

## Curriculum Matrix for Denver Green School

Content Area	Currently Adopted Curriculum Being Used	Proposed Curriculum to Use	Rationale
<p style="text-align: center;"><b>Reading/Language Arts</b></p>	<p><b>7-8 SpringBoard</b></p>	<p><b>ECE-6 Reading Street (Scott Foresman)</b></p>	<p>Innovation status is necessary in order to achieve the DGS goal of assuring that all students have met the reading standards by third grade, by allowing us to choose a reading curriculum that is anchored in sound research, aligned with state standards and the National Reading Panel. We need to fill in the following gaps that are present in the Denver Planning Guides.</p> <ul style="list-style-type: none"> <li>• Provide a strong, systematic framework for reader’s workshop.</li> <li>• Support the RTI model by providing excellent, all inclusive materials and lesson plans for a three tiered approach to instruction that includes all five components of reading.</li> <li>• Include a wide variety of built-in assessments to provide progress monitoring and frequent feedback for student goals.</li> </ul> <p>Within a Readers Workshop model, Reading Street © will be our reading curriculum for Grades ECE-6.</p> <p>Reading Street is designed to;</p> <ul style="list-style-type: none"> <li>• Support teachers and students by providing a complete three-tiered, balanced literacy model. Instead of having to choose different intervention programs to support Tier II and III, it provides a continuum of levels for all three.</li> <li>• Reading Street’s motivating and engaging literature and materials, scientifically researched instruction, and its wealth of reliable tools support teachers as they build strong readers at all levels.</li> <li>• The program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help manage small group instruction that includes the five components of reading.</li> <li>• Reading Street includes and prioritizes skill instruction at each grade level, assuring teachers the lesson is focused on the right skill at the right time for every student based on ongoing progress monitoring. No need for a separate skills program.</li> </ul>

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<b>Writing</b>	<b>ECE-6 Planning Guide Unit Big Ideas</b>  <b>7-8 SpringBoard</b>	<b>Step Up To Writing (supplemental)</b>  <b>Step Up To Writing (Supplimental)</b>	<p>Step Up to Writing curriculum will be used in conjunction with the district-developed Planning Guides units of study and SpringBoard, for grades K-8. Step up to Writing provides all learners the tools needed for writing excellence. This curriculum is currently successfully implemented in many schools showing growth in the area of writing, within DPS's Three-Tier model of instruction at all grade levels.</p> <ul style="list-style-type: none"> <li>• It aligns with state standards and content area learning.</li> </ul>

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<b>Math</b>	<b>7-8</b>  <b>Connected Mathematics 2</b>	<b>ECE-6</b> <b>Investigations in Number, Data and Space- (Scott Foresman)</b>	<p>Innovation status will provide DGS with the choice to provide a math curriculum that will more closely align with the DGS instructional model by providing students with more relevance through real-life problem solving. The math curriculum for ECE-6 at DGS will be <b>Investigations in Number, Data, and Space</b> from Scott Foresman. The curriculum is designed to support students to make sense of mathematics and learn that they can be mathematical thinkers and focus on computational fluency in the context of real life problem solving. It aligns with the NCTM curriculum focal points, state standards, and RTI.</p> <ul style="list-style-type: none"> <li>• The inquiry design of this program integrates much more accurately than Everyday Math, to the Placed Based Education and Service Learning models that will be the real world context for student centered/project based learning.</li> <li>• Students who participated in high quality service learning programs showed an increase in measures of school engagement and mathematics. (Melchior, 1999)</li> <li>• When you engage and challenge the brain with investigative activities that require thinking, doing and explaining, students will become mathematical thinkers.</li> <li>• The focus on discussion activities allow students to make connections by sharing their thinking as well as to provide opportunities to develop oral language skills that are crucial to support the needs of ELL's.</li> </ul>

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<p style="text-align: center;"><b>Science</b></p>	<p><b>K-8 Tracks w/ Earth Force Service Learning</b></p>		<p>DGS will implement the DPS elementary Science curriculum, BSCS Science Tracks and the Earth Force Service Learning curriculum.</p> <ul style="list-style-type: none"> <li>• It aligns with our belief in teaching science as inquiry and will provide the foundation for hands-on learning.</li> <li>• Tracks and Earth Force incorporate a researched based, constructivist approach to learning that supports all learners.</li> <li>• Tracks focus on the principles in earth, life and physical sciences will blend in with our focus on environmental, sustainable, green energy studies from the Earth Force 6 component curriculum.</li> <li>• DGS will use the DPS selected programs for Earth Science (grades 6 and 9), Life Science (grade 7), and Physical Science (grade 8). These will be integrated using Backward Lesson Design to create units within the context of Placed Based and Sustainable Education as well as Earth force Service Learning curriculum.</li> </ul>
<p style="text-align: center;"><b>Social Studies</b></p>	<p><b>ECE-8 DPS Social Studies Program w/Earth Force Service Learning</b></p>		<p>DGS will use the DPS selected programs for Social Studies ECE-8. Including, Geography (grades 6), World History (grade 7), and US History (grades 8). These will be integrated using Backward Lesson Design to create units within the context of Place Based and Sustainable Education as well as Earth force Service Learning curriculum.</p>
<p style="text-align: center;"><b>Social Responsibility</b></p>		<p><b>Peaceful Person Curriculum</b></p>	<p>The Peaceful People Curriculum provides another important thread through the years at DGS. This program has been developed at the Namaste Charter School in Chicago and aligns with 21<sup>st</sup> Century Skills Framework, The Denver Plan and state standards.</p> <ul style="list-style-type: none"> <li>• The curricula provides support and opportunities for children to acquire the skills, knowledge, and understanding to thrive academically and socially, find personal health and fulfillment, and take responsibility as productive members of their community.</li> </ul>

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<p><b>Education for Sustainability</b></p> <p><b>*WILL BE EMBEDDED THROUGHOUT CURRICULUM</b></p>		<p><b>Earth Force Service Learning</b></p>	<p>Aligned with the <b>2008 US Partnership National Education for Sustainability K-12 Learning Standards</b>; “Earth Force engages young people as active citizens who improve the environment and their communities now and in the future.” This six step process including curriculum, provides the structure for student driven service learning, and also provides the thread that runs through years at DGS which ties the content areas together.</p>

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