



# COVID-19 Considerations for Reopening Schools

## Academic Re-entry, Stage One: Drafting an Adjusted Curriculum

June 1, 2020

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This document from the Kentucky Department of Education (KDE) provides guidance on initial steps for how educators can plan and prepare for addressing knowledge gaps due to extended remote learning as a result of the COVID-19 emergency. KDE will release guidance for Academic Re-entry, Stage Two, in July 2020.

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Content Area/Course \_\_\_\_\_ Grade \_\_\_\_\_

### Stage One: Overview

#### Purpose of Stage One

Purpose of Stage One is for grade-level or course content teams to:

- Analyze their 2019-2020 curriculum to make adjustments to the 2020-2021 curriculum to address potential knowledge gaps for incoming students due to extended remote learning.
- Identify areas for potential gaps for 2019-2020 students to share in vertical conversations.
- Draft an adjusted curriculum for the 2020-2021 school year.

#### Resources Needed

- Individual copy of this graphic organizer (electronic or hard copy)
- 2019-2020 local grade-level curriculum for content area/course
- Lesson plan book/calendar
- *Kentucky Academic Standards* (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 *Kentucky Academic Standards* 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)



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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 [NGSS 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

### Stage One: Section A

#### Overview

The purpose of Section A is for grade-level or course content teams to analyze the 2019-2020 curriculum to make adjustments to the 2020-2021 curriculum to address potential knowledge gaps for incoming students due to extended remote learning. Section A consists of three steps:

- **Step 1:** Identify content, concepts and/or skills from 2019-2020 grade-level curriculum.
- **Step 2:** Analyze content, concepts and/or skills for alignment to *Kentucky Academic Standards*.



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- **Step 3:** Determine grade-level content for 2020-2021 adjusted curriculum.

### Step One: Identify content, concepts and/or skills from 2019-2020 grade-level curriculum

Based on your 2019-2020 curriculum, individually list all the content, concepts and/or skills for each of the following categories in Table 1.

**Table 1:** 2019-2020 Curriculum Content Analysis

| <b>Taught Prior to Extended Remote Learning</b> | <b>Only Taught During Extended Remote Learning</b> | <b>In the 2019-2020 Curriculum but Not Taught During the 2019-2020 School Year</b> |
|---|--|--|
|   |  |  |



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

With your grade-level or course content team, use the *Kentucky Academic Standards* (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 2019-2020 Curriculum

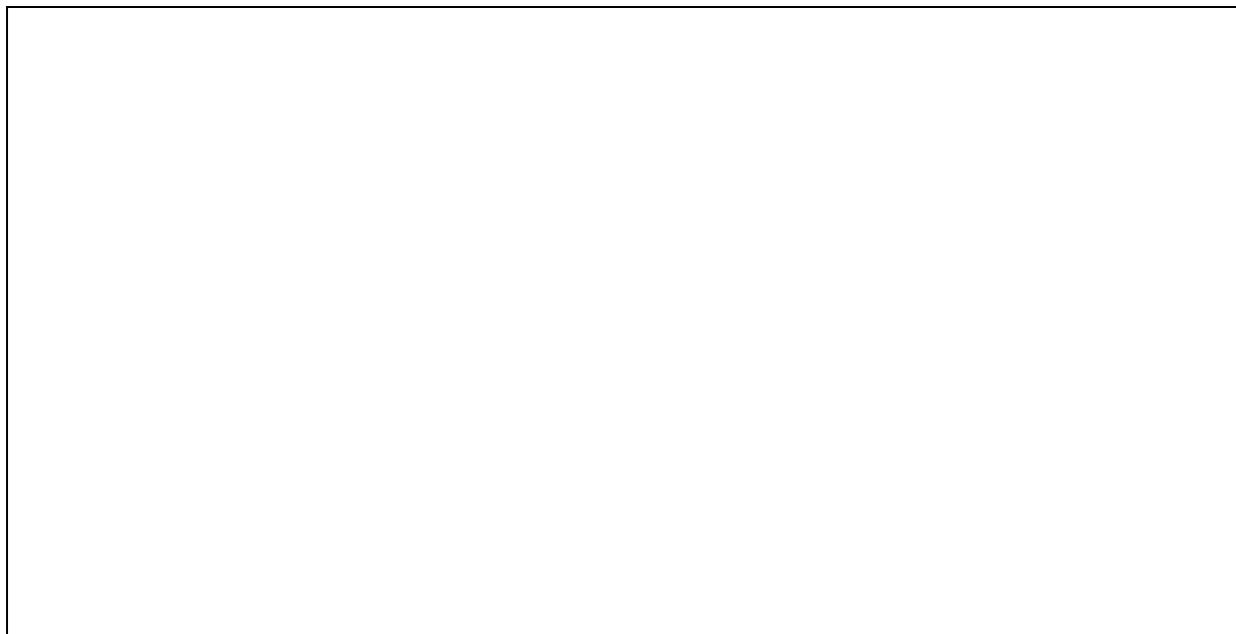


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### Step Three: Determine grade-level content for 2020-2021 adjusted curriculum

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 2020-2021 adjusted curriculum. Working with your grade-level or course content team, complete the following:

- List the highlighted content, concepts and/or skills from all three 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 knowledge gaps due to extended remote learning, you may need to initially exclude these items in the 2020-2021 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**



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| <b>Content, concepts and/or skills from the 2019-2020 curriculum that are tightly aligned to the KAS for your grade level</b><br><br><b>(Highlighted items from Table 1)</b> | <b>Any content, concepts and/or skills from the KAS not included in the 2019-2020 grade-level curriculum</b><br><br><b>(Items from Table 2)</b> |
|--|---|
|  |   |

### Stage One: Section B

#### Overview

The purpose of this section is to identify specific content, concepts and/or skills in the 2019-2020 curriculum in which potential gaps may exist for students due to extended remote learning. Once completed, this information will be shared with the next grade level in your school to inform their 2020-2021 curriculum as they plan to address these gaps. Section B consists of two steps:

- **Step 1:** Identify potential gaps from 2019-2020 curriculum due to extended remote learning.
- **Step 2:** Engage in vertical conversations to identify incoming gaps 2020-2021.

#### Step One: Identify potential gaps from 2019-2020 curriculum due to extended remote learning

The purpose of this step is to identify the content, concepts and/or skills tightly aligned to the *Kentucky Academic Standards* that were potentially impacted through the unique situation of extended remote learning. This includes tightly aligned content, concepts and/or skills that were taught only during extended remote learning; included in the 2019-2020 curriculum but not taught during the 2019-2020 school year, or not included in the 2019-2020 curriculum but in the KAS for this grade level.



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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 second 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 third 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).



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**Table 4:** Potential Grade-Level Gaps Due to Extended Remote Learning

| Only Taught During Extended Remote Learning | In the 2019-2020 Curriculum but Not Taught During the 2019-2020 School Year | Not Included in the 2019-2020 Curriculum but in the KAS for This Grade Level |
|---|---|--|
|   |   |  |

| Other considerations (ex. not able to complete full spiral of content, concepts and/or skills) |
|--|
|  |



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### Step Two: Engage in vertical conversations to identify incoming gaps 2020-2021

In order to create an adjusted curriculum for the 2020-2021 school year, it is critically important for grade-level teams to communicate with each other to discuss areas of potential gaps due to extended remote learning. As grade levels begin to plan for the upcoming year, having the most accurate information regarding the areas of potential 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 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 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.

## Stage One: Section C

### Overview

The purpose of this section is to draft an adjusted curriculum for the 2020-2021 school year that includes the content, concepts and/or skills that are tightly aligned to the Kentucky Academic Standards for the grade level and potential gaps identified by the previous grade level due to extended remote learning.

### Resources Needed

- Table 3 from Section A (Grade-Level Content for 2020-2021 Adjusted Curriculum)



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- Table 4 obtained from the grade level below that identified potential gaps due to extended remote learning for your incoming students
- Local curriculum template

While the Kentucky Department of Education (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 2020-2021 adjusted curriculum:

- How will you adjust your 2020-2021 curriculum to at a minimum include the grade-level content identified in Table 3?
- How will you incorporate the identified gaps in Table 4 from the previous grade level into your 2020-2021 adjusted curriculum? This could include:
  - Front-loading content, concepts and/or skills identified as gaps from the previous school year
  - Embedding identified gaps as they connect to content, concepts and/or skills within the grade-level standards
  - Some front-loading and some embedding
  - Other methods of incorporation

### **Stage One: 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 work days 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 (i.e. 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?



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### Section 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?

### Section 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 2020-2021 adjusted curriculum?

### Section C

- What are your expectations for how teachers will incorporate the identified gaps due to extended remote learning 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?
- Does your SBDM policy require approval for changes to the school's curriculum?
- How will you structure time for grade-level teams to draft their 2020-2021 adjusted curriculum?

*(mh/jr, kh, ae, tm, jg, mc)*