



Pre-K Curriculum

NYC DOE Universal Pre-K Curriculum

Components of the UPK curriculum:

- There are 10 Units total, each designed to last about a month. Units show a progression of interdisciplinary learning throughout the year in three sections.
- The development of inquiry and critical thinking is a consistent thread throughout all Units.
- Units provide opportunities for content exploration and skill-building that are aligned with the NYCDOE Kindergarten Social Studies and Science Scope and Sequence.
- Units assist teaching teams in nurturing inquiry, language and problem solving skills through their organization of the classroom environment, interactions with students, use of purposeful play, incorporation of books, other texts, new vocabulary, and family engagement practices.

Learn more about the UPK curriculum by reviewing the [pre-k-units-of-study-scope-and-sequence.pdf](#)

K-5 Curriculum by Discipline

| Discipline/Subject Area | Curriculum Used | Classroom Structures to Support |
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| SEL Social Emotional Learning | Fly Five | -Morning Meeting -Mindfulness exercises for quiet time |
| READING Small Group Skills-Based Reading Instruction Block | Literacy Footprints | -Leveled strategic guided reading groups -Independent and partner reading |
| WORD STUDY Phonics (K-3) | Heggerty (K-1) Foundations (K-3) | -Foundations daily phonics instruction -Assessments to guide implementation -Heggerty - Phonemic Awareness instruction |
| MATH Math Instruction | Illustrative Math | -Problem-solving contexts designed for students to collaborate with each other around conceptual understanding -Instructional routines, representations, and math tools cohesive across K-5 progression -Formative assessments help with progress monitoring and intervention in small groups |
| SCIENCE Science Instruction | Amplify Units of Study | -Taught in cluster K-2, 3-5 and integrated into interdisciplinary units of study -Curriculum follows NYC Science Scope and Sequence |

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| | | -Blends hands-on investigations, literacy-rich activities, and interactive digital tools |
| UNITS of STUDY Unit of Study (inclusive of writing, content-based reading, social studies or science) | School-designed unit plans with support/structure from Expeditionary Learning/ NY Outward Bound | -Culminating Projects with student-friendly rubrics -Thinking routines to develop ideas and classroom discussion around the topic -Feedback routines to build student voice and ownership -Share to make students' work visible to the larger school community |

| 6-8 Curriculum by Discipline | | |
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| Discipline/Subject Area | Curriculum Used | Classroom Structures to Support |
| SEL Social Emotional Learning/Advisory | Morningside: for circle structure and SEL Units EL initiatives community building Common Sense for Media Literacy 3R's for Sex Ed | -Circle structure -SHOW instruction, self reflections, goal setting, and conferring. -Role plays and modeling of social interactions |
| SCIENCE Science | Amplify with Units of Study/ Culminating Projects | -Units framed by essential questions, culminating with integrated projects. -Content material and resources provided through amplify. -Supplemental hand-on labs aligned with unit. -Use of student friendly rubrics to assess and monitor |
| MATH Math | Illustrative Math | -Problem-solving contexts designed for students to collaborate with each other around conceptual understanding -Instructional routines, representations, and math tools cohesive across 6-8 progression -Formative assessments help with progress monitoring and intervention in small groups |
| HUMANITIES Humanities | School Created Units of Study Inclusive of Writing and Social Studies Content | -Culminating Projects with student-friendly rubrics -Thinking routines to develop ideas and classroom discussion around the topic -Feedback routines to build student voice and ownership -Share to make students' work visible to the larger school community |

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| <p>READING</p> <p>Small Group Skills-Based Reading Instruction Block</p> | <p>Literacy Footprints Book Clubs</p> | <ul style="list-style-type: none"> -Guided Reading (comprehension support) in homogenous, flexible groups based on DRP and secondary diagnostic assessments (F&P) for students not reading at a Z. -Rewards and Wilson groups held based on student needs -Targeted instruction is done in cycles and supported by progress monitoring for each student -Book clubs/independent reading for students reading at and above grade level. -Skill menu for goal setting and self assessing. -Routines (book talks, reading responses, etc. to engage with text) |
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