

Learning Maps

“Supporting Continuity of Instruction for All Learners”

As we prepare for the 2020 – 2021 school year, it is critical to provide students with opportunities to make connections to prior learning and build on existing knowledge to learn new concepts as outlined in the [Priority Learning Standards](#). No matter how students return to school this fall, whether in a fully-remote or blended setting, we must work together to ensure every student has one meaningful, relevant and cohesive learning experience. Because students may have more than one teacher over the course of the week, it will be crucial that all educators have a shared understanding of the learning experiences students typically have within an identified period of time to support collaborative planning. Learning maps are tools that can help teachers achieve this by outlining key learning for each grade all students should experience and connecting that learning to the [Priority Learning Standards](#).

Another key step in ensuring continuity of instruction for every student is using a shared, inclusive and digital curriculum. As we enter the 2020 -2021 school year, schools must have a shared and inclusive curriculum that is culturally responsive and digitally accessible across grade levels. Schools may use this [list of digital curricular resources](#) to support curricular purchases and view blended learning supports for core curriculum programs [here](#). Every school community is different and schools often make curricular decisions that are reflective of their values related to education. This means that across the NYC DOE, there are many different curricular choices in use that school leaders, teachers and students are familiar and comfortable with. Each curriculum comes with an intentionally designed scope and sequence of learning experiences, lessons and activities that build over time across a year and across multiple years to create coherent learning experiences. This is why it is not recommended to move, omit or replace lessons or units of study without careful and thoughtful consideration about how this might alter the progression of how learning occurs across the year or potentially across multiple years.

While there are many curricular options in use across the NYC DOE, we are all working to ensure that every student reaches the expectations outlined in the NYS standards by the end of the year. These means that no matter what curricular resources your school uses, there are certain experiences and learning all students should have access to and engage with in each grade. Learning maps help educators know what these experiences are so they can plan for coordinated blended and remote instruction in the upcoming year. Learning maps complement identified [Priority Learning Standards](#), which capture the content and skills that are most crucial for our students to have access to in the 2020 – 2021 school year, and show how and when the learning experiences that grow these skills should be attended to over the course of a school year. There are also certain pedagogical practices that research has proven effective in designing instruction with all students in mind that can be employed by teachers regardless of the curricula in use. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to provide teachers with a collection of well-rounded practices they may choose to incorporate into the instructional design of daily lessons that fit within a given curriculum to enhance teaching and learning.

How to Use Learning Maps

Learning maps are not intended to replace your school's curriculum and you should not move units of study or lessons around in your curriculum's existing scope and sequence to follow this learning map. Rather, learning maps are intended to support educators in collaboratively planning for the types of learning experiences all students should have. Educators may use learning maps to evaluate their school's current shared, inclusive and digital curriculum, and examine current practices to determine if students are taught and have opportunities to engage with the types of learning experiences outlined in the learning map for their grade. This allows for continuity of instruction and helps teachers plan together to create meaningful, cohesive learning experiences for students. Additionally, learning maps are not intended to be used to monitor student progress or assess mastery of skills at particular time of the year but more importantly serve as a guide post to ensure all students have access to high-quality educational experiences within the context of grade level work and serve to provide continuity of instruction despite the various curricular options in use across the NYC DOE.

How Learning Maps are Organized

Learning maps are organized by grade and highlight important information that pertains to each grade as well as specific grade bands. Since there are a wide variety of curriculum in use for both English Language Arts (ELA) and mathematics, each containing their own unique scope and sequence, learning maps in ELA and mathematics emphasize the teaching and learning that occurs in each of these content areas to support continuity of high-quality instruction in ELA and mathematics for every student. Science and Social Studies, are equally important content areas to emphasize and are also featured in each learning map by highlighting existing resources that provide continuity for each such as the existing scope and sequence for both science and social studies as well as highly utilized core curriculum options. As we plan for instruction in the 2020-21 school year, integration of social emotional and academic learning is critical and should be prioritized. Learning maps will focus on academic content however upcoming resources will support educators in integrating social emotional and academic learning.

For grades kindergarten through grade 8, learning maps will highlight the teaching and learning that occurs in the beginning of the year from September to November for each grade for ELA and mathematics as well as yearlong teaching and learning in science and social studies. Subsequent learning maps will be released throughout the year to illustrate how learning progresses and provide additional pedagogical practices that can support this. For high school, learning maps highlight the learning that occurs across the year. The table below outlines the information that will be included for each grade's learning map as well as hyperlinks to learning maps.

K	1	2	3	4
<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science
5	6	7	8	9- 12
<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Beginning of the year learning (September – November) and pedagogical practices for:</i></p> <ul style="list-style-type: none"> • ELA • Math <p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • Social Studies • Science 	<p><i>Yearlong learning with links to resources for:</i></p> <ul style="list-style-type: none"> • ELA • Math • Social Studies • Science