

Curriculum Framework

It is the desire of the district to provide a well-articulated and high quality K-12 curriculum that supports the teaching and learning process. Our curriculum documents are a result of a multi-year initiative to detail and communicate our local curriculum in each subject at each grade level. It is an essential facet in creating a coherent K-12 approach to learning for our students.

Subject	Grade-level	Core-Curriculum Resource	Supplemental Curriculum Resources
ELA	K-5	Core Knowledge	LDOE Guidebook 2.0
	Cursive Integrated into Scope & Sequence (3 rd -12 th)		
	6-8	LDOE Guidebook 2.0	Grammar for Writing
	HS	LDOE Guidebook 2.0	Selected Readings
Math	K-5	Eureka Math Zearn	Eureka Math Parent & Student Guidebooks
	6-8	Eureka Math	Eureka Math Homework Helpers
	HS	Eureka Math	
Science	K-2	GLEs integrated in ELA	Expand resources in Curriculum Portal
	3-8	Interactive Science 2016	
	HS	LEAP 2025 aligned Scope & Sequence Support Documents	
Social Studies	K-2	GLEs integrated in ELA	Expand resources in Curriculum Portal
	3-8	Scope and Sequence documents aligned	
	HS	LEAP 2025 aligned Scope and Sequence Support Documents	

Curricular Resource Documents

Scope and Sequence

Scope & Sequence documents describe **what** standards and units are covered in each grade-level (the scope) and also the **order** in which the standards and units are covered (the sequence). These documents include priority standards, supporting standards, core curriculum and unit alignment, and instructional skills to be mastered. These documents are not intended to serve as a classroom teacher’s lesson plan, but should serve as a companion document to weekly lesson planning and daily instruction. The documents are released twice a year: July (August – December) and December (January – May) and can be accessed via Office 365 –ONE-note.

These Scope & Sequence documents establish consistency of instruction throughout the district, in different grade levels and subject areas, by providing clear guidance on what teachers should teaching and when they should teach it. These documents are also used when developing district benchmark assessments (DBAs). Concepts assessed on DBAs are aligned to the SJPB Scope and Sequence for a given time period, grade level, and subject. Each unit provides several weeks of instruction. Each unit also



includes various formative and summative assessments. Taken as a whole, this document is designed to give teachers recommendations and concrete strategies to address the shifts required by CCSS.

Curriculum Map

The SJPB Curriculum Maps contain the Louisiana State Standards priority and supporting standards as well as a pacing guide for the school year. This document provides a quick look into each unit of study; the amount of time spent for each unit, and other instructional priorities.

Curriculum maps are valuable planning tools for teachers, helping them to begin with the end in mind and chart a course for the year. Administrator's use of the curriculum maps provides a year at a glance view of each grade-levels content prescription.

Development Process

The Scope and Sequence and Curriculum Map documents were developed and created by the district's curriculum facilitators based on a thorough vetting and review process by the district's highly skilled and highly effective teacher leaders and teacher facilitators.

English Language Arts

- Louisiana Student Standards - The LSS addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards should not be taught in isolation so they represent authentic experiences.
 - Priority Standards – Standards chosen by SJPB's ELA Team as focus standards for each grade level as a way to narrow the focus of instruction on the most frequently tested and applied standards that act as precursors for all other standards. Standards were selected from each ELA strand of LSS: Reading Literature, Reading Informational Text, Foundational Standards, Writing, Speaking and Listening, and Language. These standards are always italicized in the ELA Scope and Sequence documents and Curriculum Maps.
 - Focus Priority Standards – Standards chosen by SJPB's ELA Team as the focus for each unit of instruction for each grade level. These standards are all Priority Standards for the grade level. One to five standards were chosen for each unit, only including Reading Literature, Reading Information, and Writing standards. In the ELA Curriculum Maps, these are italicized and appear in the dark green boxes, as identified in the key. On the ELA Scope and Sequence documents, the entire standards are included in a box labeled as "Focus Priority Standards"
 - Supporting Standards – These are all other standards included in a unit of study, including SJPB Priority Standards that are not Focus Priority Standards and all other standards for that grade level. On the ELA Scope and Sequence documents, these are only listed by number on the first page of the document. In the Curriculum Map, these appear the in the light blue boxes.



2017- 2018 SJBP DISTRICT CURRICULUM, ASSESSMENT, & INSTRUCTION GUIDELINES

- Core Curriculum – Core Curriculum refers to the curriculum chosen as the base for instruction by SJBP. For grades K-5, Core Knowledge Language Arts is the core curriculum. Grades 6-12 will follow the LDOE Guidebooks 2.0.
- Supplemental Curriculum/Resources – Supplemental curriculum and resources have been built in to each scope and sequence by the SJBP ELA team in an effort to supplement the core curriculum where gaps occur in coverage of standards.
- Unit Title - These are either the title of the Core Knowledge or Guidebook Unit title, or when applicable, other aligned topics or themes.
- Date range and number of weeks - Includes the approximate dates when the unit will be taught and the estimated number of weeks' classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding that promotes transfer of knowledge and skills to other contexts.
- Writing Focus – Curriculum Maps and Scope and Sequence make reference to an overarching “Writing Focus” for a certain span of weeks. The writing focus is always one to two of the three types of LSS writing: informative/explanatory, opinion/argumentative, and narrative. Within the scope and sequence documents, this overarching writing focus is broken down into a weekly “Writing Focus” reflecting certain tasks students should perform within that writing type in an effort to master each writing standard. As is the nature of ELA LSS, the writing standards appear in a cyclical fashion, with each type of writing appearing several times each school year within a grade level. At first exposure, teaching and learning begins with the most basic concepts of that standard then progress to covering the entirety of the standard through additional exposures.
- Instructional Writing Rubrics – These rubrics are meant to be used in conjunction with the weekly Writing Focus that appears in the Scope and Sequence documents. The rubrics represent each of the three main types of LSS writing standards. They are meant to guide instruction and assessment on the writing standards as teachers instruct and assess student writing at different checkpoints throughout the year. These documents are linked to the Curriculum Map and Scope and Sequence documents.
- Footnotes – At times, notes for each individual grade level appear to instruct teachers about exceptions and special notes germane to a certain grade level.
- Assessment Dates – Assessments are reflected in the Scope and Sequence documents and Curriculum Maps. A broad window has been provided to give teachers autonomy in timing of testing based on student need and progress.
- * Cursive Writing – SJBP uses the Handwriting without Tears curriculum resources to instruct students in cursive handwriting skills. SJBP’s ELA Scope and Sequences begin instruction in cursive writing in the third grade and continue this instruction through the fourth grade. Fifth through Twelfth grade



resources reflect review of this intense instruction sequenced in the Third and Fourth grade scope and sequences. The cursive writing legislation requires public schools to introduce cursive writing instruction by third grade. Instruction will have to continue through 12th grade, under the measure sponsored by Republican Sen. Beth Mizell, of Franklinton.

Teacher Leader and Facilitator Team: SJB's ELA Team worked in grade bands to ensure vertical alignment of standards and curriculum across grade levels.

Math

- **Priority standards:** Priority standards represent the most essential learning for a grade level or course. These standards were selected by a team of SJB PreK-12 math educators from across the district.
- **Supporting Standards** – These are all other standards included in a unit of study. Although they are not emphasized as centrally as the priority standards in the district's curriculum documents, supporting standards are still intended to be taught. Supporting standards frequently serve as lower level, prerequisite knowledge for higher-level priority standards.
- **Mathematical Practices-** The standards for mathematical practice, an essential part of the Louisiana Student Standards, are embedded throughout our district curriculum and assessment resources. These practices rest on important “processes and proficiencies” that college and career-ready students need to be successful in mathematics.
- **Core Curriculum** – Core Curriculum refers to the curriculum chosen as primary instructional resource by SJB. *Eureka Math* is SJB's core math curriculum for Grade K-HS.
- **Supplemental Resources** – Supplemental resources have been built in to each scope and sequence by the SJB Math team in an effort to supplement the core curriculum where teachers may experience gaps in coverage of standards.
- **Units** – Each unit focuses on a distinct topic in mathematics and is anchored in one or more priority standards.
- **Date range and number of weeks** - Includes the approximate dates when the unit will be taught and the estimated number of weeks' classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Benchmark assessments** will focus on major content standards covered since the last benchmark. They will be modeled after EOY Assessments.

- **Assessment Dates** – Assessments are reflected in the Scope and Sequence documents and Curriculum Maps. A broad window has been provided to give teachers autonomy in timing of testing based on student need and progress.

SJPB's Math Team worked in grade level Curriculum & Assessment Teams to ensure vertical alignment of standards and curriculum across grade levels, vet assessment items, and review the alignment of curricular resources.

Science and Social Studies

Students in grades 3-8 will use the 2016 Interactive Science Workbooks as a core curriculum resource in Science and LDOE/SJPB Scope and Sequence documents as a core curriculum resource for Social Studies.

Science and Social Studies Scope and Sequences will provide the following:

- Unit Overview
- Louisiana Student Standards
 - Science – K-12 Louisiana Student Standards for Science (2017)
 - Social Studies – 2011 LSS
- Content
 - Science – Performance Expectations
 - Social Studies – Claims
- Vocabulary and Notes – Essential key terms and information for student understanding.
- Resources – Correlating textbook pages, along with list of supplemental materials available online or on OneNote, and possible activities that can be implemented in the classroom. A sample lab for each Science unit is provided.
- Date range and number of weeks - Includes the estimated number of weeks students will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding that promotes transfer of knowledge and skills to other contexts.

