

INTRODUCTION

USING A PACING CHART

The D.C. Public Schools' pacing chart is a road map to student success. It is a customized guide that helps teachers plan the instructional program. The chart is intended to ensure that the essential skills of a specific topic are taught and mastered within a specified time period. It also ensures that all of the content standards are being implemented. Teachers are expected to make appropriate adjustments to the recommended time guidelines as their students' needs dictate. For example, some students may need to reinforce prerequisite skills before tackling the essential skills of the current grade or course.

The pacing charts in this document are divided into time segments of nine weeks or an advisory period. There are four advisories in a school year, so this breakdown gives a clear picture of the essential skills for each content standard that should be taught during a nine week advisory period.

The pacing charts also represent the suggested rate of progress toward teaching and learning the essential knowledge and skills. Additionally, they serve as a guide for organizing and integrating the course or grade level content to show the vertical connections among concepts and how these concepts and topics spiral along the pre-kindergarten to grade twelve continuum. Teachers are also able to see the connections between their subject area and other content areas. By looking at the essential skills from different disciplines, teachers can see an overlapping of skills which makes integration of content feasible. Making these connections helps to create many opportunities to extend learning and to provide more enriching experiences for both teachers and students.

The pacing charts include major concepts in the curriculum that are intended for students to learn at each grade level and course. They provide a structure for organizing the course or grade level syllabus. The suggested assessments and resources listed are not to be an exhaustive list but suggestions that assist the teacher in instructional planning. Proper use of the pacing charts not only helps with planning but also provides a scope and sequence for progression of skills that keep the program of study on target for the instructional year.

The pacing charts are working documents that evolve with input from action research and field-testing. They are under constant review, revision and evaluation. The Office of Academic Services, Department of Standards and Curriculum invite you to help us construct guide that reflect your success as you develop instructional skills, assessments and use resources that coach students to meet the standards. We challenge you to ***“close the achievement gap”*** by being part of the achievement team that makes a difference. Pitch in to help us finish the “map” that puts students in touch with success! Send input or feedback by route mail or email to the Content Specialist in the specific discipline. ***We welcome your contributions!***

ORGANIZATION OF A PACING CHART

The **National Education and Improvement Council** makes a clear distinction between content standards and performance standards and establishes the validity of both:

Content Standards specify “what students should know and be able to do.”

Performance Standards specify “how good is good enough.” They are performances that gauge the degree to which content standards have been attained. Performance standards are the indices of quality. A performance standard indicates both the *nature of the evidence* required to demonstrate that content standard has been met and the *quality of the performance* that will be deemed acceptable.

Essential Knowledge and Skills represent specific performance expectations to be learned and applied. The knowledge and skills – the ways of thinking, working, communicating, reasoning, and creating, and the most important enduring ideas, concepts, issues, dilemmas, and knowledge essential to the discipline – are those that should be taught and learned in school.

Major Assessments are the processes, products or performances that measure how well students have demonstrated the learning of knowledge and skills. The major assessments can take the form of open-ended assessments, multiple choice assessments, or products, performances or processes. These multiple methods of determining students’ learning and mastery answer the question of whether they have met the standards.

Resources offer textbooks and other sources that you can reference to teach specific standards. The resources range from those found in the textbook to those available in the community and on the Internet.

