



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

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- [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](#)

- 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:



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 slide 13. (0.007 G0(o)10.5 (ur)-6 (c)-2 (es)-hleft si slide.



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