What is the PreK-12 Curriculum System?

A comprehensive collection of resources, programs, policies, structures and technologies that are intentionally designed and aligned within a continuous improvement framework to facilitate the academic progress of every child, in every Chicago neighborhood.

The core of the system is a rigorous, standards-aligned and culturally-relevant digital curriculum.
If we successfully implement the PreK-12 Curriculum System, then we will establish **consistent expectations for student learning**, ensure all CPS students engage with the **highest-quality curricular options** and increase the **return on the district’s investments** in teaching and learning.

[(Access the Full ToA)]
Driven by the Vision

High Quality, Rigorous Instruction
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
Strong partnerships, with trust earned through transparent engagement, allow Chicago’s collective expertise to best support student success.

Talented and Empowered Educators
Talented teachers and administrators are a catalyst for student learning.

Safety and Support
Safe and supportive schools create an environment for successful learning.

Financial Stability
A “student first” budget builds a stronger financial future.
Department of Curriculum, Instruction, & Digital Learning
Elements of the Digital Curriculum

1. Scope and Sequence
2. Units of Study
3. Lessons
4. Curriculum Map
5. One-page Unit Overview
6. Annotated Unit Outline
7. Guidance Documents
8. Recommended Structures
9. Formative, Lesson-level Assessments
10. Formal Unit Assessments
11. Formal Interim Assessments
12. Assessment Items Banks
13. Supplemental Resources

Arts
English/Language Arts
Mathematics
Science
Social Science
World Language (Spanish, French)
Physical Education/Health
Computer Science
What is the Curriculum Collaborative?

A team of employees and external partners that will build the district’s PreK-12 Digital Curriculum.

Membership will include teachers, APs, principals, students, contracted vendors, content and category specialists, network staff, university partners, CTUF, municipal partners, and community organizations.

Application and recommendation processes will launch in February 2019 to identify educators (employees) for the Curriculum Collaborative.
Digital Readiness Training
Timeline for Cohort I Program - Year I

**Summer 2018**
- July: Schools Selected and Notified

**Fall 2018**
- December: Overview for Administrators - Networks and Schools

**Winter 2019**
- January: Implementing Digital Learning
- February/March: Models of Blended Learning

**Spring 2019**
- March/April: Project Based Learning

**Summer 2019**
- June: Reflection & Next Steps
Chicago Public Schools’ Technical Target

- Work with present network
- Understand the network today
- Delivery of high quality & low quality (based on school network)
- Understand direction for tomorrow (Equality across all school)
- Understand IMS standard model of integration
- Define data standards for all content
- Plug + play w/SIS, assessment tools, content vendors, current in-house delivery system
Chicago Public Schools’ Analytics Target

SMART Objects:
- SHARED
- MANAGED
- ADAPTIVE
- RIGOROUS
- TAGGED

Capture real-time data in Year 2 for all resources

Review the metrics and mix & match according to CPS’ directions

Benchmark performance indicators current from Day 1
Chicago Public Schools’ Vendors Target

- Provided iframe technical playlist
- Assessments built into each lesson
- Provide content via IMS Common Cartridge & Thin CC
- Enable modifications of their lessons by any teachers
- Caliper Analytics output by iframe
Think-Pair-Share

- In the paragraph that begins ‘The first two helicopters,’ to what does Shapiro compare the landing deck?
- How is this comparison an analogy? What does it explain?
- Imagine two helicopters parked on a tennis court and more helicopters wanting to land. How does this analogy impact meaning and tone?
Grade 4 | Energy Conversions
Lesson 2.1: Energy Converters

Energy Conversions: Lesson 2.1: Energy Converters

Running Time: 1 min 44 sec

What makes the devices in Ergstown output energy or fail to output energy?

Playlist Information

Student Instructions:
Open the playlist and follow the prompts.

Description:

Vocabulary
- convert
- converter
- electrical energy
- energy
- forms (of energy)
- function
- system

Energy Conversions: Lesson 2.1.01 - Energy Converters

Notes to Instructor (Not visible to students):
Lesson purpose: To provide an opportunity for students to begin observing and exploring the concept of energy conversion.

Please refer to this lesson's Materials & Preparation section in the Teacher Facilitation Guide for
Lesson 2.1: Energy Converters

Running Time: 1 min 44 sec

What makes the devices in Ergstown output energy or fail to output energy?

Playlist Information

Student Instructions:
Open the playlist and follow the prompts.

Description:

Vocabulary:
- convert
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- electrical energy
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- system

Notes to Instructor (Not visible to students):

Teacher demo options:
Play the video on the next slide or open the Energy Conversions Simulation and conduct the live demonstration described below.
- Press “Select Energy Source” and select SUN.
CPS Remote Learning Spring 2020

- CPS provided students with 100,000+ Chromebooks and Wi-Fi hotspots.
- SAFARI Montage broadcast over 700 Schlessinger Media educational programs to 4 Chicago-area television stations in English and Spanish.
- Hundreds of professional learning opportunities created and facilitated by CIDL.
- Digital resources selected and made available district-wide including simultaneous-use eBooks.