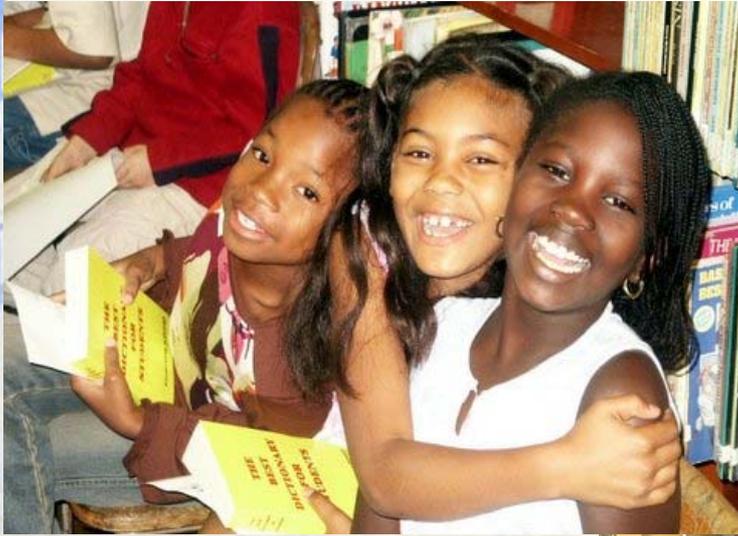


**Curriculum Submission: Charter School Applications
NYC Department of Education
Office of Charter Schools
June 17, 2009**

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Why are we here today?



What will we cover in this discussion?

Roles and Responsibilities for Curriculum

“Reviewer-Friendly” Applications

NYS Learning Standards & Performance Indicators

NYSED Curriculum Guidance Materials & Resources

Roles and Responsibilities for Curriculum

Board of Regents/NYSED

1. Learning Standards & Performance Indicators
2. State Assessments for Accountability Purposes
3. Instructional Requirements
4. Diploma Requirements

Charter School

1. Developmentally sequenced, grade by grade curriculum, coursework and instructional materials aligned to State learning standards and performance indicators
2. State assessment administration
3. Coursework & instructional time
4. Multiple course offerings reflecting units of credit necessary for a high school diploma

“Reviewer-Friendly” Application

How can I make the Curriculum Section “Reviewer-Friendly?”

Submit an **additional CD** entitled
“Curriculum Section”

Include a
“Curriculum Table of Contents”

Date the Curriculum Section
using a footer

Highlight the **Seven standard areas/content areas**
in the **“Student Daily Schedule”**

“Table of Content”

What should go in the Curriculum Table of Contents?

(Sample) Table of Contents: Curriculum Submission	Page
Educational Plan	215
Student Daily Schedules	247
Assessments	
➤ State Developed	310
➤ Charter School Developed/Selected	312
Curriculum	
➤ Career Development and Occupational Studies	1322
➤ English Language Arts	1336
➤ Health/Physical Education/Family & Consumer Sciences	1346
➤ Languages Other than English	1365
➤ Mathematics, Science, Technology	1376
➤ Social Studies	1382
➤ The Arts	1389
Course Offerings	
Course titles with corresponding units of credit for diploma	1391

Questions?



"Table of Content"

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➤ Health/Physical Education/Family & Consumer Sciences	346
➤ Languages Other than English	365
➤ Mathematics, Science, Technology	376
➤ Social Studies	382
➤ The Arts	389
Course Offerings	
Course titles with corresponding units of credit for diploma	391

Educational Plan

Why do we need an Educational Plan?

- Tells the story of how your charter school is different from other public schools
- Provides an explanation of the school's philosophy in regard to the student population
- Sets context for the curriculum design and instructional offerings including interdisciplinary approaches and resources
- Describes how the 28 Learning Standards will be addressed for all students at all grade levels
- Describes how students' progress will be monitored

Daily Schedules

Why do we need student daily schedule(s)?

- Illustrates, at each grade level, when students receive instruction leading to attainment of the 28 Learning Standards
- Indicates that students receive an instructional program comparable to that in other public schools
- Illustrates school's commitment to assuring that students learn in a developmentally-appropriate environment
- Reflects interdisciplinary curriculum, when offered

Student Daily Schedule: Grade 9 Alternating Block

(Example)

	A Day	B Day
Block 1 7:45 – 9:15	Attendance/French 1 (LOTE)	Attendance/Culinary Arts (H/PE/FACS: FACS, CDOS)
Block 2 9:21-10:51	Integrated Algebra (MST: Math)	Studio in Art (Arts: Visual Arts)
Block 3 10:57 – 12:27	English 9 (ELA)	Global History and Geography (Social Studies)
12:33 – 1:13	Lunch	Lunch
Block 4 1:19 – 2:49	Earth Science (MST: Science, Tech)	Earth Science Lab - ½ Block Must meet min. 1200 min./year (MST: Science, Tech) Phys Ed: ½ Block –Must meet min. avg. = 90 min/week (H/PE/FACS: PE)

Student Daily Schedule: Grade 3 (Example)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Arrival Attendance Breakfast	Arrival Attendance Breakfast	Arrival Attendance Breakfast	Arrival Attendance Breakfast	Arrival Attendance Breakfast
8:45	Literacy (ELA, CDOS)	Literacy (ELA, CDOS)	Literacy (ELA, CDOS)	Literacy (ELA, CDOS)	Literacy (ELA, CDOS)
11:00	Phys. Ed (H/PE/FACS: H/ PE, Arts: Dance)	Special : Art (Arts: Visual Art)	Phys, Ed. (H/PE/FACS: H/PE Arts: Dance)	Special: Music (Arts: Music, Theatre)	Library All Standards Areas
12:00	Math (MST: Math)	Math (MST: Math)	Math (MST: Math)	Math (MST: Math)	Math (MST: Math)
1:00	Lunch/Recess	Lunch/PE PE Directed (H/PE/FACS: PE)	Lunch/Recess	Lunch//PE PE Directed (H/PE/FACS: PE)	Lunch/PE PE Directed (H/PE/FACS: PE)
2:00	Science/Tech (MST: Science/Tech)	SocialStudies (H/PE/FACS: FACS, SS)	Science/Tech (MST: Science/Tech)	SocialStudies (H/PE/FACS: FACS, SS)	Science/Tech (MST: Science/Tech)
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Student Daily Schedule: Kindergarten (Example)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Arrive/Attendance Breakfast/Social	Arrive/Attendance Breakfast/Social	Arrive/Attendance Breakfast/Social	Arrive/Attendance Breakfast/Social	Arrive/Attendance Breakfast/Social
9:00	Circle Time (MST: Math, Sci, (ELA),(Arts: Music, Dance)	Circle Time (MST: Math, Sci, (ELA),(Arts: Music, Dance)	Circle Time (MST: Math, Sci, (ELA),(Arts: Music, Dance)	Circle Time (MST: Math, Sci,) (ELA),(Arts: Music, Dance)	Circle Time (MST: Math, Sci,) (ELA),(Arts: Music, Dance)
9:30	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas
11:00	Snack	Snack	Snack	Snack	Snack
11:15	Special: Library All Standards Areas	Special:Health (H/PE/FACS: Health)	Special: Music (Arts: Music,Dance)	Special: Art (Arts: Visual Art)	Special: Computer Lab (MST,ELA, SS)
12:00	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
1:00	Rest Relax Read Aloud (ELA)	Rest Relax Read Aloud (ELA)	Rest Relax Read Aloud (ELA)	Rest Relax Read Aloud (ELA)	Rest Relax Read Aloud (ELA)
1:30	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas	Center time All Standards Areas
2:30	Phys. Ed/Indoor Outdoor Play (H/PE/FACS: PE)	Phys. Ed/Indoor Outdoor Play (H/PE/FACS: PE)	Phys. Ed/Indoor Outdoor Play (H/PE/FACS: PE)	Phys. Ed/Indoor Outdoor Play (H/PE/FACS: PE)	Phys. Ed/Indoor Outdoor Play (H/PE/FACS: PE)
3:00	Circle /Closing All Standards Areas	Circle /Closing All Standards Areas	Circle /Closing All Standards Areas	Circle /Closing All Standards Areas	Circle /Closing All Standards Areas
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal 13

State Developed Assessments

What are the required NYS Assessments at the Elementary and Intermediate levels?

- NYS English Language Arts Test (Grades 3-8)
- NYS Mathematics Test (Grades 3-8)
- NYS Grade 4 Elementary-Level Science Test
- NYS Grade 5 Elementary Social Studies Test
- NYS Grade 8 Intermediate-Level Science Test
- NYS Grade 8 Intermediate Social Studies Test
- Second Language Proficiency Examination
- NYS Alternate Assessments for Students with Severe Disabilities

State Developed Assessments

What are the Regents Examinations at the commencement level?

- Regents Comprehensive Examination in **English**
- Regents Examinations in **Mathematics**
 - Integrated Algebra
 - Geometry
 - Algebra 2 & Trigonometry
- Regents Examinations in **Science**
 - Physical Setting/Earth Science
 - Living Environment
 - Physical Setting/Chemistry
 - Physical Setting/Physics

What are the Regents Examinations at the commencement level? (cont)

Regents Examinations in **Social Studies**

- Global History and Geography
- United States History and Government

Regents Examinations in **Languages Other than English**

- French
- German
- Hebrew
- Italian
- Latin
- Spanish

Charter School Developed/Selected

What other assessments should we include?

Assessment methods and instruments to measure student progress

- Teacher observations
- Teacher-prepared assessments
- Portfolios
- Student peer review
- Benchmark assessments
- Others

Questions?



“Table of Content”

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Course titles with corresponding units of credit for diploma	391

Break



NYS Learning Standards

What are they?

NYS Board of Regents expectations of **what students should know and be able to do** as a result of skilled instruction.

➤ 1996

- Board of Regents Adoption: 28 Learning Standards

➤ 2005

- Board of Regents Adoption of new Standard 3: Mathematics for the MST Learning Standard Area
- ELA Performance Indicators P-12

➤ 2007

- Standards Review Initiative Established
- Prekindergarten Standards Legislated

NYS Learning Standards

7 Standard Areas

28 Learning Standards

<u>Career Development & Occupational Studies (CDOS)</u>	3
<u>English Language Arts (ELA)</u>	4
<u>Health/Physical Education/Family and Consumer Sciences (Health/PE/FACS)</u>	3
<u>Languages Other than English (LOTE)</u>	2
<u>Mathematics/Science/Technology (MST)</u>	7
<u>Social Studies (SS)</u>	5
<u>The Arts</u>	4
Total:	28

"NYS Learning Standards and Core Curriculum" <http://www.emsc.nysed.gov/ciai/cores.htm>

NYS Learning Standards

Organization by Performance Indicators

What should students know and be able to do?

1996: Performance Indicators

- | | |
|----------------------|-------------|
| ➤ Elementary-Level | Grades K-4 |
| ➤ Intermediate-Level | Grades 5-8 |
| ➤ Commencement-Level | Grades 9-12 |

2005

- Board of Regents approval of new Standard 3: Mathematics for the MST learning standard area
- English Language Arts and Mathematics
P- 12 Grade by Grade Performance Indicators

Standards-Based Curriculum

- Aligned to NYS Learning Standards at Performance Indicator level
- Developmentally appropriate
 - Demonstrable learning progressions between grades
 - vertical alignment
 - Consistency across content areas within the grade
 - horizontal alignment

Sample Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit/(Content) Topic		Curriculum Resources

Sample English Language Arts Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	English Language Arts	Curriculum Resources
1	<p>Throughout the weeks students will read a variety of short stories Unit: <i>Short Stories/Narrative Writing</i> Story Structure (<i>sequencing</i>)</p> <ul style="list-style-type: none"> • Discuss the events in a story • Predict actions of characters based on the events • Retell story in the correct order • Use graphic organizers to organize events in a story • Journal responses of personal reactions to characters and events in short stories/share with a partner <p>Mentor Texts <i>(Use Comprehension Strategies to Clarify Meaning of Text)</i></p> <ul style="list-style-type: none"> • Comparison of characters and events of various short stories • Identify common characters in various texts • Ask questions in reaction to events/characters <p>Writing Process to Publish</p> <ul style="list-style-type: none"> • Write personal narrative in journal/share • Create multi-chapter fiction stories containing dialogue with appropriate mechanics 	<p>ELA 1: Students will read, write, listen and speak for information and understanding.</p> <p>ELA 2: Students will read, write, listen and speak for literary response and expression</p> <p>ELA 3: Students will read, write, listen and speak for critical analysis and evaluation.</p> <p>ELA 4: Students will read, write, listen and speak for social interaction.</p>	<ul style="list-style-type: none"> • Teacher/Student selected text • MBC Series • Rubric (Writing/Reading) • Venn Diagrams (graphic organizers)

Sample English Language Arts Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	English Language Arts	Curriculum Resources
4	<p>Throughout the weeks students will read realistic fiction short stories Unit: <i>Short Stories/Realistic Fiction Writing</i> Story Structure (<i>characterization and conflict</i>)</p> <ul style="list-style-type: none"> • Discuss theme and meaning of texts with partner • Make predictions, draw conclusions and make inferences about characters and events in realistic short stories during discussion and in journal responses • Use text structure to recognize differences among a variety of text <p>Mentor Texts <i>(Character Development)</i></p> <ul style="list-style-type: none"> • Comparison of different cultures and social issues in a variety of texts • Identify common characters in various texts/dramatize • Ask questions in reaction to events/characters • Use a variety of graphic organizers to map out events and character interactions <p>Writing Process to Publish</p> <ul style="list-style-type: none"> • Write original realistic fiction short stories • Use vivid language to bring characters to life (personification, similes and metaphors) 	<p>ELA 1: Students will read, write, listen and speak for information and understanding.</p> <p>ELA 2: Students will read, write, listen and speak for literary response and expression.</p> <p>ELA 3: Students will read, write, listen and speak for critical analysis and evaluation.</p> <p>ELA 4: Students will read, write, listen and speak for social interaction.</p>	<ul style="list-style-type: none"> • Teacher/Student selected text with a variety of text structures • Graphic organizers (charts) • Maps • Rubric (Writing/Reading)

Sample English Language Arts Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	English Language Arts	Curriculum Resources
8	<p>Throughout the weeks students will read a variety of historical fiction short stories</p> <p>Unit: <i>Short Stories/Historical Fiction Writing</i> Story Structure (<i>Literary Devices-Figurative Language</i>)</p> <ul style="list-style-type: none"> • Use text structure and literary devices to comprehend and generate personal responses to text • Identify relevant/irrelevant information in the text • Write journal responses with specific examples and references to the text <p>Mentor Texts <i>(Identify and Interpret How the Use of Literary Devices Affect Meaning)</i></p> <ul style="list-style-type: none"> • Identify social and cultural contexts of the time period to clarify understanding and authenticity of events and actions of characters • Express opinion about interpretation of characters' motives and causes of events <p>Writing Process to Publish</p> <ul style="list-style-type: none"> • Write journal entries using flashbacks of characters' experiences • Write original historical fiction short stories 	<p>ELA 1: Students will read, write, listen and speak for information and understanding.</p> <p>ELA 2: Students will read, write, listen and speak for literary response and expression.</p> <p>ELA 3: Students will read, write, listen and speak for critical analysis and evaluation.</p> <p>ELA 4: Students will read, write, listen and speak for social interaction.</p>	<ul style="list-style-type: none"> • Teacher/Student selected texts • Text in MBC series • Maps • A variety of reference materials • Excerpts from historical materials and documents • Rubric (Writing/Reading)

Sample English Language Arts Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	English Language Arts	Curriculum Resources
11	<p>Throughout the weeks students will read a variety of short stories and literary essays</p> <p>Unit: <i>Short Stories/Narratives and Essays</i> Story Structure (<i>Examine Development and Impact of Literary Elements, Action, and Setting in Literary Texts and Performances</i>)</p> <ul style="list-style-type: none"> • Form opinions and make judgments about the quality of literary texts and performances by applying personal and academic criteria (to include political, historical and scientific analysis) • Write journal entries evaluating the effectiveness of literary elements <p>Mentor Texts <i>(Identify and Interpret How the Use of Literary Devices affect meaning)</i></p> <ul style="list-style-type: none"> • Prepare a short oral presentation on an author • Compare and contrast literary elements in different genres and by various authors <p>Writing Process to Publish</p> <ul style="list-style-type: none"> • Write original short story and create multiple meanings/perspectives/interpretations • Write extended essay responses of literary criticism. 	<p>ELA 1: Students will read, write, listen and speak for information and understanding.</p> <p>ELA 2: Students will read, write, listen and speak for literary response and expression.</p> <p>ELA 3: Students will read, write, listen and speak for critical analysis and evaluation.</p> <p>ELA 4: Students will read, write, listen and speak for social interaction.</p>	<ul style="list-style-type: none"> • Teacher/Student selected texts • Text in MBC series • Graphic organizers • A variety of reference materials from different content areas • Rubric (Writing/ Reading)

Small Group Discussion

Take 10 !!

Individually and then as a small group
what do you notice?? ...

Impressions ??

Questions ??

Reviewers' Questions

To what extent has the applicant...

1. Set context for the curriculum design
2. Assured that students will receive instructional opportunities leading to attainment of the 28 Learning Standards
3. Described a developmentally sequenced learning experience
4. Indicated that students will have access to required State assessments
5. Described assessment methods and/or instruments to monitor student progress
6. Describe coursework and instructional time equivalent to public school setting

Evidenced by...

1. Educational Plan
2. Student daily schedule(s), grade-by-grade curriculum
3. Grade-by-grade curriculum
4. List of State assessments to be administered
5. List of charter developed/selected assessments
6. Student daily schedule(s), grade-by-grade curriculum, list of coursework reflecting required units of credit

Questions?



Curriculum Guidance Resources

Sample Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit/(Content) Topic		Curriculum Resources

Sample **ELA** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	English Language Arts	Curriculum Resources
		<p>Standard 1: Students will read, write, listen, speak for information and understanding</p> <p>Standard 2: Students will read, write, listen, speak for literary response & expression</p> <p>Standard 3: Students will read, write, listen, speak for critical analysis & evaluation</p> <p>Standard 4: Students will read, write, listen, speak for social interaction</p>	

Sample CDOS Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit/(Content) Topic	Career Development and Occupational Studies	Curriculum Resources
		<p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and related personal skills, aptitudes, and abilities to future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Standard 3b: Career Majors Students will choose a career major, will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p>	

Sample **Health/PE/FACS** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit(Content) Topic	Health/Physical Education/ Family & Consumer Sciences	Curriculum Resources
		<p>Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health</p> <p>Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management Students will understand and be able to manage their personal and community resources</p>	

Sample **LOTE** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	Languages other Than English	Curriculum Resources
		<p>Standard 1: Communication Skills Students will be able to use a language other than English for communication</p> <p>Standard 2: Cultural Understandings Students will develop cross-cultural skills and understandings</p>	

Sample **MST** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit/(Content) Topic	Mathematics, Science, Technology Education	Curriculum Resources
		<p>Standard 1: Analysis, Inquiry & Design Students will use mathematical analysis, specific inquiry, and engineering design, as appropriate, to post questions, seek answers, and develop solutions</p> <p>Standard 2: Information Systems Students will access, generate, process, and transfer information using appropriate technologies</p> <p>Standard 3 – Mathematics Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement and statistics and probability.</p> <p>Standard 4: Science Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p>	

Sample **MST** Curriculum Template (cont)

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit/(Content) Topic	Mathematics, Science, Technology Education	Curriculum Resources
		<p>Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs</p> <p>Standard 6: Interconnectedness: Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning</p> <p>Standard 7: Interdisciplinary Problem Solving Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions</p>	

Sample **SS** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit(Content) Topic	Social Studies	Curriculum Resources
		<p>Standard 1: History of the US & NY Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environment over the earth's surface.</p>	

Sample **SS** Curriculum Template (cont)

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit(Content) Topic	Social Studies	Curriculum Resources
		<p>Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>Standard 5: Civics, Citizenship, Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and roles, rights and responsibilities of citizenship, including avenues of participation.</p>	

Sample **The Arts** Curriculum Template

Aligned to NYS Performance Indicators		NYS Learning Standards	
Subject Grade	Unit (Content) Topic	The Arts	Curriculum Resources
		<p>Standard 1: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts</p> <p>Standard 2: Knowing and Using Material Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles</p> <p>Standard 3: Responding to and Analyzing Works of Arts Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought</p> <p>Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>	

NYSED Curriculum Guidance Materials & Resources

[NYSED Learning Standards & Core Curriculum](http://www.emsc.nysed.gov/ciai/cores.htm)

<http://www.emsc.nysed.gov/ciai/cores.htm>

[NYSED Virtual Learning System](http://eservices.nysed.gov/vls/welcome.do)

<http://eservices.nysed.gov/vls/welcome.do>

[NYSED Summary of Diploma Requirements for Students Entering
Grade 9 in 2009](http://www.emsc.nysed.gov/ciai/gradreq/2009GradReqDetails.html)

<http://www.emsc.nysed.gov/ciai/gradreq/2009GradReqDetails.html>

➤ [Education Requirements Prek – 4](http://www.emsc.nysed.gov/part100/pages/1003.html)

<http://www.emsc.nysed.gov/part100/pages/1003.html>

➤ [Education Requirements 5-8](http://www.emsc.nysed.gov/part100/pages/1004.html)

<http://www.emsc.nysed.gov/part100/pages/1004.html>

NYSED Offices

NYSED

<http://www.nysed.gov/>

NYSED Public School Choice: Charter Schools

<http://www.emsc.nysed.gov/psc/>

Office of State Assessment

<http://www.emsc.nysed.gov/osa/>

NYSED Information and Reporting Services

<http://www.emsc.nysed.gov/irts/>

NYSED Curriculum, Instruction and Instructional Technology

<http://www.emsc.nysed.gov/ciai/>

Thank you!!

