

New York City Department of Education

Scope and Sequence Guidance for Mathematics

2012-13 School Year

Background

As schools transition toward a fully Common Core Learning Standards (CCLS)-aligned curriculum in math, the New York City Department of Education (DOE) will identify and develop resources for support. This summer, the New York State Education Department (SED) will begin to provide a CCLS-aligned scope and sequence and accompanying curriculum materials for grades PK-12 in ELA and math. As the [new state curriculum is completed](#), the DOE will assess the need for additional curriculum resources and determine how to use the DOE's Core Curriculum to best support schools. The DOE has created and posted Common Core-aligned tasks and instructional supports on the [Common Core Library](#) and will continue to do so this summer and throughout the 2012-13 school year. At the same time, the writers of the Common Core are establishing criteria for full curricular programs and textbooks aligned to the new standards in mathematics. *During this period of transition, the DOE is providing a **flexible set of supports** so that educators can choose which supports make sense based on their school's current curriculum and context.*

A coherent curriculum that teachers know well is critical to student success in math. The DOE encourages schools to maintain that stability as they transition. Each option below has strengths and challenges for teachers. School leaders will need to assess which option best supports their teachers and students in order to make this transition effectively.

Feedback on this document?

This guidance document is a draft document intended to support educators in grades K-8 as they think about how to “reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade” as indicated in the [Citywide Instructional Expectations](#). As such, we encourage you to provide feedback to let us know if and how this document is used and how we can strengthen these supports. We will be arranging feedback sessions to gather input throughout the month of June. If you are interested in attending a session or would like to pass along feedback via email, please email commoncorefellows@schools.nyc.gov.

Support Options Available

1. **Core Curriculum Alignment Guidance for *Everyday Mathematics* (hyperlink):** This guidance document outlines how each of the textbook's lessons aligns to the Common Core grade-level content standards and the Mathematical Practices. It also indicates whether the standards covered in each lesson are within major, supporting, or additional clusters, based on the [Math Content Emphases](#)¹. Finally, it provides guidance around how schools may choose to spend instructional time to support a focus on the major work of the grade, which the [SED has indicated](#) will be the focus of next year's 3-8 State exams.

***Is this right for my school?** Schools that follow *Everyday Math* closely and do not plan to learn and utilize the State curriculum may be best served continuing to use *Everyday Math* and referencing the *Core Curriculum Alignment Guidance* to allow for more time spent on topics that align to the Common Core.*

2. **Scope and Sequence Samples for grades K-8 (hyperlink):** This document provides a high-level CCLS-aligned scope and sequence that demonstrates a focus on the major work of the grade, which the [SED has indicated](#) will be the focus of next year's 3-8 State exams. It represents one way that a school may choose to organize and teach the full range of the standards before the state test. It is not aligned to any particular text or curriculum resource and is not based on any additional information about next year's tests. As the State releases its new curriculum, we will reorganize this document as necessary so that schools can use the State curriculum along with existing resources to support them in teaching a Common Core-aligned curriculum.

¹ For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf.

Is this right for my school? Schools that do not use *Everyday Math* or *Impact Math*, or who have structures in place to support teachers in developing units or using the forthcoming state curriculum, may choose to use the *Scope and Sequence Samples* alongside their existing resources. To use this document, schools would need to use available resources to plan the units and lessons necessary to address the standards articulated in the *Scope and Sequence Sample*. As the State curriculum becomes available, schools can also use that curriculum to support fully teaching the standards and units.

3. **Mathematics Overviews for *Impact Math* (hyperlink):** This document is built from the *Scope and Sequence Samples* and shows how *Impact Math* can support addressing the standards included. However, the resources *within* each unit are *not sequenced* but rather listed by standard. Given the significant shifts in sequence from the textbooks, using this document would require sequencing available resources listed within units appropriately, and augmenting as necessary, to teach units that fully address the standards represented. As the State releases its curriculum we will reorganize this document as necessary so that schools can use the State curriculum along with existing resources to support them in teaching a Common Core-aligned curriculum.

Is this right for my school? Schools that use *Impact Math* but would like to think about how to reorganize instructional time to allow for a greater focus on the Common Core through omission of certain concepts and lessons and use of additional resources to fully address the Common Core, may choose to use this resource. To use this document, schools would need to have structures in place to support teachers in using the *Mathematics Overviews* and the resources available to plan the units and lessons necessary to meet the standards articulated. As the State curriculum becomes available, schools can also use that curriculum to support fully teaching the standards and units.