



STANDARD DISTRICT CURRICULUM

All curricula in the Tulsa Public Schools is derived from the Priority Academic Student Skills (PASS) Standards and Benchmarks that are published by the Oklahoma State Department of Education and comprise what is referred to as Oklahoma's Core Curriculum. The Standard District Curriculum, which is the core curriculum, consists of the Aligned Teaching Units™ in reading and mathematics, as well as the pacing calendars and content outlines for content and courses that do not have Aligned Teaching Units™. Tulsa Public Schools' core curriculum for reading and mathematics in grades one through eight, and in the English I and II, Algebra I, Geometry, and Algebra II at the high school are reflected in Aligned Teaching Units (units of instruction that have been aligned to the PASS benchmarks) that teachers are to use when planning for and delivering instruction. TargetFundamental™ and PALS Packets™ complement and support the delivery of an aligned curriculum.

INSTRUCTION SUPPORTED BY ALIGNED TEACHING UNITS™ (ATU'S)

There are five steps included in the process which teachers use to make instructional decisions:

- **Identify Goals**
After a thorough review of student assessment data, this step defines instructional goals and targets specific areas of concentration to improve student achievement.
- **Align Curriculum**
The reading and mathematics curriculum (PASS) in the grades and courses mentioned above is aligned to the textbooks that the District has approved for use. Teaching and testing from an aligned curriculum provides a focus on instruction as a purposeful activity.
- **Fill the Gaps**
Gaps are evident when adequate instructional materials that will advance student learning of the Standard District Curriculum are lacking. The challenge is to find resources to fill these gaps so that students are taught all required curriculum.
- **Determine Benchmark Checkpoints** (not to be confused with subject area/content benchmarks)
The word benchmarks used in this context means that time lines are to be developed to track student mastery of critical objectives. The benchmark assessment is a checkpoint along the way to help determine progress and preliminary results, as well as to help with adjusting instruction to support mastery for all students.
- **Monitor Student Progress**
This step assists teachers in monitoring student progress through use of reporting methodologies, such as the Class Test report, the Group Status report, and the Item Analysis Report that give teachers abundant information about individual student progress.

BENCHMARK ASSESSMENTS

Benchmark assessments are formative assessments that are given in reading and mathematics in grades one through eight, in English I and II, and Algebra I, Geometry and Algebra II across the District at regular intervals prior to state testing at the end of the year. These assessments assist the teacher in making instructional decisions with regard to individuals and groups of students. For example, if a student(s) has not demonstrated mastery of a content/grade level benchmark in mathematics, the teacher can then decide what course of action to take to ensure that the student has more than one opportunity to learn. The teacher can also decide how to teach the content in a different way so that students can be exposed to more than one instructional approach. Additionally, decision to regroup students to support re-teaching may be used following a careful analysis of the benchmark data.

PACING CALENDAR

Pacing calendars are District wide timelines for teaching Standards and Benchmarks. The PASS objectives have been broken down into four quarters to help teachers and students know what standards will be covered each nine weeks. The District's expectation is for all teachers to be using these pacing calendars to ensure that all standards are taught and sequenced in a manner that ensures completion before OCCT testing. Pacing calendars by grade level and subject can be found at the following site. <http://www.tulsaschools.org/depts/currsvc/currsvc.shtm>

THE TULSA MODEL
Standard District Curriculum
Rubric for Assessment

	Stage 1	Stage 2 (Incorporates Stage 1)	Stage 3 (Incorporates Stages 1 and 2)
Curriculum	<ol style="list-style-type: none"> 1. Teachers use the TPS Pacing Calendars and the Standard District Curriculum. For subjects not reflected in the Pacing Calendars, teachers follow the Oklahoma PASS standards and benchmarks. 2. Teachers are familiar with the Aligned Teaching Units™, TargetFundamentals™, TargetStrategies™, and the PAL Packets™ in Reading and Mathematics and are beginning to incorporate these into their lesson planning. 3. Disaggregated data from a variety of assessments guide instructional decisions. 4. Students know and can articulate what benchmarks they are learning. 5. Curriculum is anchored in experience. 6. Content is age appropriate. 7. A daily agenda guides the flow of student learning. 8. Textbooks are included as one of several tools for learning. 9. Teachers use processing questions to determine student learning. (e.g. How did you know...? Why do you think....? What might be different if...?) 10. Use of Multiple Intelligences provides students with options of ways to demonstrate what they know and are able to do. 11. The content of the curriculum links with the TPS Community Guidelines and LIFESKILLS. 12. Students learn information literacy and technology skills in the context of the classroom curriculum as a result of teacher/library media specialist collaborative planning and a flexible library schedule. 	<ol style="list-style-type: none"> 1. Teachers use the Teacher Summary Report™ to guide instructional planning in Reading/Language Arts and Mathematics and are regularly using the Aligned Teaching Units™, TargetFundamentals™, and TargetStrategies™, or the PAL Packets™, as appropriate. 2. The set/hook creates a common/shared experience that initiates instruction, intended to engage all students in the learning. 3. Students have choices about how they demonstrate what they know and are able to do. Choices include activities that help them apply the concept or content to the real world. 4. Individual and group assignments are constructed using the Multiple Intelligences, Bloom's Taxonomy, Marzano's instructional strategies, and other brain-based research. 5. Students are assessed using variety of methods, including performance, portfolios, and projects. 6. Assignments include frequent opportunities for students to use information literacy and technology skills to extend thinking, answer questions, solve problems and create new knowledge. 	<ol style="list-style-type: none"> 1. Curriculum is connected to relevant concepts in our students' lives. 2. All curriculum content is naturally integrated. 3. Teachers have written and posted essential understandings and learning objectives for their curriculum. 4. Teachers use these essential understandings and learning objectives for their curriculum to guide students to mastery. 5. Teachers work together to integrate learning across grade levels and/or disciplines. 6. Teachers teach from a "plan" that shows the relationship of content across time. 7. Students may choose how they demonstrate what they know and are able to do. 8. Students and teachers understand and can articulate the role of Multiple Intelligences as ways to solve problems and produce products. 9. Students use their portfolios, projects or other student work to lead parent conferences. 10. Assessments are based on applying to the real world what students know and can do. 11. Curriculum is especially designed for collaborative work.

ELEMENTARY CURRICULUM OVERVIEW

<p style="text-align: center;"><u>Balanced Literacy Model: Technology Skills</u></p> <p style="text-align: center;">*Collaborate with Technology Specialist</p> <p style="text-align: center;">*Basic Operations and Concepts *Social/Ethical/Human Issues *Technology/Productivity Tools *Technology/Communication skills *Technology Research Tools *Problem-Solving & Decision-Making Tools</p>	<p><u>Balanced Literacy Model: Communication Skills</u></p> <ul style="list-style-type: none"> • Reading and Language Arts—Process oriented only • Process Skills: READING*WRITING*SPEAKING*LISTENING • Guided Reading—Word Work—Process Writing—Handwriting • Materials & Resources: Scott Foresman, SRA Reading Mastery Plus, Handwriting Without Tears, Moving Into English (for ELL supplement to develop language) <hr/> <p><u>Balanced Literacy Model: Mathematics</u></p> <p>Content:</p> <ul style="list-style-type: none"> • Patterns & Algebraic Reasoning • Number Sense • Number Operations & Computation • Geometry & Measurement • Data Analysis & Probability <p>Process Skills:</p> <ul style="list-style-type: none"> • Problem-Solving strategies & approaches • Communication verbal expression of math & sharing strategies • Reasoning mathematical thinking • Connections real world • Representation presentation of problem, processes & solutions <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Growing with Mathematics & manipulatives • SRA Mathematics <hr/> <p><u>Balanced Literacy Model: Science</u></p> <p>Content: Physical Science, Life Science, Earth & Space Process Skills: Observe & Measure, Classify, Experiment, Interpret & Communicate Discovery/Inquiry</p> <p>Materials & Resources:</p> <ul style="list-style-type: none"> ▪ Science kits ▪ Science textbooks <p>Recommended web-based resources</p> <hr/> <p><u>Balanced Literacy: Social Studies</u></p> <p>Content: Citizenship & Civics, Geography, Careers & Economics, Communities & Cultures, History (historical perspectives) Process Skills: Information Resources, Communication Skills Materials & Resources: Social studies textbook</p>	<p style="text-align: center;"><u>Balanced Literacy: Information Skills</u></p> <p style="text-align: center;">*Collaboration With Library-Media Specialist</p> <p style="text-align: center;">Process Skills:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Define</p> <p>Organize</p> <p>Create</p> </div> <div style="text-align: center;"> <p>Present</p> </div> <div style="text-align: center;"> <p>Locate</p> <p>Synthesize</p> <p>Evaluate</p> </div> </div>
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This is a balanced literacy model for each content area. This document includes the “big ideas” reflected in the standards. It also includes technology and information skills that span the content areas.

Secondary Course Syllabus Expectations

Following is a brief discussion of the expectations for completing the secondary course syllabus. We want to be certain that secondary teachers and principals understand that the purpose of the syllabus form is for teachers to use it as a planning tool. A copy of the syllabus should be completed prior to the end of the first week of a semester, and a copy kept in the teacher's file in the main office.

Rationale and Course Description

This first section of the syllabus asks the teacher to give some thought to why the course is being taught, along with a **brief** description of the course. Brief means more than one or two sentences, but less than two paragraphs.

How will students learn?

This is intended to be a short description of the instructional methodology that the teacher will use. For example, the teacher may state that students will learn through classroom discussion, completion of a learning journal, participating in lab experiments, or whatever pedagogy would be used to guide student learning.

Content Outline

Content Outline: This is the outline of all essential concepts and knowledge that will guide the teacher's delivery of instruction. The outline can be organized into units of instruction. For courses that are required for graduation, the outline is being provided as a "standard curriculum outline." For courses that have not been provided an outline, such as elective courses, the teacher is to develop a course outline based on the state standards and benchmarks and the district pacing calendars.

How will students be assessed?

This section should list assessment methodology. It would include such methods as paper/pencil tests, research papers, class discussion, portfolios of student work, journal writings, oral presentations, etc.

Major Projects/Products

This section should list projects such as classroom presentations (individual and group), demonstrations, and participation in activities outside the classroom. These are typically the types of assignments that allow a student to demonstrate an understanding of the particular content and its applicability to real world situations.

Learning Resources

This is a listing of texts, journal articles, novels, trade publications, or community resources that students will be expected to access in order to further their learning.

Grading Policy

The student needs to know what he/she must do in order to receive an A, B, or C. In other words, what does a student have to do to be successful in the class? What is the grading scale on major assignments? How does the teacher grade a student on "classroom discussion/participation?" How are points awarded for work completed?

Make-Up Work Policy

If a student is absent from class, what must he/she do to complete the assignment(s) which has been made and by what deadline? How will the student access the information which was presented in class(es) which were missed?