

# Enriching New York City ELA Curriculum



## Case Study

### The Client

New York City Department of Education

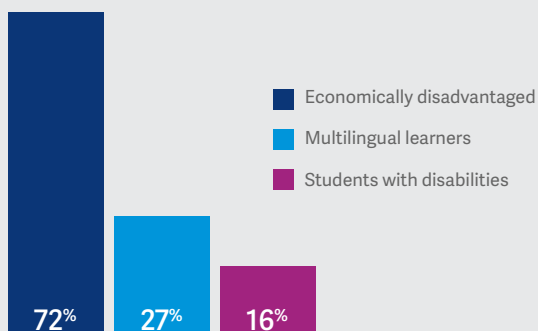
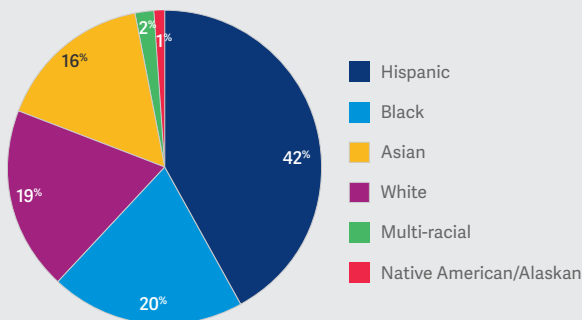
### The Project

Hidden Voices Curriculum

## The Need

New York City, which serves over a million students in more than 1,800 schools, has approved multiple core ELA curriculum products from which schools can select. While they are generally happy with those programs, there are two important gaps the district wanted to address. First, these materials fail to adequately represent the voices of Latinos, Asian-Americans, Pacific Islanders, and Americans with Disabilities. In addition, they do not include sufficient modeling of culturally responsive and sustaining education practices.

## District Demographics



## The Opportunity

The district identified its assets to be a well-functioning core ELA curriculum and the internal capacity to support implementation work design and produce a finished product. Their primary challenge was their limited time frame to develop resources. New York City had several key priorities for this project:

- Support existing materials with units and lessons that serve as a model of culturally responsive practices, both through text choices and by incorporating activities and instructional approaches.
- Materials need to serve as explicit models of CR-SE practices, such as
  - Guidance on recognizing bias and its impact on student engagement and achievement
  - Emphasis on student engagement
  - Engaging students in conversations that challenge power and privilege in society
  - Using student language and experiences as assets for supporting literacy learning
  - Student-led conversations, guided by discussion protocols, about texts
  - Connecting curriculum with youth culture and students' everyday lives
- Texts must model CR-SE by
  - Showcasing the strengths and talents of diverse races, genders, abilities, and orientations
  - Giving students opportunities to critique society and explore their role in it

## The Solution

NYCDOE determined their goals would best be met by supplementing their existing curricula with 39 K-12 CR-SE modeling ELA mini-units that elevate the voices of Asian American and Pacific Islanders, Latinos, and Americans with Disabilities; and Public Consulting Group (PCG) collaborated with them to achieve this goal. To meet their priorities, the district:

- Established goals for the work and developed a set of guiding resources to which the units should align, including CR-SE rubrics; approved resources from which to draw protocols and vocabulary development activities; and models of district-aligned approaches to direct instruction and engagement with text
- Collaborated with PCG experts to produce manuscripts, including sourcing of new texts, unit outlines, lesson plans, and teacher and student materials.
- Leveraged targeted internal literacy leadership team members and internal experts in supporting English learners and students with disabilities to serve as reviewers. Recruited teacher volunteers to provide additional feedback.
- Produced final products in-house to save on operations and design costs.

## The Outcome

Our approach with the district allowed them to bring the CR-SE work into closer alignment with the core curriculum to ensure students would be able to see themselves in the materials they interact with throughout the year. The components included:

- CR-SE-aligned, knowledge-building curriculum for K-12 ELA
- 39 10-15 day mini-units
- 400+ lesson plans with teacher and student materials
- Modern and contemporary texts in a variety of genres, including novels and short stories, as well as spoken word poetry, art, video, and comics.

**To learn more about PCG's work, contact us today!**



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