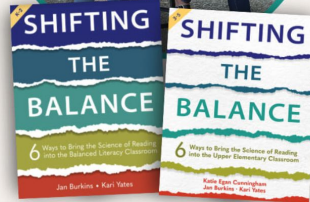
# Fueling the Work

# Professional Development Propels Us Ahead



## The Six Shifts

Supporting K-5 Literacy Instruction Through Professional Books, Online Courses, Workshops, Literacy Audits, and Consulting.



### Spring 2024:

Kickoff, Course Preview Group, Visit from Consultant

### 24-25 PD Focus:

Collaborative Learning - PreK-5, RTI, Speech, STEAM, Librarians take Six Shifts Course together

November Supt Conf Day: Virtual Visit from Author for Check-in and Q&A

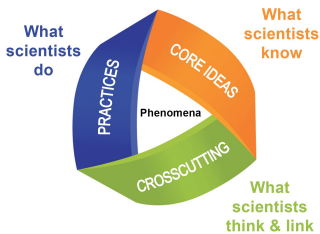
### Spring 2025:

Faculty Reflection and Collaboratively Determining Next Steps



# THE WONDER OF SCIENCE

## THREE DIMENSIONS OF THE FRAMEWORK



**Summer 24:**  
***PreK-5: Exposure***  
***Secondary: Curriculum***  
***Admin: Exposure***

**24-25 PD Focus:**  
***Secondary: Curriculum***  
***& Instruction***  
***Districtwide: Curriculum & Implementation Planning***

**25-26 PD: Add PreK-5**

**Teacher  
University**

## The Best PD Is Down The Hall!

Trauma Informed Classrooms:  
Faculty

Hands on With Canva

Trauma Informed Schools:  
Security Guards

Artificial Intelligence

IEP Accommodations & Modifications:  
Easy Implementation in Classrooms

What's New With Google in 24-25

# We Believe...

Students learn best when educators work collaboratively on a shared vision, focusing on improving practices that support a common set of desired student outcomes.

