



Adjusting Curriculum for Acceleration

Before planning for new learning, school and district leaders must take steps to identify learning gaps and adjust the curriculum to ensure accelerated learning. This section provides a step-by-step guide for grade-level or course content teams to:

- Analyze their existing curriculum to make adjustments to address potential learning gaps for incoming students due to an extended period of hybrid and/or remote learning.
- Identify areas for potential learning gaps to share in vertical conversations.
- Draft an adjusted curriculum.

Resources Needed

- Individual copy of this graphic organizer (electronic or hard copy)
- Existing local grade-level curriculum for content area/course
- Lesson plan book/calendar
- KAS for specific content area/course
 - [Reading and Writing](#)
 - [Mathematics](#)
 - [Social Studies](#)
 - [Science](#)
 - [Health Education](#) and [Physical Education](#)
 - [Visual and Performing Arts](#)
- Highlighter
- Re-entry webcasts on [KDE Media Portal](#) and slide presentations (recommended to review prior to starting the work)

Before You Start

Before beginning this work, locate the following in the KAS for the specific content area:

- Your grade-level standards
- The progressions or coherence statements (specifically for the grade/course below and the grade/course above)

Utilize the resources below for additional information and to locate the progressions for each content area:

- [Kentucky Academic Standards for Reading and Writing](#)
 - Mini-progression explanation, Page 16
 - Mini progressions for each standard on the Standards Breakdown View
 - K-12 Progressions, beginning on Page 391

- [Kentucky Academic Standards for Mathematics](#)
 - Coherence and vertical alignment explanation, Pages 10-11
 - Coherence in the standards view for each grade level
- [Kentucky Academic Standards for Social Studies](#)
 - Appendix A: K-12 Progressions, beginning on Page 155
- [Kentucky Academic Standards for Science](#)
 - Articulations explanations, Page 5
 - Progressions located below the foundation boxes in the Articulations of DCIs across grade levels
 - Grade-band progressions from [Next Generation Science Standards Appendices](#)
- [Appendix E: Disciplinary Core Ideas Progressions](#)
- [Appendix F: Science and Engineering Practices](#)
- [Appendix F: Crosscutting Concepts](#)
- [Kentucky Academic Standards for Health Education](#)
 - Appendix C: Progressions, beginning on Page 56
- [Kentucky Academic Standards for Physical Education](#)
 - Appendix D: Progressions, beginning on Page 43
- [Kentucky Academic Standards for Visual and Performing Arts](#)
 - Progressions for each standard on the Anchor Standard pages

Part A: Analyze Existing Curriculum

The purpose of Part A is for grade-level or course content teams to analyze the existing curriculum to make adjustments to address potential learning gaps for incoming students.

Section A consists of three steps:

1. Identify content, concepts and/or skills from grade-level curriculum.
2. Analyze content, concepts and/or skills for alignment to *Kentucky Academic Standards*.
3. Determine grade-level content for adjusted curriculum.

Step One: *Identify content, concepts and/or skills from existing grade-level curriculum.*

Based on your existing curriculum, individually list all the content, concepts and/or skills for each of the following categories in Table 1.

Table 1: Existing Curriculum Content Analysis

Actual Content Taught During the School Year	Content in the Existing Curriculum but Not Taught During the School Year

Step Two: Analyze content, concepts and/or skills for alignment to Kentucky Academic Standards.

With your grade-level or course content team, use the *KAS* document to complete the following:

- For each grade-level standard listed in the *KAS*:
 - Read the standard.
 - Locate the progression or coherence statements of the standard focusing on one grade level below and one grade level above.
 - Examine and discuss the progression or the coherence statements to determine the appropriate depth of the content, concepts and/or skills required to meet the expectation of the grade-level standard.
 - Analyze the content, concepts and/or skills you listed in Table 1 and highlight those that tightly align with the expectations of that standard for your grade level.
 - Record the standard coding next to the highlighted content, concepts and/or skills in Table 1.
- Use Table 2 to record any grade-level content, concepts and/or skills from the *KAS* document not included in content, concepts and/or skills listed in Table 1. Be sure to include the standard coding.

Table 2: Content, Concepts and/or Skills from the *KAS* Not Included in the existing Curriculum

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Step Three: Determine grade-level content for adjusted curriculum.

The purpose of this step is to consolidate the grade-level content, concepts and/or skills from steps 1 and 2 to be used in the development of the adjusted curriculum. Working with your grade-level or course content team, complete the following:

- List the highlighted content, concepts and/or skills from both columns of Table 1 in the first column of Table 3 and include the standard coding.
- List the content, concepts and/or skills from Table 2 in the second column of Table 3 and include the standard coding.
- Check to ensure all grade-level standards from the *KAS* are included in Table 3.

Please note that as you work through the analysis, there will likely be some content, concepts and/or skills not highlighted in Table 1 as being tightly aligned to the *KAS* for your grade level. It may be that those were used for enrichment or fall outside of the grade-level standards. In order to create time for addressing potential learning gaps due to an extended period of hybrid and/or remote learning, you may need to initially exclude these items in the adjusted curriculum. As you gather formative data throughout the school year, you may identify time to reincorporate enrichment opportunities.

Table 3: Grade-Level Content for 2020-2021 Adjusted Curriculum

Content, concepts and/or skills from the existing curriculum that are tightly aligned to the <i>KAS</i> for your grade level (Highlighted items from Table 1)	Any content, concepts and/or skills from the <i>KAS</i> not included in the existing grade-level curriculum (Items from Table 2)

Part B: Identify Gaps in Student Learning

The purpose of Part B is to identify specific content, concepts and/or skills in the existing curriculum in which potential gaps may exist for students due to an extended period of hybrid and/or remote learning. Once completed, this information will be shared with the next grade level in your school to inform their adjusted curriculum as they plan to address these gaps. Section B consists of two steps:

1. Identify potential learning gaps from existing curriculum.
2. Engage in vertical conversations to identify incoming learning gaps.

Step One: Identify potential learning gaps due to a period of extended hybrid and/or remote learning.

The purpose of this step is to identify the content, concepts and/or skills tightly aligned to the *KAS* that were potentially impacted through the unique situation of a period of extended hybrid and/or remote learning. This includes tightly aligned content, concepts and/or skills that were (1) taught during the school year; (2) included in the existing curriculum but not taught during the school year, or (3) not included in the existing curriculum but in the *KAS* for this grade level.

- Working with your grade-level or course content team, complete the following:
 - Utilize Table 1 from Section A to complete the following:

- Discuss and reach agreement on which highlighted content, concepts and skills from the first column in Table 1 may require additional time to address potential gaps, and list those in the first column of Table 4.
- List the highlighted content, concepts and/or skills from the second column in Table 1 in the second column of Table 4, and include the standard code.
- Utilize Table 2 from Section A to complete the following:
 - List the content, concepts and/or skills from Table 2 in the last column of Table 4 and include the standard code.
 - List additional considerations to share (ex. not able to complete full spiral of content, concepts and/or skills).

Table 4: Potential Grade-Level Gaps Due to Extended Hybrid and/or Remote Learning

Actual Content Taught During the School Year	Content in the Existing Curriculum but Not Taught During the School Year
Other Considerations (ex. Not able to complete full spiral of content, concepts and/or skills)	

Step Two: Engage in vertical conversations to identify incoming learning gaps.

In order to create an adjusted curriculum for the school year, it is critically important for grade-level teams to communicate with each other to discuss areas of potential learning gaps due to an extended period of hybrid and/or remote learning. As grade levels begin to plan for the upcoming year, having the most accurate information regarding the areas of potential learning gaps is essential in helping students be academically successful.

Each grade-level or course content team will engage in two vertical conversations:

- During the vertical conversation with the teachers one grade level or content course above, complete the following:
 - Share a copy of your completed Table 4 with the teachers in the grade level above.
 - Discuss the information contained in the table to help the teachers in the grade level above gain clarity around the extent of the potential learning gaps in the content, concepts and/or skills for their incoming students.
- During the vertical conversation with the teachers one grade level below, complete the following:
 - Obtain a copy of Table 4 from the grade level below.
 - Discuss the information contained in the table to help your grade-level team gain clarity around the extent of the potential learning gaps in the content, concepts and/or skills for your incoming students.

Note: For grade-level teams at transition years, you will need a completed Table 4 from the grade-level team below for each feeder school.

Part C: Draft an Adjusted Curriculum

The purpose of this portion is to draft an adjusted curriculum for the school year that includes the content, concepts and/or skills that are tightly aligned to the KAS for the grade level and potential learning gaps identified by the previous grade level due to an extended period of hybrid and/or remote learning.

Resources Needed

- Table 3 from Section A (Grade-Level Content for the Adjusted Curriculum)
- Table 4 obtained from the grade level below that identified potential learning gaps for your incoming students
- Local curriculum template

While KDE is responsible for the development of standards, state law assigns each local school-based decision making (SBDM) council the authority to design the school's curriculum and determine appropriate instructional resources based upon language found in Kentucky Revised Statute (KRS) 160:345.

Considerations when drafting the adjusted curriculum:

- How will you adjust your curriculum to at a minimum include the grade-level content identified in Table 3?
- How will you embed the identified learning gaps as they connect to content, concepts and/or skills within the grade-level standards?
- When implementing the adjusted curriculum, what pre-assessment tools and strategies might you use to determine students' current level of understanding of prerequisite skills?
- How will you use pre-assessment data to monitor and adjust instruction based on student needs?
- How will you utilize the PLC process to meet the academic needs of the students?

Leadership Considerations

Preparing for the work

- How might you protect time for teachers to work through the process of Stage 1? How might you utilize teacher workdays or professional development hours to assist in completion of this work?
- How will you communicate with teachers regarding the resources needed to complete this work and how to access them?
- Will grade-level teams complete this work virtually or face-to-face?
 - If virtually, is there a specific platform (e.g. Zoom, Microsoft Teams) teachers should utilize?
 - If face-to-face, in what location will teachers complete the work?
- How will you structure time for this work based on teacher course load?
- Who might you identify as team leads to guide the grade-level or course content work in your school or district?

Considerations for Part A

- Who might provide content support to teachers as they work through the analysis?
 - Are there curriculum coaches/specialists in the district or school to support grade-level teams?
 - How might you partner with your regional cooperative or professional organizations to support teachers in this work?

Considerations for Part B

- How will you ensure that Table 4 from the previous grade level or course is provided to the next grade-level team? What process or system might you utilize for storing and accessing Table 4?
- How will you structure the opportunities for the grade-level teams to engage in vertical conversations to discuss Table 4?
 - Will the vertical conversations take place virtually or face-to-face?
 - How will the vertical conversations be structured for grade-level teams in the same school?
 - How will the vertical conversations be structured for transition grade-level teams and the various feeder schools?
- Who will participate in the vertical conversations? Will the entire grade-level or course content teams meet, or will the conversation be with representatives from the grade-level or course content teams?
- How will you ensure that vertical conversations occur in a timely manner that allows teachers to utilize information in drafting their adjusted curriculum?

Considerations for Part C

- What are your expectations for how teachers will incorporate the identified gaps into the adjusted curriculum? Will all grade levels or content courses use the same method or will the decision be made by each grade-level or course content team?
- What is the approval process for changes to SBDM adopted curriculum?
- How will you structure time for grade-level teams to draft their adjusted curriculum?
- How will you utilize the school-wide system of interventions to meet students' academic needs?
- How will you intentionally utilize the PLC process to support teachers in meeting learner's academic needs?