



Jericho Public Schools 2025-26

Understanding Curriculum





What is curriculum?





Curriculum Standards

I. Curriculum standards are state mandated guidelines developed by the New York State Education Department (NYSED).

II. They define what students learn, but not how teachers must teach schools and districts have flexibility to choose their own curriculum materials and teaching methods as long as they meet these standards.





Why do they exist?

- I. Ensure** equity and consistency in education across New York State.
- II. Prepare** students for college, career, and civic life.
- III. Set clear** expectations for student learning and teacher instruction.
- IV. Guide** the creation of curriculum, assessments, and teacher professional development.





What areas do they represent?

English Language Arts (ELA)

Next Generation ELA Learning Standards

Mathematics

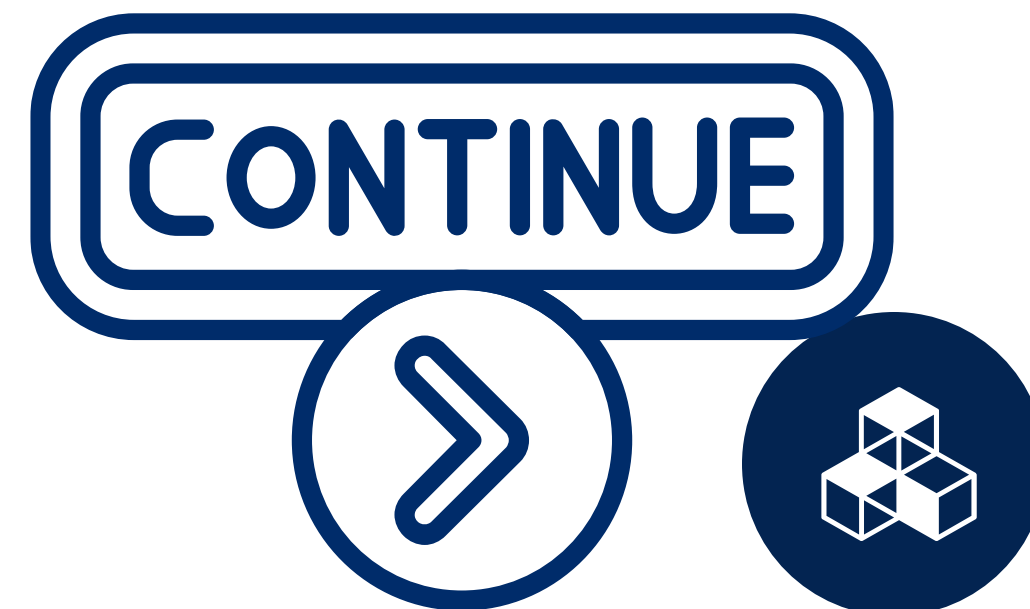
Next Generation Mathematics Learning Standards

Science

New York State P–12 Science Learning Standards (based on the
Next Generation Science Standards)

Social Studies

New York State K–12 Social Studies Framework





What areas do they represent?

Arts

New York State Learning Standards for the Arts

Physical Education, Health, and Family & Consumer Sciences

New York State Learning Standards for Physical Education, Health, and Family & Consumer Sciences

Languages Other Than English (LOTE)

Revised World Languages Standards

Computer Science and Digital Fluency

New York State Computer Science and Digital Fluency Standards





Resources

Curriculum resources are any materials that support teaching and learning within a particular subject or grade level. They are designed to help educators deliver lessons aligned with learning standards and objectives.

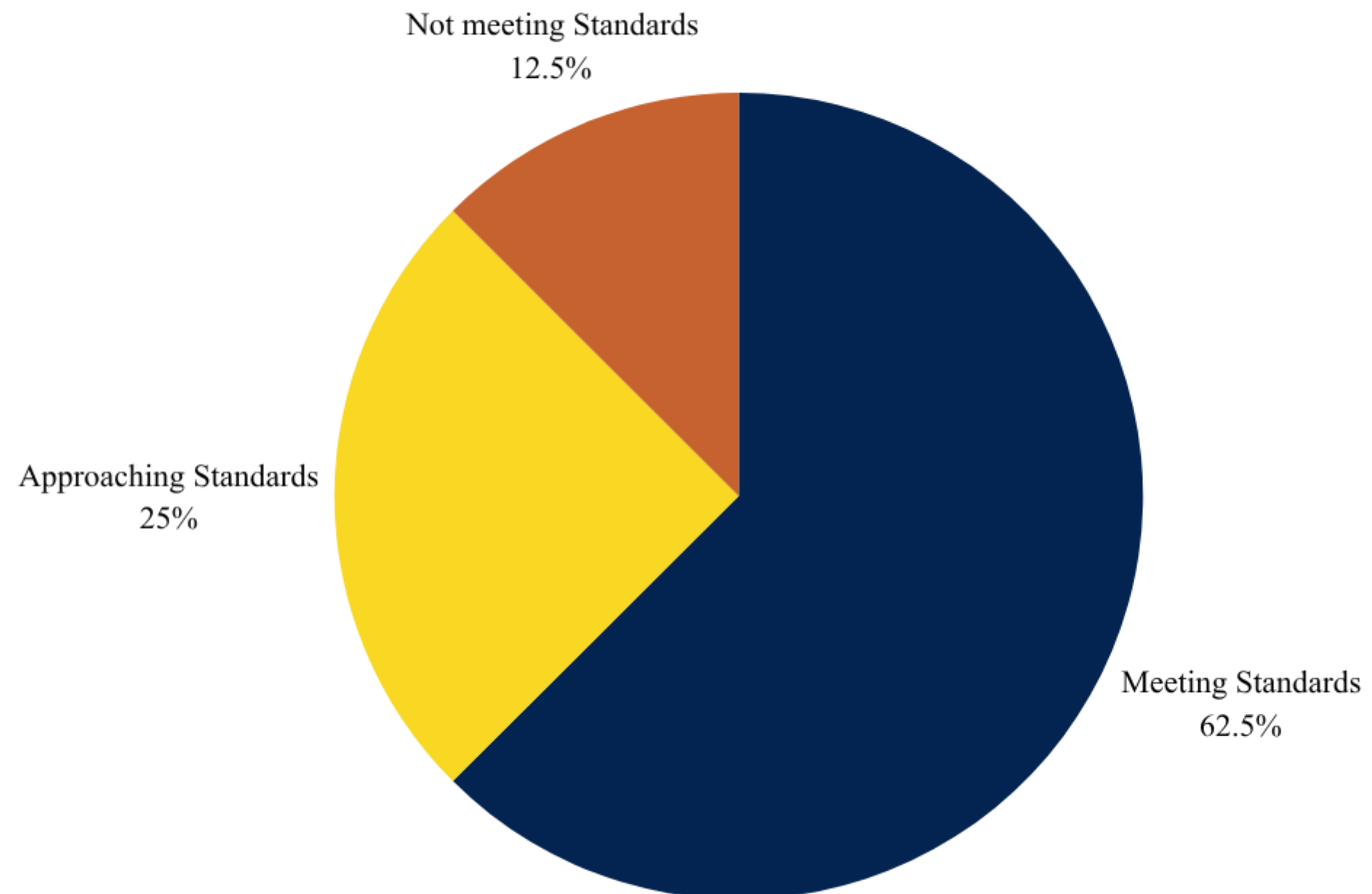
- Text books, work books, novels, articles, etc.
- Videos, online programs,
- Teacher guides and lesson plans





Assessments

Assessments are tools or methods used to measure what students know, understand, and are able to do in relation to specific learning goals or curriculum standards.





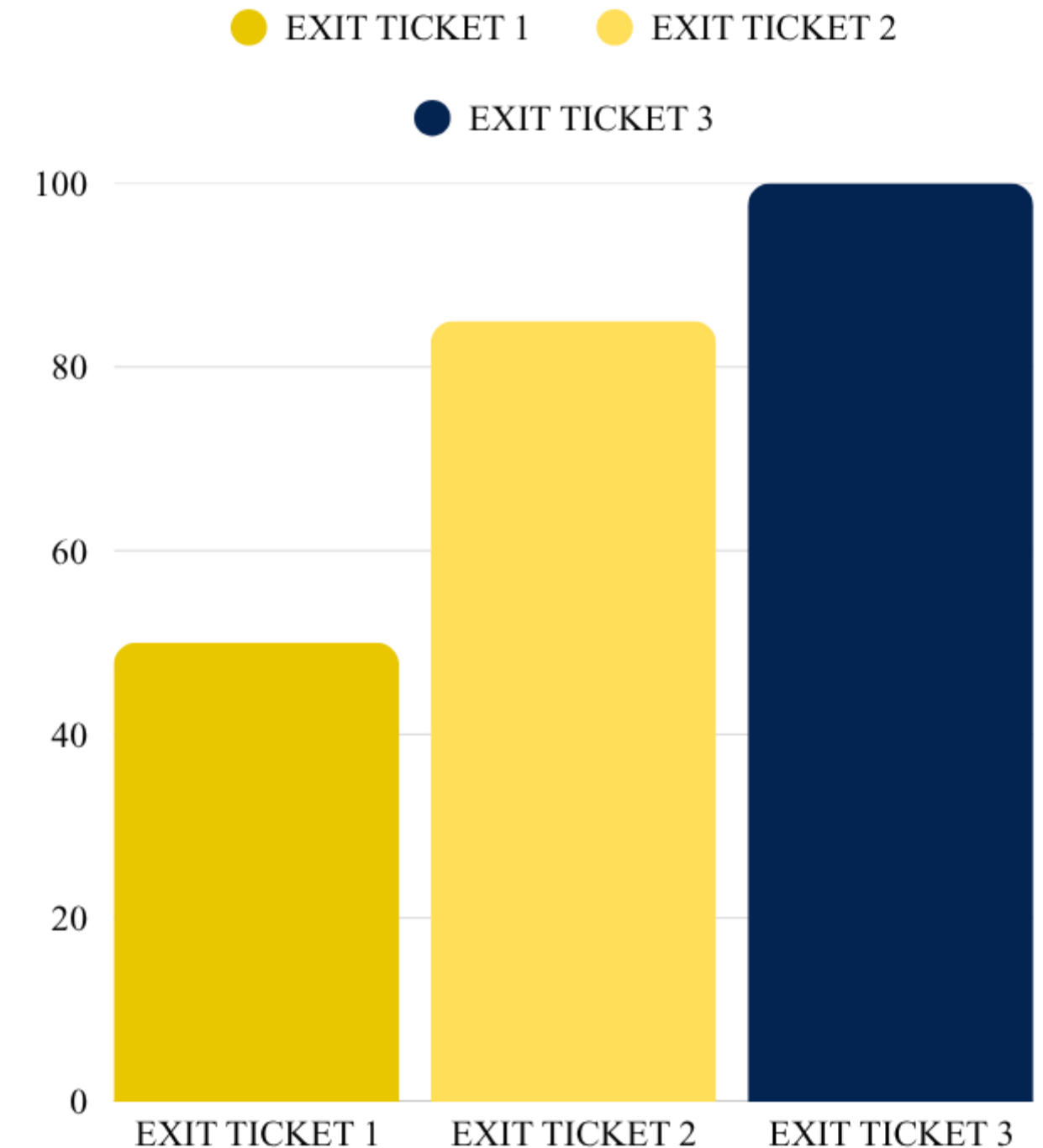
Assessments

Formative Assessments

These are ongoing checks for understanding during the learning process.

Purpose: To provide feedback to both teachers and students so instruction can be adjusted as needed.

Examples: quizzes, class discussions, exit tickets, observations, draft essays, practice tests.





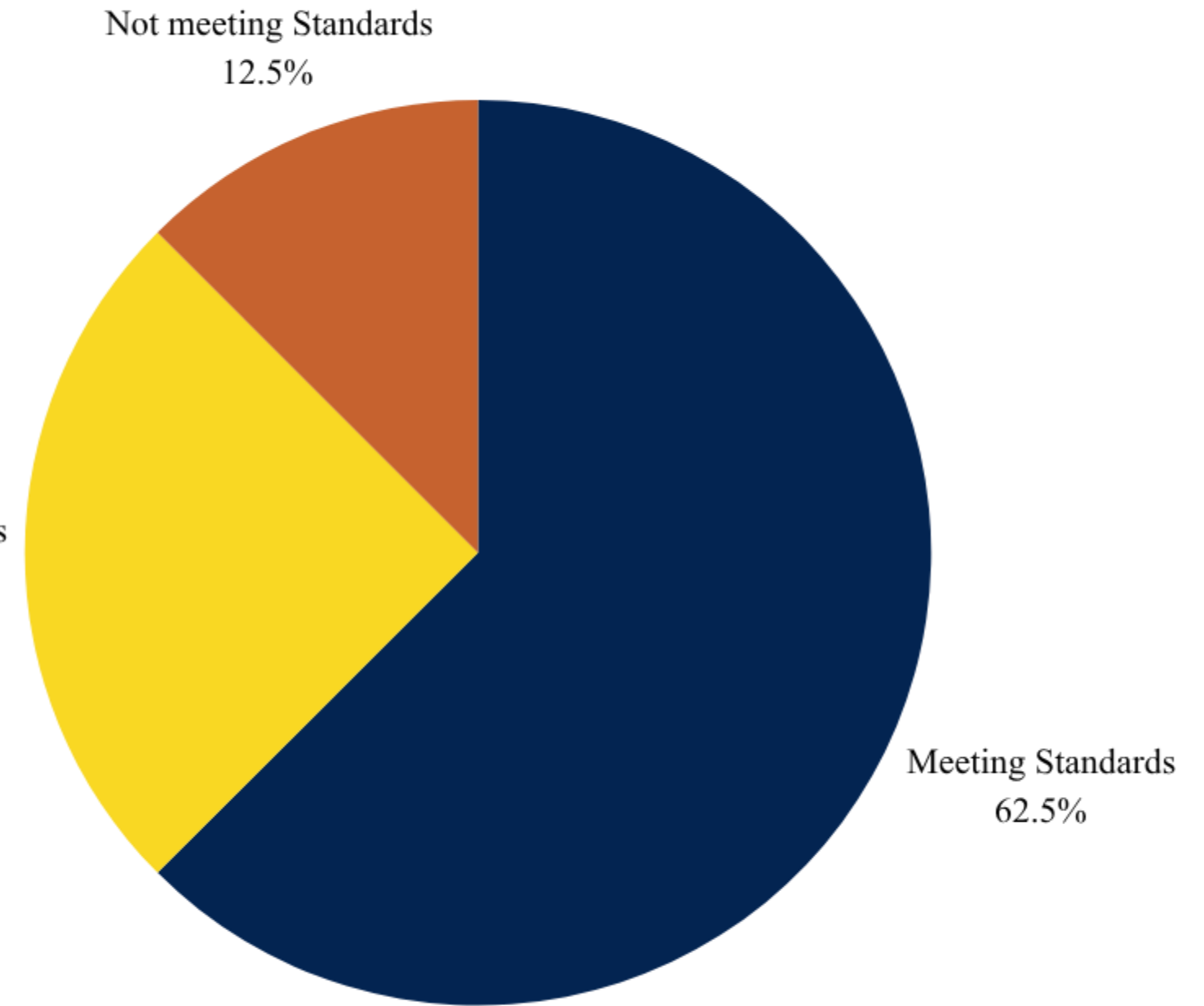
Assessments

Summative Assessments

These occur **after** instruction has taken place to evaluate what students have learned at the end of a unit, term, or year.

Purpose: To determine mastery of content or achievement of standards.

Examples: final exams, state tests, end-of-course projects, standardized assessments.





Assessments

Diagnostic assessments: Used before instruction to identify strengths and areas for growth

Benchmark or interim assessments: Used periodically throughout the year to monitor progress

Performance-based assessments: Where students demonstrate learning through projects, presentations, or portfolios.





What can assessments include?

Content on Assessments is comprised of:

Knowledge

Skills

Concepts

Attitudes





What can assessments include?

Example:

If You Give a Mouse a Cookie

Knowledge

What students are expected to **KNOW**.

Students will learn sequence vocabulary (first, next, then, finally), cause-and-effect relationships

Skills

What students are expected to be able to **DO**.

Students will retell the story in order, identify cause-and-effect (“If you give the mouse a cookie → he’ll want a glass of milk”)

Concepts

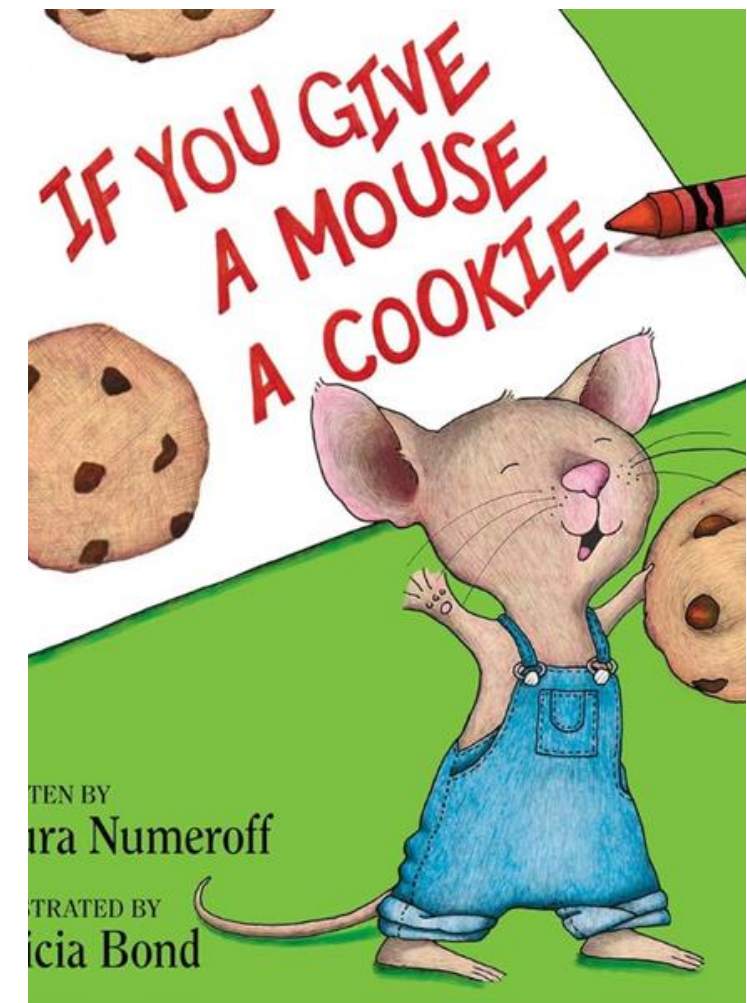
The big ideas students should **UNDERSTAND**.

Students will understand that one action can lead to another and that choices have consequences, even in small everyday situations.

Attitudes

Values or mindsets students develop.

Students will develop curiosity about the world, appreciation for stories and sequencing, and a sense of cause-and-effect in everyday life.





What is not Curriculum?

- Books
- Lessons





Thank You

