



Turnkey Guidance for *Aligning Local Curricula: Understanding the Guide for Aligning Local Curricula to the Next Generation Mathematics Learning Standards (2017) Slideshow*

Goal: The following offers suggestive guidance on how districts can utilize the *Aligning Local Curricula to the Next Generation Mathematics Learning Standard (2017)* professional development slideshow as a method to facilitate collaborative conversations on the process of aligning local curriculum.

Materials Needed:

- [Aligning Curricula to the Next Generation Mathematics Learning Standards](#) PDF
- [Aligning Local Curricula: Understanding the Guide for Aligning Local Curricula to the Next Generation Mathematics Standards PowerPoint](#)
- *Standard Progression Analysis Template* (from Appendix A in the *Aligning Curricula ...* PDF) Handout
- [Unpacking Template](#) Handout
- *Plain paper and colored pencils for activity in stop #2.*

Optional Materials:

- [New York State Next Generation Mathematics Learning Standards \(2017\) pdf document](#)
- [Glossary of Verbs Associated with the NYS Next Generation Mathematics Learning Standards](#)
- [Grade-Level Crosswalks and Snapshots](#)
- [Grades 3-8 Post-Test Standards Designations](#)
- [Unpacking Documents for the Standards](#)
- [Mathematics Progression Documents](#)
- [Achieve the Core Coherence Map](#)
- [Blueprint for Improved Results for Students with Disabilities](#)
- [Blueprint for English Language Learners Success](#)
- [EQulP Rubric](#)

Instructions:

- Prior to the presentation, send participants a copy or link of [the Guide to Aligning Local Curricula to the Next Generation Mathematics Standards](#) PDF to download for reference during the session.
- Talking points (notes) have been provided within the PowerPoint. It is recommended that the presenter review those notes in order to get a general understanding of the intent of the slides.
- What follows below are recommended stopping points, discussion points and guiding questions. Both the slideshow and guidance below are not intended to limit discussion and instruction. We encourage educators to *adapt the slideshow accordingly* to best fit the needs of its audience.



STOP 1 (Slides 1-4): Session Goals and Objectives.

The first four slides contain general information pertaining to where districts should be in the transition (phase 2) and how the guide pertains to work specific to that phase. Presenter can utilize talking points provided on the slides.

STOP 2 (Slide 5-7): Learning Standards and Curriculum: What is the Difference?

Slide 5 Activity: Working in small groups, members will collaborate and create a visual that exemplifies the relationship between Standards, Curriculum, Instruction, and Assessment, and the impact that those four ideas have on student learning.

Give each small group of participants a piece of plain paper. Allow time for them to talk and brainstorm to create/draw a visual pertaining to the prompt. Allow time for participants to share their visuals with the whole group. Ask the whole group to determine common themes from the visuals. Record common themes on a large sheet of presentation paper. Ask the entire group how they think these common themes shape curriculum development.

Note: This slide may be optional depending upon the background knowledge of the audience.

Slide 6: This is one illustration of the relationship between standards, curriculum, instruction, and assessment within the instructional cycle. This illustration serves as the context for the development of a standards-based curriculum as well as the difference between the definitions of each of those concepts: standards, curriculum, instruction, and assessment.

Slide 7: This slide speaks specifically to the EngageNY modules, a voluntary curriculum that could be used to teach the content of the learning standards. Since these modules are a voluntary curriculum, not all districts utilize the curricular resource in their full capacity. The process that the guide outlines may be utilized for the adaptation of lessons within the modules as they are aligned to the NYS P-12 CCLSM and will not be updated by NYSED.

STOP 3 (Slide 8): Awareness of the Changes in the Standards: The Results of Standards Review

Slide 8: This slide highlights the 5 major results of Standards Review. For further details, please see the [Preface to the Next Generation ELA/Mathematics Learning Standards](#).

STOP 4 (Slides 9-13): Awareness of the Changes in the Standards: Where to Go? and the Importance of Collaborative Structures

Slides 9 – 12: Spend time (dependent on audience knowledge base of the changes) on each of the four slides, each slide highlighting a curricular resource that is available to help raise awareness and identify the changes that have occurred in the standards. Slide 12 references the Crosswalk toolkit. This is another professional development package (used at the Supporting All Students Conferences) that deconstructs the crosswalks and provides further



explanation about the types of changes that have occurred (e.g., additional standards, movement of standards, clarifications) specific to grade levels and high school courses. Time should not be spent here going through the Let's Talk Crosswalk PowerPoint; however, this PowerPoint might be a useful resource for teachers to individually read through in the upcoming activity.

Slide 13 Activity: Allow time for *individual study* and reflection (dependent on audience knowledge base of the changes) utilizing the resources highlighted (standards document, grade-level crosswalk and snapshots) on slides 9-12, specific to one's grade level or course.

Slide 13 Activity Discussion: Highlight the question prompts that appear on the left side of the slide. This slide focuses on the important role that collaboration plays when developing a cohesive curriculum. This collaboration starts with utilizing a group's strength to identify key changes that have occurred with the modification of the learning standards. Organize small groups based on grade level or course (perhaps grade bands Pk-2, 3-5, 6-8 and high school) and give each small group of participants time to discuss/summarize the 4 questions on the left of this slide with respect to the 5 questions in the "bubbles" of the graphic on the right.

STOP 5 (Slides 14-16): Additional Resources

Slide 14-15: Briefly spend time highlighting each of the additional and supplementary curricular resources available to aid with curriculum alignment.

Slide 16 Activity: Allow time for each small group of participants to discuss any additional resources they find to be useful in curriculum development. Make a common list of these additional resources to make available to participants after they leave (perhaps by email).

STOP 6 (Slides 17-21): Examine, Analyze and Study Activity

Slide 17: Address the importance of the design principles when examining and aligning curriculum. Knowledge of these design principles and depth of conversation might vary depending on audience.

Slide 18: Part II of the Curriculum Alignment Guide delves into seven cases of modifications to the Next Generation Mathematics Learning Standards and an exemplar of questions to consider when aligning your curriculum.

Slide 19: One possible tool for helping with curriculum alignment is the Standard Progression Analysis Template, found in Appendix A of the Curriculum Alignment Guide. This template is a great resource when considering the Skills, Grade-level Connections, Foundational Knowledge, Subsequent Knowledge and Potential Gaps for a chosen standard. Review each part of the template, as demonstrated through the animation provided.

Slide 20 & 21 Activity: Hand out a blank copy of the Standard Progression Analysis Template to each small group (illustrated on slide 20). Each participant will choose one of the cases of impact that are shown on slide 21. Participant will then utilize the questions provided within the



guide on pages 10-14, specific to each case, to help with the initial brainstorming needed in order to complete the Standard Progression Analysis Template.

Determine the allotted time that will be needed for each group to use the resources previously highlighted to complete the Standard Progression Analysis Template.

STOP 7 (Slide 22-23): Identifying Meaningful Tasks and the Importance of Merging Content with Practice

Slide 22 Activity: Give participants time to compare the task on the left with the task on the right. How are they the same? How are they different? Which task allows students to engage more with the Standards of Mathematical Practice?

Slide 23 Activity: Have participants pick a partner and give them time to discuss the importance of students engaging in activities that merge content with practice. Give the pairs time to continue to discuss the questions provided on the slide. Allow time for the pairs to share what they consider to be important points from their conversations. Depending on audience, more time may be needed to specifically speak to each Standard for Mathematical Practice. See pages 7-9 in the [standards document](#) for explanations of each of the eight Standards for Mathematical Practice.

STOP 8 (Slides 24-26): Unpacking a Grade-Level Standard

Slides 24-25: This slide illustrates questions to consider when unpacking a grade-level standard. Presenter and/or participants can take time here to discuss “task” resources (e.g., open middle) that they utilize when developing lessons.

Slide 26 Activity: Have participants use the Standard Progression Analysis Template they completed earlier and identify one or two meaningful tasks specific to the standard they picked. Hand out a blank [Unpacking Document](#) to each group. Have each individual complete the Unpacking Document.

STOP 9 (Slides 27-28): Putting It All Together/Final Thoughts

Slide 28: Gather feedback information from the group on what should the next steps be for curriculum development and alignment. Will the lack of emphases, explained on slide 27, standard modifications and/or post-test designations impact the overall scope and sequence? Keep a list or offer an online feedback form.