



Curriculum and Instruction  
2022-2023

All PreK-12 courses are aligned to the Maryland College and Career Ready Standards. Maryland Frameworks are followed for each content area which include career and technical education.

CCPS 2020 - 2025 Strategic Plan

Strategic Goal #1- Academic Excellence

Provide Equitable access to relevant, engaging curriculum and experiences that develop the knowledge and skills needed for college, career and life readiness

Objectives	Area	Action Steps
Develop and implement a comprehensive Service delivery plan for standard based curriculum, instruction and assessment.	Assessment	Determine assessment tool for each course
		Deliver assessments
		Analyze assessment data
	Curriculum	Establish critical content
		Revise pacing guides, if needed
		Embed unfinished learning or untaught content Q1
	Instruction	Professional Learning for teachers on revised pacing guide and platforms to be used

Content Area	Curriculum	Instruction
<p>K-2 ELA</p>	<p>Wonders 2023</p> <p>Creating curriculum pacing guides for other critical content standards (<a href="#">acceleration plan resource document</a>)</p> <p>K-5 no digital curricular resource</p> <ul style="list-style-type: none"> <li>● All titles are embedded in curriculum</li> <li>● Researching additional resources based on topic (Epic, ReadWorks)</li> <li>● Pre Decodable and decodable texts: A-Z Reading and Flyleaf--some printing needed</li> </ul> <p>Will continue to emphasize grade level texts that represent a variety of ethnicities and cultural voices.</p>	<p>CCPS now has a <i>Structured Literacy Block</i> including explicit and systematic phonics and phonemic awareness instruction, repeated reading of decodable/fluency text passages, ongoing assessment and progress monitoring on Foundational Reading skills and “in the moment’ correction/teaching to build synapses in the brain. In grades K-2 we include a sixty-minute <i>Foundational Skills Block</i>. Instruction includes the use of Wilson Foundations, Heggerty Phonemic Awareness and CCPS Heart Word instruction. We also use Geodes by Great Minds as our decodable text as they are in alignment with the Foundations scope and sequence.</p> <p>Will continue Module lesson (grade level texts) and Instructional Level Support (ILS) for Tier 2 instruction.</p>

<p>3-5 ELA</p>	<p>Curriculum pacing guides created for critical content standards (acceleration plan resource document)</p> <p>Piloting two curricula with implementation to begin in the fall of 2023</p> <p>K-5 no digital curricular resource</p> <ul style="list-style-type: none"> <li>● All titles are embedded in curriculum</li> <li>● Researching additional sources based on topic (Epic, ReadWorks)</li> </ul> <p>Focus on grade level content standards and building knowledge on topics due to spiraling of content standards</p> <p>Will continue to emphasize grade level texts that represent a variety of ethnicities and cultural voices</p> <p>Grade 3 word study to include more practice with foundational skills and best practice in alignment with the Science of Reading</p>	<p>CCPS now has a <i>Structured Literacy Block</i> including explicit and systematic phonics and phonemic awareness instruction, repeated reading of decodable/fluency text passages, ongoing assessment and progress monitoring on Foundational Reading skills and “in the moment’ correction/teaching to build synapses in the brain. Will continue module lessons with grade level text, using consumable workbook, one per student)</p> <p>Will have ILS time focus of 3 weeks, Word Study and 5 weeks Writing module lesson</p> <p>Time included in pacing to address cultural responsiveness and diversity in curriculum and text.</p> <p>Additional days for each Word Study unit have been included in pacing for acceleration and gap filling as identified and needed.</p> <p>In grades 3-5, we have added CCPS created Word Study and weekly decodable fluency passages matched to the student’s instructional grade band.</p>
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<p>K-5 Math</p>	<p>Illustrative Mathematics curriculum referred to as IM K-5 Math. Designed under the leadership of William McCallum, a lead writer of the Common Core, all IM curricula are fully aligned to the rigor and coherence of the standards.</p> <p>IM K-5 Math is an Open Educational Resource. IM Certified Partners provide access to the latest versions of IM Certified curricula through a freely available option as well as through for-fee print and digital platforms.</p> <p>Digital access to IM K–12 Math, certified by Illustrative Mathematics, along with printed resources to ensure teachers and students are making the most of IM’s problem-based curriculum. The digital curriculum provides schools access to the most up-to-date version so students receive an effective mathematics education.</p> <p>22-23 pacing and teaching guides revised to</p> <ul style="list-style-type: none"> <li>● Identify student learning targets and criteria for success</li> <li>● Prioritize time for teaching critical content standards</li> <li>● Complete unfinished learning identified from student data</li> <li>● Embed untaught content from the previous grade level</li> <li>● Include tracking documents and tasks for gathering formative student data</li> <li>● Include common summative assessments</li> <li>● Provide learning supplemental learning activities for reteaching</li> </ul>	<p>The 90 minute math block includes 30 minutes daily for Tier 2 instruction.</p> <p>Schoology</p> <p>Students engage in iReady Online Math Instruction during Math Workshop (30 min total per week)</p>
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K-2 Science	<p>Revised lessons and pacing documents to include:</p> <ul style="list-style-type: none"> <li>● in person hands-on lab experiences</li> <li>● practices/crosscutting concepts, used within the lens of content</li> <li>● assessments to assess pre/re-teaching needs of students</li> </ul>	<p>Schoology</p> <p>Hands on lab experiences</p> <p>60 min of instruction daily for 2 quarters</p>
3-5 Science	<p>Revised lessons and pacing documents to include:</p> <ul style="list-style-type: none"> <li>● in person hands-on lab experiences</li> <li>● practices/cross cutting concepts, used within the lens of content</li> <li>● assessments to assess pre/re-teaching needs of students</li> </ul>	<p>Schoology and Stemsopes platform</p> <p>Hands on lab experiences</p> <p>60 min of instruction daily for 2 quarters</p>
K-5 Social Studies	<p>Revised lessons and pacing documents to implement new MSDE Frameworks in 3-5 (2021)</p> <p>4th and 5th grade McGraw Hill textbook purchased with MD specific modules</p> <ul style="list-style-type: none"> <li>● Inquiry modules in all grade levels.</li> <li>● Focus on primary source analysis and evidence-based writing.</li> <li>● District created assessment vehicles to measure progress and help respond to needs.</li> </ul>	<p>Schoology</p> <p>District-created inquiry modules for new MSDE Frameworks</p> <p>60 minutes of daily instruction for 2 quarters.</p>
6-8 ELA	<p>Follow pacing guides for each grade level that include all grade level standards, as each standard represents critical content in English</p> <p>Utilize the My Perspectives textbook/resource (print and digital components), including accessibility tools and resources, to scaffold learning/address learning needs</p> <p>Utilize My Perspectives audio, visuals, and</p>	<p>Use Schoology and My Perspectives online resource dashboard for lesson delivery; will also have grade level textbook sets per classroom</p> <p>Embed extended text, such as novels, both in print and digitally</p> <p>Instruction will follow the MTSS model, including</p>

	<p>vocabulary supports, including for Special Populations and during reteaching</p> <p>Utilize common assessments within the My Perspectives platform for formative and summative data and to track student progress; consistently incorporate unit assessments that mirror the rigor of MCAP ELA-Literacy assessments</p> <p>Continue to emphasize writing standards and instruction using an online essay scoring tool; emphasize originality and provide students with actionable feedback to revise writing</p> <p>Infuse academic discussions and collaborative tasks within instructional plan</p> <p>Begin explicit instruction of word study to build vocabulary and to support reading comprehension</p> <p>Continue to emphasize grade level texts that represent a variety of ethnicities and cultural voices</p> <p>Embed social-emotional learning opportunities in lessons</p> <p>Collaborate with Library Media Specialists to embed additional research components</p>	<p>differentiation of texts and tasks at Tier 1</p>
<p>6-8 Math</p>	<p>22-23 pacing and teaching guides</p> <ul style="list-style-type: none"> <li>● Identify student learning targets and criteria for success</li> <li>● Prioritize time for teaching critical content standards</li> <li>● Complete unfinished learning identified from student data</li> </ul>	<p>Teachers access the Illustrative Math curriculum via the Open Up site or through the Desmos platform.</p> <p>Schoology</p>

	<ul style="list-style-type: none"> <li>● Includes tasks for gathering formative student data</li> <li>● Includes common summative assessments</li> </ul>	
6-8 Science	<p>Revised lessons and pacing documents to include:</p> <ul style="list-style-type: none"> <li>● in person hands-on lab experiences as well as all standards.</li> <li>● practices/cross cutting concepts, used within the lens of content</li> <li>● assessments to assess pre/re-teaching needs of students</li> </ul>	<p>Schoology</p> <p>Stemscopes/Gizmos/Mosa Mack</p> <p>Hands on lab experiences</p>
6-8 Social Studies	<p>Revised lessons and pacing documents including:</p> <ul style="list-style-type: none"> <li>● Inquiry modules in all grade levels.</li> <li>● Focus on primary source analysis and evidence-based writing.</li> <li>● District created assessment vehicles to measure progress and help respond to needs.</li> </ul>	<p>Schoology</p> <p>DBQ Online</p> <p>Inquiry-based lessons</p>
HS ELA	<p>Follow pacing guides for each grade level that include all grade level standards, as each standard represents critical content in English</p> <p>Utilize the My Perspectives textbook/resource (print and digital components), including accessibility tools and resources, to scaffold learning/address learning needs</p> <p>Utilize My Perspectives audio, visuals, and vocabulary supports, including for Special Populations and during reteaching</p> <p>Infuse academic discussions and collaborative tasks within instructional plan</p>	<p>Use Schoology and My Perspectives online resource dashboard for lesson delivery; will also have grade level textbook sets per classroom</p> <p>Embed extended text, such as novels, both in print and digitally</p> <p>Instruction will follow the MTSS model, including differentiation of texts and tasks at Tier 1</p>

	<p>Utilize common assessments within the My Perspectives platform for formative and summative data and to track student progress</p> <p>Consistently incorporate assessments that mirror the rigor of MCAP ELA-Literacy assessment in English 9 and English 10</p> <p>Continue to emphasize writing standards and instruction using an online essay scoring tool; emphasize originality and provide students with actionable feedback to revise writing</p> <p>Continue to emphasize grade level texts that represent a variety of ethnicities and cultural voices</p> <p>Embed social-emotional learning opportunities in lessons</p> <p>Collaborate with Library Media Specialists to embed additional research components</p>	
<p>HS Math</p>	<p>22-23 pacing and teaching guides</p> <ul style="list-style-type: none"> <li>● Identify student learning targets and criteria for success</li> <li>● Prioritize time for teaching critical content standards</li> <li>● Complete unfinished learning identified from student data</li> <li>● Includes tasks for gathering formative student data</li> <li>● Includes common summative assessments</li> </ul>	<p>The Agile Mind learning platform is used in Algebra 1, Algebra 2, and Geometry.</p> <p>Schoology</p>
<p>HS Science</p>	<p>Revised lessons and pacing documents to include:</p> <ul style="list-style-type: none"> <li>● in person hands-on lab experiences as well as all standards.</li> </ul>	<p>Schoology</p> <p>Stemscopes/Gizmos</p>



	<ul style="list-style-type: none"> <li>practices/cross cutting concepts, used within the lens of content</li> <li>assessments to assess pre/re-teaching needs of students</li> </ul>	In person lab experiences
HS Social Studies	<p>Revised lessons and pacing documents including:</p> <ul style="list-style-type: none"> <li>Inquiry modules in all grade levels.</li> <li>Focus on primary source analysis and evidence-based writing.</li> <li>District created assessment vehicles to measure progress and help respond to needs.</li> </ul>	<p>Schoology</p> <p>DBQ Online</p> <p>Inquiry-based lessons</p>
PE/Health K-5	Revising lessons and pacing documents to ensure SEL and coverage of all standards.	<p>Schoology</p> <p>In person lesson engagement</p>
PE/Health 6-HS	Revising lessons and pacing documents to ensure SEL and coverage of all standards.	<p>Schoology</p> <p>In person lesson engagement</p>
Performing/Fine Arts (PK - 12)	<p>Utilize curriculum documents that emphasize critical content knowledge and skills at each level, including the use of digital tools during instruction:</p> <ul style="list-style-type: none"> <li>Quaver--PK-8 Music</li> <li>Music First--6-12 Music</li> <li>Art of Education Pro--PK-12 Art</li> <li>Adobe Creative Cloud-HS Art</li> </ul> <p>Follow the standards-driven scope and sequence for each course that were developed during the 20-21 school year</p> <p>Offer Theater I at both high schools during the 21-22 school year</p>	<p>Schoology</p> <p>Music First (grades 6-12)</p> <p>Quaver (grades PK-8)</p>

	<p>Provide flexibility of mediums/tools to allow student choice and voice; allow students to save work digitally</p> <p>Include opportunities for Social-Emotional Learning to occur during Fine Arts lessons; for example, visual journaling as a standard practice</p> <p>Continue to utilize an equity lens to provide students with opportunities from a variety of perspectives and topics</p>	
World Language (Grade 6 - 8 and HS)	<p>Scope and Sequence updated</p> <p>Common Assessments created</p>	Schoology
Media Specialists (PK - 12)	<p>Teach digital literacy skills using ISTE standards</p> <p>Follow the SLM standards instructional scope and sequence during instruction</p> <p>Continue to assist teachers with technical skills and research skills</p> <p>Promote that one purpose of the media center is to emphasize diversity, inclusion, and cultural relevance</p> <p>Provide teachers with a selection of texts for culturally responsive teacher units</p>	<p>Schoology</p> <p>Use of approved ebook/elibrary apps</p>
Environmental Literacy (Elem.)	<ul style="list-style-type: none"> <li>• Adkins Arboretum Pollinators Experience- 2nd Grade (Apr/May)</li> <li>• Maryland Environmental Organization in Dorchester County- K/1 Tree Farm Experience</li> </ul>	In person field experiences embedded in curriculum

	<ul style="list-style-type: none"> <li>● Sultana Experience- 4th Grade (April)</li> </ul>	
Environmental Literacy (Middle School)	Researching MS opportunities to embed in curriculum in the 7th grade science classroom.	In-person field experiences embedded in curriculum
Environmental Literacy (High School)	Pickering Creek - Exploring and Restoring Habitat in the Chesapeake Bay Watershed Experience- HS Environment Earth and US Govt teachers	In person field experiences embedded in curriculum
Career Technical Education (CTE)	Career Technical Education Industry Standards	Industry standards focused instruction with reteaching of content knowledge and application of industry skills. Additionally, SEL incorporated into all CTE classrooms to improve student readiness for learning and applying knowledge of standards.

#### Equity Lens

- All teachers have received, and will continue to receive professional development related to online learning, and social/emotional learning.
- CCPS moved to become a one-to-one device district to remove the technology device access barrier that existed. Additionally, by utilizing district-provided devices, CCPS accepts the shared responsibility with the student to maintain the device and assure access to resources.