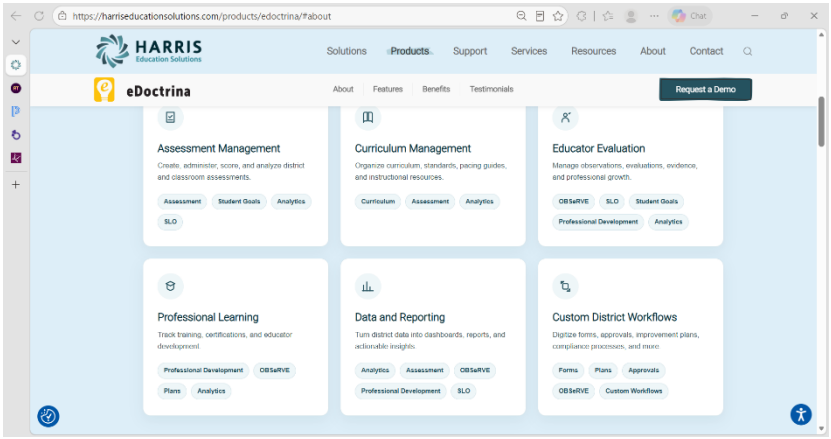
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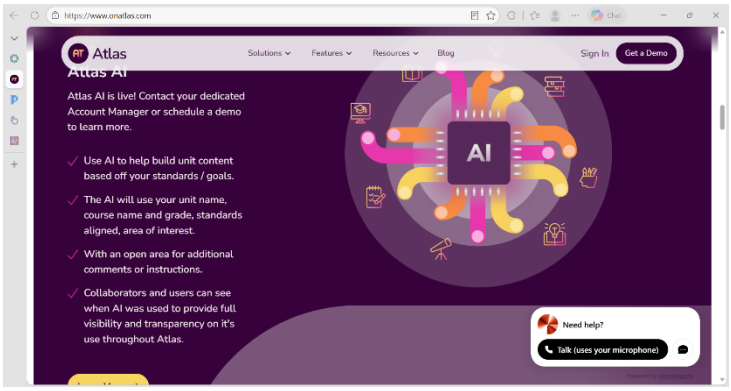
1. Using the document Curriculum Mapping Software in New York School Districts, visit the websites for at least two of the platforms profiled (eDoctrina, Atlas, Chalk, Otus, or OnCourse). Post one screenshot from each platform and write a few sentences on what surprised you about each one and why.

1. What surprised me about eDoctrina was how many different features are included in one platform. I initially thought curriculum mapping software was mainly used to organize units and align lessons with standards. However, while exploring the website eDoctrina I noticed that it also includes assessment management, educator evaluation, professional learning, data reporting, and custom district workflows. I found it interesting that curriculum management is connected to other areas of teaching and professional development. As a teacher, I can see how having these resources in one place could make planning more efficient and help educators better understand student progress and instructional needs.



2. The platform Atlas surprised me because of its use of artificial intelligence to help teachers develop unit content based on standards and learning goals. I found it kind of surreal that a curriculum-based website is encouraging teachers to provide information about their unit, grade level, and area of interest, along with additional instructions, to help create curriculum content. I also noticed that Atlas is transparent in allowing collaborators to see when AI has been used. As a teacher, I can see how this feature could save time and be of use during curriculum planning while still

allowing me to provide my own input and make adjustments based on my students' needs.



2. Using the document What NYSED Provides TESOL Teachers for Curriculum Design, list three practical takeaways from that document and explain how these takeaways support your curriculum mapping project.

- Three practical takeaways from that document are the importance of using NYSED standards and language progressions when designing curriculum, considering students' English proficiency levels when planning instruction, and making sure language development is incorporated into content-area learning. These resources help teachers understand what students are expected to learn academically while also developing their English language skills.
- These takeaways support my curriculum mapping project by helping me plan lessons that address both content standards and students' linguistic needs. As an ENL teacher, I need to consider what students are learning and how they will use English to demonstrate their understanding. Including language objectives, proficiency-level scaffolds, and appropriate assessments in my curriculum map would help make instruction more accessible and meaningful for my students.

3. Reflection question: Both documents end with projections about the next several years: revised progressions, AI drafting units while platforms become review layers, student-facing AI restricted while teacher planning use expands, and consolidation among vendors. Choose the one projection you find most likely and the one you find least likely, and explain your reasoning from your own experience in schools. Then answer this: if AI can draft a standards-aligned unit in seconds, what is the part of

curriculum design you believe will still require you, and how will you make that part visible to a principal who may not understand ENL?

- The projection I find most likely is that teacher-side AI for curriculum planning will become normalized within the next two to three years, while student-facing AI continues to be restricted or regulated. In my experience working in schools, teachers are already using technology to help with lesson planning, creating materials, and differentiating instruction. I've seen teachers use AI to create their timeline of content as well as the format of their lessons. I can see AI continuing to be used as a tool to save time, especially when planning across multiple grade levels and proficiency levels. However, I think schools will continue to have concerns about students using AI independently, particularly when it comes to academic integrity and learning foundational skills. I think classes like Digital Literacy need to make it a point to teach students proper usage of AI technology in order to keep their academic honesty.
- The projection I find least likely is that standards alignment and gap analysis will become fully automated and that these reports will serve as the district's primary curriculum review tool. Although AI can identify whether a lesson addresses a particular content standard, I do not think it can fully evaluate the linguistic demands placed on English Language Learners. This is true especially because students don't entirely fit into one box and there are specific qualities and limitations to each individual student. From my experience teaching ENL students, students can understand a concept but still struggle to explain their thinking in English. A curriculum may appear aligned with a content standard while not providing the language support students need to access it. I believe teachers will still need to review AI-generated curriculum carefully to make sure it is appropriate for their students.
- The part of the curriculum that I believe will still require me is understanding my students' individual linguistic needs and making sure they can access grade-level content while continuing to develop their English proficiency. AI may be able to generate a unit and suggest scaffolds, but it does not know my students the way I do or their needs. I need to consider their proficiency levels, home languages, backgrounds, strengths, and areas of difficulty. I will make

that part visible to a principal who may not understand ENL by including specific language objectives, proficiency-level scaffolds, and assessments in my curriculum map. I would also include examples of sentence frames, vocabulary supports, and differentiated activities to demonstrate how students are accessing the same grade-level content while developing their English. This would help show that ENL curriculum design involves more than simplifying lessons as it requires intentionally planning for both content learning and language development.