# Accelerated Learning - Curriculum Planning Guide
***This tool can be used to plan for the entire year or an upcoming unit.***

**Accelerated Learning:** Students consistently receive grade-level materials, tasks and assignments, along with appropriate scaffolds that make the learning accessible. Instead of sending students backwards to fill in all the potential gaps in their learning, focus on filling in the most critical gaps --and not in isolation, but at the moment they are needed.

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**Step 1: Prioritize Skill and Standards**
Identify most critical prerequisite skills and knowledge for each subject area and grade level

- What skills do students most need in order to move onto the curriculum of the next grade?
- Students with learning differences may need additional prerequisite skills reviewed.

**Step 2: Plan Formative Pre-Assessment**
Develop an approach for diagnosing students' unfinished learning in that prerequisite knowledge and technology skills that will be required to engage in Distance Learning.

- Use high quality diagnostics from the curriculum you already have (e.g. Open Up math curriculum or Talking-to-the-Text assessments)
- Prioritize which unfinished learning merits diagnosing (e.g. foundational reading skills, reading comprehension, reading fluency, writing, foundational math skills)
- Plan to assess tech skills
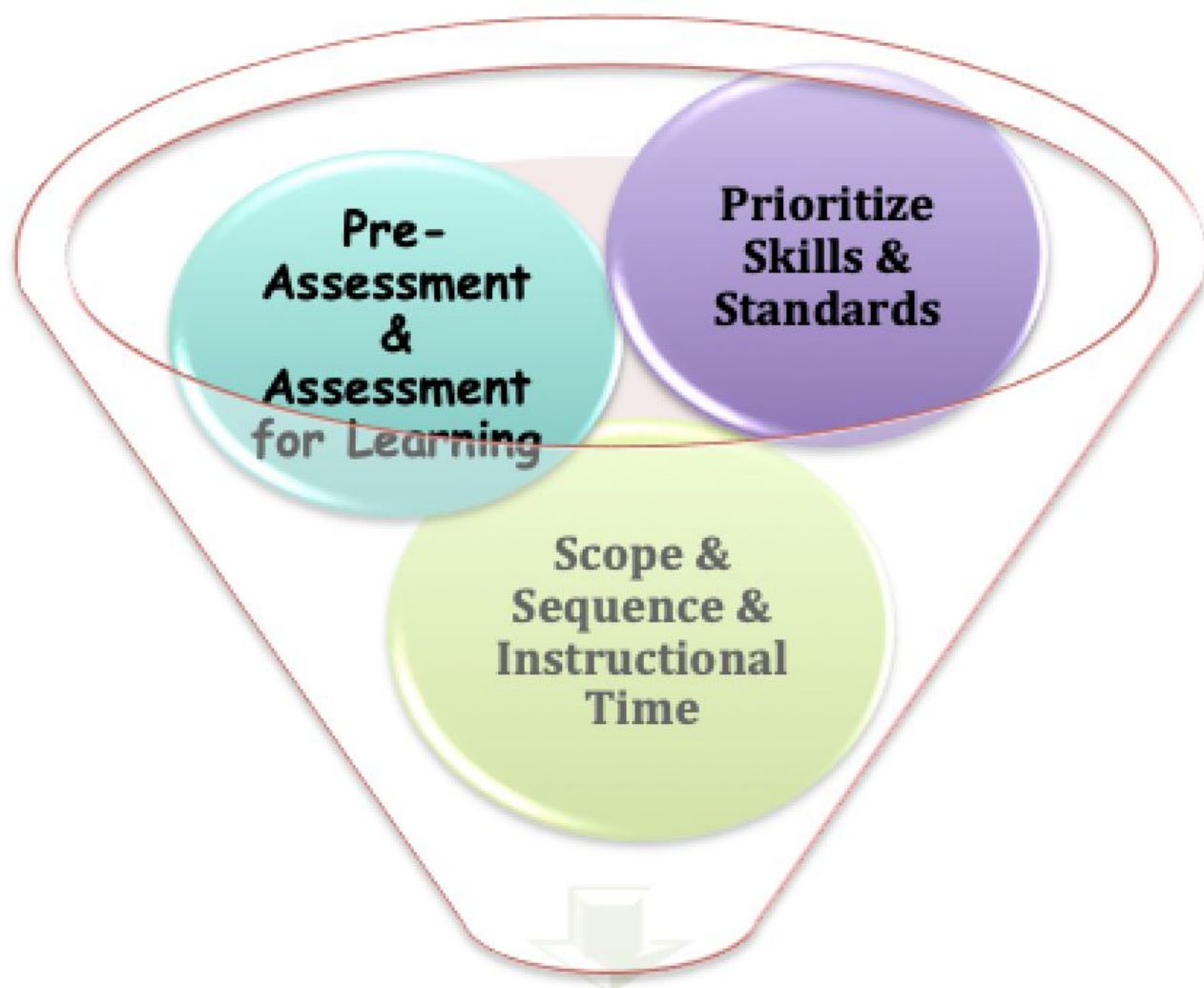- Plan to assess social/emotional needs and Process of Learning Skills

**Step 3: Plan Scope & Sequence/Instructional Time**
Ensure pacing guide for instructional time for each subject area and grade level reflect where students might require acceleration support

- Select most essential prerequisite skills (instead of 9 weeks of remediation)
- Update instructional planning document to include:
    - barriers & entry points
    - time and planning for unfinished learning and "just in time" supports
    - technology skill instruction and support
    - [Social Emotional Learning](#) instruction and support
        - (e.g. How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this crisis?)
    - [Process of Learning Skill](#) instruction and support

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**Some additional considerations for planning...**

- *What is the right amount of background knowledge and simplest concepts that will give students access to the task?*
- *Where are the most appropriate places within the lesson to provide intervention?*
- *How will I assess student learning in meaningful ways that take into account the diverse experiences of students during distance learning?*
- *Which learning is best done synchronously vs. asynchronously?*

Pre-Assessment & Assessment for Learning

Prioritize Skills & Standards

Scope & Sequence & Instructional Time

Accelerate Learning
Students Engage in Grade-Level Work

Resources: