

Dedham Public Schools
Office of Curriculum, Instruction,
and Assessment



School Committee Update
2.1.17

Embedding CAPD into Operational Systems and Structures

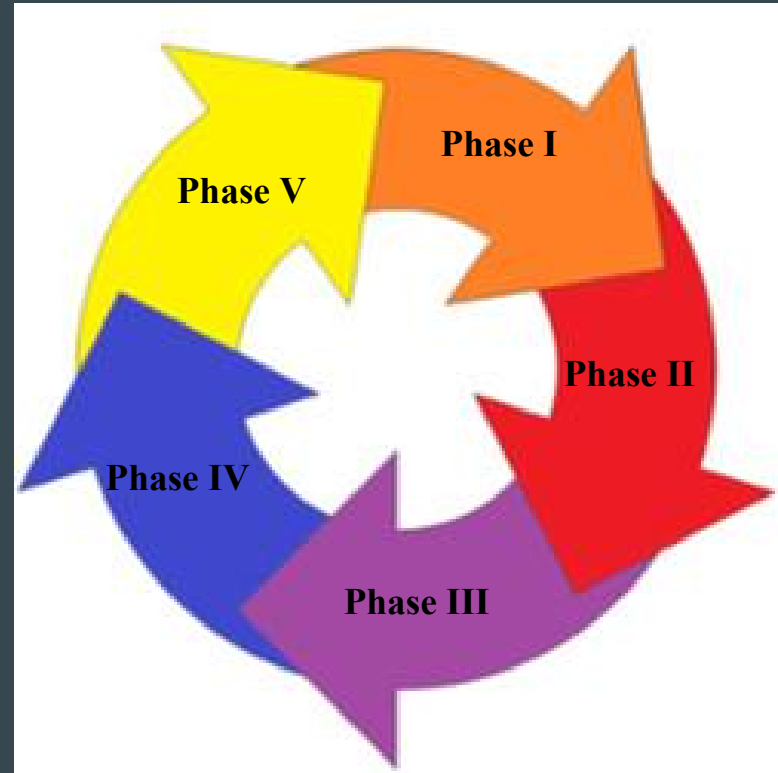
Curriculum Review Cycle

Parameters vs. Prescriptions

Articulation and alignment

Selection of core resources

Informs assessment and PD



ELA Curriculum Review PK-5

Curriculum Meetings

Units of Study

Shared Resources

Summer Curriculum Work

Curriculum Web-Site

ELA Curriculum Review 6-12

RECAP from Curriculum Committee Work:

- 12 Committee Members completed research of 14 other school districts and a variety of different curriculum review formats
- 5 Year Review Cycle - determined for Dedham
- ELA to be the first content area for review
- Committee grew to 29 members (17 additional members were ELA staff)
- Other subject areas to follow, according to review cycle:

2016-Science, Technology

2018-Math, Foreign Language

2017-Social Studies, Performing Arts

2019-Visual Arts and PE/Health, Guidance

Why undertake a curriculum review?

- to create vertical and horizontal alignment from Pre-K through Grade 12
- to ensure alignment with the most current state and national standards
- to establish consistent academic rigor and expectations
- to ensure all students are successful learners

(From presentation to School Committee on March 9, 2016)

ELA PHASE ONE (2015-2016)

“What are we doing now?”

- ELA 6-12 department members, working in grade level teams, met and recorded current curriculum and resources, using existing documents and information.
- This information and these efforts give us a vertical baseline for curriculum updates and changes.

ELA PHASE TWO (2016-2017)

“What can/should we do differently?”

Goals:

- Increase *academic rigor* at each grade level
- Determine or update Essential Questions for each grade level
- Develop *vertically aligned* thematic approach for each grade level, to strengthen vertical alignment according to state standards
- *Update* core texts and supplementary resources for all students

continued

- Incorporate comprehensive focus on writing skills in Grade 6 and Grade 9 (with continued instruction and practice through Grade 12), so that all students are confident in their mastery of writing skills
- Add texts which offer more *culturally diverse authors* and contemporary content
- Add *elective courses* that offer students more opportunities to explore their interest in English, writing, and research

WHAT'S NEXT?

Phase Two continues...

Goals:

- Using Essential Questions as guides, develop new/updated units and lessons aligned with standards (through summer)
- Research, determine, and purchase necessary resources (new texts, etc.) for department collections
- Consistently monitor what is working and what is not; make changes as necessary