



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Secondary District Curriculum

NUMBER: MEM-4173.0

ISSUER: Dr. Shelley Weston,
Interim Assistant Superintendent
Secondary Instructional Support Services

DATE: March 19, 2008

ROUTING
Local District
Superintendents
Local District Administrators
of Instruction
Secondary Directors,
School Support Services
Secondary Principals
Assistant Principals
Secondary Teachers of
English/LA, History/Social
Science, Mathematics, Science

PURPOSE: This Memorandum sets forth the requirements and expectations for the implementation of the District’s mandatory secondary curriculum and assessments in each of the core subject areas (English/Language Arts, Mathematics, History/Social Science, and Science). In addition, this Memorandum addresses the requirements set forth by the California State Board of Education as they pertain to Los Angeles Unified School District (LAUSD) regarding the sanctions for the District being in No Child Left Behind (NCLB) Program Improvement Corrective Action status.

MAJOR CHANGES: This is a new Memorandum.

BACKGROUND: The Board of Education adopted the Secondary Literacy Plan on January 22, 2002, in order to ensure that all LAUSD secondary students have access to a rigorous, standards-based education that prepares them for multiple post-secondary options. This plan established a disciplinary framework which, in concert with grade-level California content standards and research-based practices, provides a curricular platform for each content area (English/language arts, history/social science, mathematics, and science). Moreover, on June 14, 2005, the Board of Education approved the Resolution to “Create Educational Equity in Los Angeles through the Implementation of the A-G Course Sequence” as part of the high school graduation requirements.

INSTRUCTION: **LAUSD Mandated Curriculum:**

- 1) Implementation of all California grade level standards:
LAUSD is required by the California State Board of Education, as part of the *No Child Left Behind Corrective Action* sanction, to “Institute and fully implement the most recent SBE adopted standards aligned curriculum, including appropriate professional development, amending its LEA plan or plan addendum identifying objects and action steps to fully implement the sanction.”



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The State and/or District adopted textbooks shall be used in conjunction with District developed *Instructional Guides*. The State of California standards for each content area are identified in the Instructional Guides. Grade level standards for each core subject area are to be taught with an emphasis on essential standards. Selected and appropriate State of California standards are required to be evident in each lesson constructed and taught;

- 2) Use of the LAUSD's adopted/approved textbooks and instructional resources: The District adopted and approved textbooks and instructional resources are required to be evident in each lesson constructed and/or taught;
- 3) Use of the Instructional Guides: Evidence of the District created Instructional Guides should be present in each lesson constructed and/or taught;
- 4) Teaching of the content modules: The content modules (designed units, model lessons, concept lessons and immersion units) are to be taught. The content modules are required to be evident; and
- 5) Differentiation of instruction based on research-based pedagogies: Differentiation of instruction based on research-based pedagogies that provide approaches and scaffolds that support diverse learners should be evident in each lesson taught.

Instructional Guides:

The content-specific *Instructional Guides* provide standards-based curricular maps for secondary English/Language Arts, History/Social Science, Mathematics, and Science. These guides communicate the following: course scope and sequence, research-based instructional strategies aligned to the content and the needs of diverse learners (English learners, standard English learners, students with disabilities, and students requiring additional instructional support), expected learning outcomes, and multiple assessments to inform and then guide instruction. These mandatory *Instructional Guides* are required to be used for planning and implementing to ensure that all content standards are addressed.

Learning Modules:

Within each *Instructional Guide* there are learning modules provided for each content area (e.g., designed units, model lessons, concept lessons, and immersion units). It is mandatory that these modules are taught. These modules are not intended as scripts. These modules are provided as the structural framework for the teacher as he/she prepares and delivers the lesson. These modules have been designed to include research-based instructional strategies to address the needs of diverse learners. The teacher is expected to use his/her expertise and professional



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training to adapt the delivery of the module based on the needs of the diverse learners in the classroom. These modules are not designed to cover every standard. They serve as samples of best practices and as prototypes that include a repertoire of research-based instructional approaches, materials, and other tools, as the teacher develops daily standards-based lessons and delivers ongoing instruction.

Periodic Assessments:

The Periodic Assessments are mandated. They are designed to inform and to guide instructional practice. They are aligned to content-specific, grade level standard sets included in the *Instructional Guides*. While content-specific *Instructional Guides* provide teachers with a curricular map for teaching the grade level standards, the *Periodic Assessments* give teachers ongoing and immediate feedback on how their students are progressing toward proficiency on grade level standards.

Teachers are required to administer the *Periodic Assessments* according to the District schedules (see MEM-3742.0, Single-Track Schools, MEM-3743.0, Three-Track Schools, or MEM-3744.0, Four-Track Schools). Teachers shall be given the opportunity to meet to analyze and discuss the data so that they use it to inform and guide their future instructional practice.

Professional Development:

To ensure the effective implementation of the District's mandated core secondary curriculum, it is the District's expectation that local district staff deliver and monitor ongoing, collaborative, content-specific, and job-embedded professional learning. It is also the District's expectation that principals participate in and support this professional learning and that they allocate the requisite time and resources.

Instructional Resources:

The texts and instructional resources referenced in the *Instructional Guides* and related modules are standards-based and District adopted/approved. They are mandated to be used.

ASSISTANCE: For further information regarding this Memorandum, please contact your Local District Director, School Support Services.