OUR PORTRAIT OF A GRADUATE ROADMAP

COMSEWOGUE SCHOOL DISTRICT

ESBOCES CURRICULUM COUNCIL - OCTOBER 2026

OUR JOURNEY

- Portrait of a Graduate
- Curriculum Audit
- Curriculum Update
- Develop POG Rubrics
- Create Capstone Projects
- Create Storyboards
- Showcase Portfolios

STEP 1: DEVELOP YOUR POG

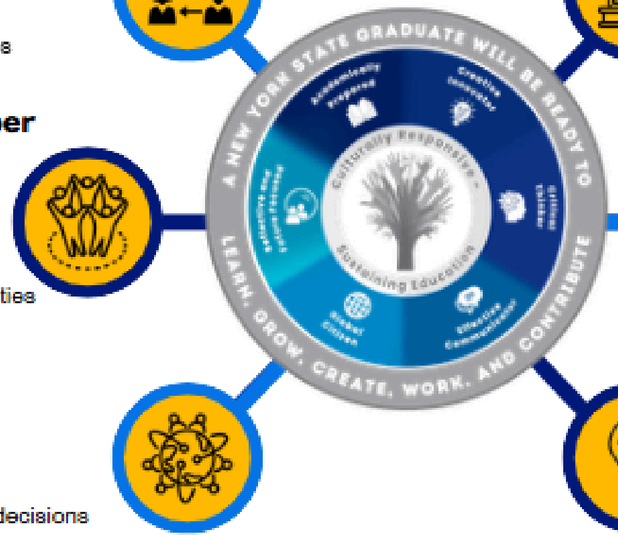
Involve Stakeholders in Creation and Implementation

Portrait of a Comsewogue Graduate

Collaborative Team Member
- work jointly with others
- seek solutions that will be advantageous to all
- consider various perspectives

Interconnected Member of Community
- demonstrate respect for
- self and others
- engage in service learning
- demonstrate civic responsibilities

Global Citizen
- communicate effectively & respectfully in all mediums
- make informed decisions
- consider the implications of decisions
- develop digital citizenship skills



Academically Prepared
- demonstrate academic proficiency in all areas
- think critically, make connections, evaluate and justify responses with evidence
- develop executive functioning skills
- achieve success in school, service, and life long learning

Reflective & Future Focused
- investigate and solve real world problems
- reflect and self-advocate
- make healthful life decisions
- develop motivation, resilience, & responsibility
- integrate technology effectively to better life

Creative Innovator
- use creativity and imagination to think flexibly
- develop new ideas and products
- enhance problem solving skills
- adapt to an evolving world

Created in collaboration with Comsewogue School Business Partnership
The New York State Portrait of a Graduate served as our foundation.

STEP 2: CONDUCT CURRICULUM AUDIT

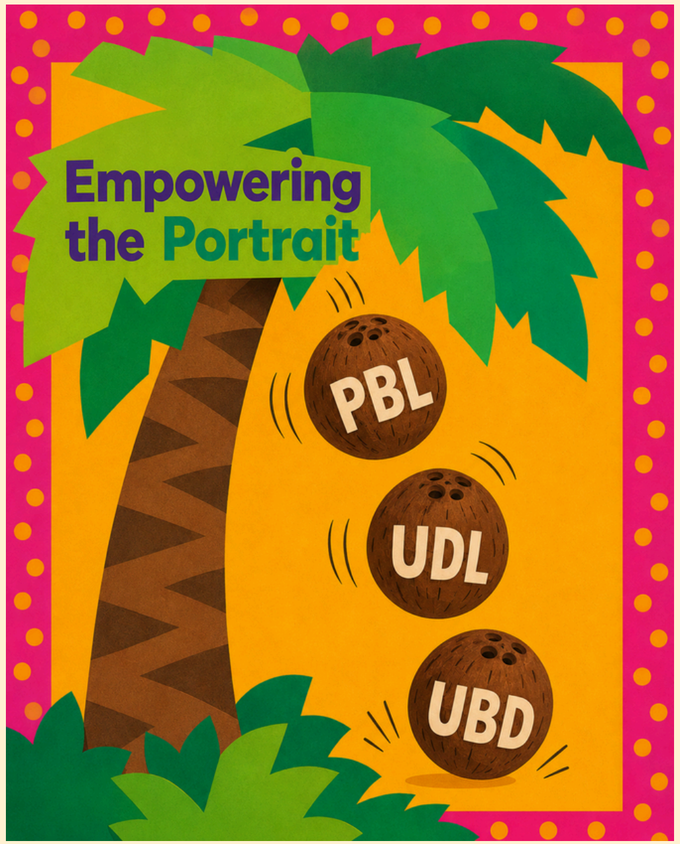
Target & Team: Define your scope

Collect & Map: Gather existing lesson plans, rubrics, and materials

Find the Gaps: Identify where the curriculum, daily instruction, and testing don't match

Adjust & Train: Revise/Update the needed curriculum areas

STEP 3: UPDATE CURRICULUM



UNDERSTANDING BY DESIGN
WHERE ARE WE GOING?

UNIVERSAL DESIGN FOR LEARNING
HOW DO WE REMOVE BARRIERS?

PROBLEM BASED LEARNING
HOW DO STUDENTS AUTHENTICALLY
DEMONSTRATE AND APPLY LEARNING?

STEP 4: DEVELOP POG RUBRICS

Single Point Rubric

Concerns / Areas for Growth *(Did Not Meet Yet)*	POG Target Criteria *(Meets Standards)*	Advanced / Strengths *(Exceeds Standards)*
	Academically Prepared Applies core discipline standards, concepts, and technical skills accurately to analyze complex issues or build real-world products. Synthesizes multiple sources of evidence effectively.	
	Critical Thinker Analyzes multiple perspectives, evaluates information validity, and breaks down complex problems logically. Tests hypotheses and designs evidence-based solutions	
	Effective Communicator Expresses complex ideas clearly and persuasively across multiple forms (written, oral, digital, visual) tailored to a specific audience. Actively listens and integrates feedback.	
	Creative Innovator Generates original ideas, prototypes, or storyboards through iterative design. Takes calculated risks, adapts to constraints, and turns setbacks into improvements.	
	Global Citizen Demonstrates empathy, cultural awareness, and ethical responsibility in decision-making. Evaluates how local issues connect to broader global or community impacts.	
	Reflective & Future-Focused Self-assesses growth accurately, sets meaningful learning goals, and articulates how current skills connect to post-secondary pathways. Tracks the learning process systematically.	

Standards Based Rubric

Competency	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Content Specific Grade	Editable by Teacher			
Collaborative Team Member	Actively leads teamwork, listens deeply, builds on others' ideas, and helps resolve conflict	Works well with peers, shares tasks, listens, and communicates clearly. Helps solve small problems.	Participates inconsistently; may dominate, withdraw, or need reminders to stay on task or share responsibility	Rarely participates, avoids group work, or creates conflict. Does not complete assigned responsibilities.
Interconnected Member of the Community	Takes initiative to improve the school or local community. Shows empathy,	Participates in community activities, follows norms, and treats others	Understands expectations but contributes inconsistently; needs	Shows little connection to the community; actions may negatively impact others.
Global Citizen	Demonstrates deep respect for diverse cultures, considers multiple perspectives, and	Shows understanding of cultural differences and global issues; listens respectfully.	Acknowledges differences but may rely on stereotypes or struggle to see beyond personal experience.	Shows little interest in cultures or global issues; may express uninformed or biased views.
Academically Prepared	Demonstrates mastery of content, applies learning independently, and transfers	Understands grade-level content, completes work on time, and uses strategies to learn	Shows partial understanding; needs support with organization, study skills, or applying learning.	Struggles with foundational skills; rarely completes work; needs significant support.
Reflective & Future-Focused	Sets meaningful goals, reflects deeply on progress, uses feedback independently, and	Sets goals, reflects on learning, and uses feedback with some support.	Can reflect when prompted but struggles to set goals or apply feedback consistently.	Rarely reflects on learning or uses feedback; has difficulty setting goals.
Creative Innovator	Generates original ideas, takes risks, experiments with solutions, and revises based on	Creates new ideas or approaches and revises work with guidance.	Shows creativity occasionally but hesitates to take risks or revise ideas.	Relies on familiar ideas; avoids risk-taking; struggles to generate new approaches.

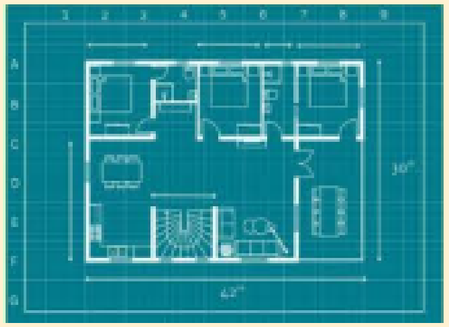
STEP 4: CREATE CAPSTONE PROJECTS

Day, Mulit-Day, Unit Long, Year Long

Math Capstone Project K
Standards K.A; K.B
Students are tasked with being a mathematician and will create a visual representation of 100. They will participate in the 100th Day assembly.

Math Capstone Project 6
Standards 6.A
In this real-world math challenge, students step into the shoes of a smart shopper on a mission to make the most of their money. Students plan a trip to the supermarket with a set budget. Prices, discounts, coupons, and sales tax will all come into play.

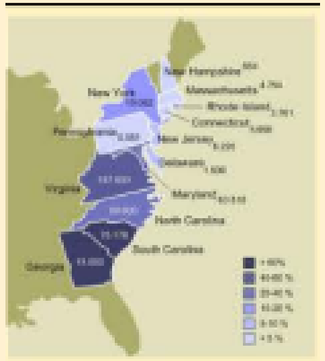
Math Capstone Project Geometry
Standards GEO.G.CO.11
Students will act as architects to create a scale model of the classroom. Using their knowledge of similarity and dilations, students must create a blueprint of their desired classroom design. They must redesign the classroom with a specific budget in mind.



STEP 4: CREATE CAPSTONE PROJECTS

Day, Mulit-Day, Unit Long, Year Long

SS Capstone Project 2
Standards 2.5
Students will act as a geographer to create their own mystery island depicting major landforms and water bodies (aligned with Earth and Space Systems in Science).



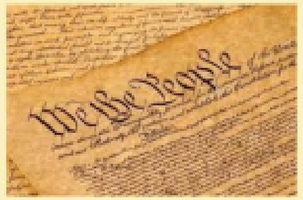
SS Capstone Project 7
Standards 7.2
As a marketer and realtor, students are tasked with persuading potential clients to move to a predetermined location. Colonies are researched and information is visually displayed for investors to select.

Math Capstone Project Global I
Standards 9.6
Pandemics: 14th vs. 21st Centuries: Students research and gain insights into life during the bubonic plague and life during COVID-19. Plagues are compared and contrasted.

STEP 5: CREATE STORYBOARDS

US HISTORY AND GOVERNMENT

Driving Question: How did the development of the United States shape who we are today?

COLONIAL TIMES	THE CONSTITUTION	EXPANSION, NATIONALISM, & SECTIONALISM	POST CIVIL WAR	INDUSTRIALIZATION & URBANIZATION
Essential Questions: How did geography impact the development of the colonies? What impacts did European arrival have on the Native population? What factors contributed to the development of regional differences? What were the social/racial hierarchies of this time period? What role did religion play in colonial life?	**Essential Questions:** What are political and economic tensions? What growing political and economic problems led the American colonists to declare their independence from Great Britain? What challenges does the new country of the USA face? What is a federal republic?	**Essential Questions:** How does the growth of the US (manifest destiny) help lead to the Civil War? How does sectionalism impact the US? How did Americans attempt to compromise in an effort to solve their sectional differences? How did Westward Expansion onset US desire for imperialism?	**Essential Questions:** How did the flaws of Reconstruction affect the future of government policy within the United States? What struggles did the United States face when reuniting the Union? How did Reconstruction ignite the Civil Rights Movement? How did Lincoln's assassination impact Reconstruction?	**Essential Questions:** What effect did Immigration have on the development of major cities and the workforce? What is an agrarian society? What new economic opportunities were created during this time? What societal problems occurred? What are reforms? What reform efforts supported society?
				
Standards 11.1: European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.	**Standards** 11.2: Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.	**Standards** 11.3: As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.	**Standards** 11.4: Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.	**Standards** 11.5: The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.
Portrait of a Graduate Collaborative Team Member Academically Prepared Reflective and Future Focused Creative Innovator	**Portrait of a Graduate** Collaborative Team Member Academically Prepared Reflective and Future Focused Creative Innovator	**Portrait of a Graduate** Collaborative Team Member Academically Prepared Global Citizen Reflective and Future Focused Creative Innovator	**Portrait of a Graduate** Collaborative Team Member Academically Prepared Reflective and Future Focused Creative Innovator	**Portrait of a Graduate** Collaborative Team Member Academically Prepared Global Citizen Reflective and Future Focused Creative Innovator
Capstone Project Regions Project: Each group is assigned a region within the 13 colonies and they need to develop a slideshow giving the history of the colony, famous leaders within the colony, social norms within the colony, economics within the colony, earliest form of government within the colony.	**Capstone Project** Students are representing different states of the union and must argue viewpoints of the assigned state at the Constitutional Convention.	**Capstone Project** Letters to Potential Settlers: Including historical context, students are tasked with writing a letter to potential settlers explaining the positive and negative results of their journey. Was the trip worth it or not?	**Capstone Project** How would you bring the South and North back together? Students will compare bringing home a child that runs away and how to best integrate them back into the "family."	**Capstone Project** Students create modern day song playlists that depict Industrialization, Urbanization, and Immigration in the song title or lyrics.

STEP 6: SHOWCASE PORTFOLIOS

Sample Student

Collaborative Team Player

Interconnected community Member

Global Citizen

Extracurricular and Volunteering

Elementary Artifacts

Academically Prepared

Reflective and Future Focused

Creative Innovator

Athletics & Clubs

Awards & Achievements