# CURRICULUM HANDBOOK

## *Curriculum Development Plan*

**TRADITION – PRIDE – EXCELLENCE**
"Dutchmen Strong"

*2020-2021*

# Table of Contents

# Curriculum Development Plan

# Introduction

Curriculum development in the Gasconade County R-II School District is a comprehensive process involving teachers, parents, community members, administrators, board members and students. Our K-12 curriculum is based on the district's mission statement, from which all goals and objectives are derived.

As society changes, the needs of students will change. A long-range curriculum development and evaluation plan is in place to assure that our students' needs will continue to be met. Curriculum development in the Gasconade County R-II School District is a never-ending process that recognizes change and revision as a product of people only through the contributions of both the giver of instruction and the receiver of instruction, can we measure our success.

Curriculum guides are most useful when teachers have ownership through participation in the development process. This guide is designed as a starting point for our school district to assure that staff is involved through grade level representation on curriculum leadership teams, grade level meetings, departmental meetings, and staff development activities throughout the school year. The following pages provide resources to help teachers write their curriculum.

# GASCONADE COUNTY R-II SCHOOL DISTRICT
# MISSION STATEMENT

The Gasconade County R-2 School District and each of its employees will inspire lifelong learners who are self-sufficient ethical citizens.

## MISSION SLOGAN

## TRADITION – PRIDE – EXCELLENCE
### *"Dutchmen Strong"*

# Gasconade County R-II School District

# <u>CURRICULUM DEVELOPMENT INFORMATION</u>

The purpose of this document is to provide guidelines and written procedures for reviewing and revising curriculum for the improvement of instruction.

**Committee:** Each year committees (Curriculum Leadership Teams) are established, one for each core content area (Communication Arts, Math, Science, Social Studies.) These committee members include one teacher from each grade level, K-8, in each content area and one teacher from HS and Satellite in each content area. District instructional coaches are members of their respective content areas. It is recommended that these committees include a principal and a community member. These committees review their curriculum and evaluate their data yearly during vertical teaming in order to make needed adjustments for student achievement. All curriculum is reviewed and revised every five years on a systematic basis. Extensive revisions are made if necessary and textbooks are ordered every five years.

In addition, all other content areas are reviewed and revised on a regular rotation. A committee is formed from all teachers in the content area. Committee members for these content areas usually include all teachers in the content area. Generally, one to two content areas are reviewed and revised in addition to the core areas. Each area is reviewed and revised every five years and textbooks may be purchased during its rotation year.

**Meetings:** The Curriculum Committees shall meet at least once each school year. Each content area that is due for extensive revisions and textbook adoption (five-year rotation) will meet a minimum of two full days each year. Additional time is allowed if needed. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

**Information:** The following types of information will be used to review and revise curriculum:
1. Missouri Learning Standards & MSIP5 Guidelines
2. Grade Level Expectations (GLE), Course Level Expectations (CLE) & Depth of Knowledge (DOK)
3. Missouri Assessment Program Results
4. Formative & Summative Assessment Data
5. Informal Assessment of Curriculum

<u>Utilization of Information</u>
1. Missouri Learning Standards: The GCR2 School District has used the Missouri Learning Standards as the foundation of our instructional program. Teachers are required to refer to State Show-Me Standards, State Grade Level Expectations or Course Level Expectations, Curriculum Frameworks, and Assessment Annotations. Teachers also review their Content Rationale, Goals for Graduates, Depth on Knowledge levels, Implementation levels, and Equity Standards.

2. Grade Level Expectations (GLE), Course Level Expectations (CLE) & Depth of Knowledge (DOK): All curriculum will be tied directly to the GLEs or CLEs (if available) and coding for each of these will be placed beside each objective taught. Depth of Knowledge levels will also be assigned to each objective and coding applied to the written objective.

3. Missouri Assessment Program (MAP & EOC) Results:

   a. MAP tests are given each spring while EOC assessments can be given during the fall, spring and/or summer. When the results are received, all district staff members meet in content-area groups and receive copies of reports for that content area.
   At this time, strengths and weaknesses are noted for each grade level in the subject areas of Communication Arts, Math, and Science. An Action Plan for improvement is written by each teacher for each content area.

   b. Longitudinal comparisons are also made which note areas of improvement.

   c. At the beginning of each school year, teachers receive copies of the MAP reports from the previous spring for their current groups of students. At this time, individual teachers, groups of teachers, and the total staff establish improvement objectives for the new year and write an Action Plan.

   d. The MAP is used to identify our Title I Math and Reading students. It is also used during the screening process to identify educationally disadvantaged students and gifted students.

   e. Additional assessments, such as DRA2 and AIMSweb, are also used to inform and instigate curricular change.

4. Formative and Summative Data: Teachers evaluate their students' performance on classroom formative assessments and common assessments. The results of these evaluations are used to guide curriculum development.

5. Informal Assessment of Curriculum: The faculty is informally assessing the curriculum on a regular basis. Current events such as presidential elections, natural disasters, the space program, etc. will be included in the curriculum when appropriate and timely.

6. Community Input:

   a. Yearly MAP/EOC scores are shared with the parents.

   b. Periodically the students are given the opportunity to complete an evaluation form which asks questions about the instructor, the textbook, and the curriculum.

   c. The district responds to various requests from community special interest groups to disseminate information (Scouts, Hospital with Latch Key Program, Developmental Disabilities for mainstreaming, Firefighters during Fire Prevention Week, Dentists for Dental Hygiene, Red Ribbon Drug Awareness Week, Truck Industry, etc.).

   d. Elementary Parent/Teacher Organization (PTO) frequently offers suggestions and concerns.

   e. Parents who have children in IDEA programs or Title I classes are invited to attend a yearly meeting to discuss these services.

   f. Parents are invited to various meetings and to serve on advisory boards.

g. Parents are on the Comprehensive School Improvement Plan committee for Assessment, Instruction, and Professional Development.

**A completed Curriculum Document includes:**

1. Scope & Sequence Chart: A Scope & Sequence chart is created and updated yearly for all content areas taught. This document will be placed on the district's web site, "Forms" Directory, and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher.

2. Curriculum Map: A Curriculum MAP for every content area in each grade level will be created or updated yearly. This document will be placed on the district's web site, "Forms" Directory, and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher.

3. Course Objectives: Each objective must be specific and measurable. Course objectives will be input into an electronic curriculum program. These documents can be accessed and printed through the electronic curriculum program. These documents will be placed on the district's web site and in the teacher's Curriculum Notebook if the respective curriculum is taught by the teacher. All course curriculum will include the following:

   a. Missouri Learning Standards in each subject area: Curriculum goals should list those most important things that students should know and be able to do as a result of their studies in a subject area. The goals follow logically from the district's philosophy and should incorporate or reference the Missouri Show-Me Standards.

   b. Rationale for each subject area and course: Rationales are defined as justifications for subject areas and courses. They should state why the subject area or course is of vital importance for students given the philosophy of the school district, projected conditions in the 21$^{st}$ century, and the future responsibilities of students as workers, family members, and citizens.

   c. A Description of each content in each subject area and course: The Missouri School Improvement Program requires that district curriculum guides provide general descriptions of the content to be taught in each subject area and also in each course. Course descriptions should identify major topics to be studied and should communicate the importance of the course.

   d. A minimum of five objectives for each course. Each objective should identify what students are to know and be able to do, be specific and measurable and relate directly to the Grade Level Expectations (GLE) and or Course Level Expectations (CLE) if available in the content.

   e. All objectives should be related directly to the Missouri Learning Standards, Show-Me Content and Process Standards, GLEs and CLEs (if available,) Implementation Codes, & equity, technology, research and workplace-readiness skills.

   f. Depth of Knowledge levels should be applied to each objective

7. Activities and Assessments: In order to ensure that the written curriculum is the implemented curriculum, written activities and assessments are required for each objective in all content areas.

Activities and Assessments will be input into the electronic curriculum folder and utilized and updated on a regular basis.

8. Student Work & Assessment Samples: Samples (2 or 3) of student work and assessments will be kept by each teacher in the content areas taught.

9. Curriculum Notebooks: Curriculum Notebooks will be maintained for each teacher in all content areas. All documents listed above will be in the Curriculum Notebook in the content areas taught by each teacher. Curriculum Notebooks may be electronic or paper/pencil.

10. Common Assessments: Common Assessments are written by grade level teachers for the content areas taught. Common Assessments will be based upon grade level curriculum and be MAP/EOC-like. The assessments will contain a variety of question types, including selected-response, constructed response and performance events. Common assessments will be consistently utilized, evaluated, updated and used to improve instruction by teachers. Common Assessments utilized by teachers at a specific grade level and content area should be kept in curriculum notebooks.

**Textbook Selection Process:** It is the responsibility of the Board of Education to make provisions for the selection of up-to-date and appropriate textbooks for all pupils enrolled in the public school. Free textbooks are provided in grades kindergarten through twelve. The responsibility for the selection of textbooks and materials lies with the teachers and administrators. New textbook adoptions shall be done periodically (every five years) as a part of the regular evaluation of curriculum areas on a systematic school-wide basis. Consideration shall be given to all available textbooks in the content area to provide opportunities for each child to realize the greatest potential through education.

Textbooks are purchased as a supplement to the curriculum. Textbooks do not drive the curriculum, therefore, textbook vendors and versions are not required to vertically align.

**Textbook Selection:** Basic textbooks should be selected that provide material current in the field so the books may be used for at least five years. Selection will be made with the cooperation of the faculty and administration under the direction of the elementary and secondary administration. Textbooks will be selected in the following manner:

1. A selection committee will be established composed of the Curriculum Leadership Team members, teachers directly involved with the materials, the administration of the schools, and the Assistant Superintendent in charge of curriculum. Teachers serving on the Curriculum Leadership Team are responsible for submitting the final textbook request.

2. Specific needs for a course of study will be established in writing and the book selected will be the one that best meets the needs in the opinion of the selection committee.

3. A variety of companies will be invited to submit examination copies of appropriate materials to the selection committee.

4. Sufficient time will be allowed to evaluate materials submitted by the vendors.

**Textbook Selection Procedures:** Suggested procedures for the adoption of new textbooks or materials in a specific subject area:

1. Every five years, selected content areas may purchase new textbooks as presented on the "Curriculum Development Cycle and Textbook Adoption Plan."

2. Curriculum Leadership Team members in the core content areas will commence the textbook selection committee.

3. Curriculum Leadership Team members are responsible for acquiring various textbook materials to review.

    a. Reviewers will procure the most current materials that best help teach grade level curriculum and have appropriate reading levels.

    b. Each textbook vendor will be requested to submit the correlation of the textbook to the Missouri Learning Standards, GLEs and CLEs.

4. Content area teachers will review the materials (a minimum of three different textbooks are required) and make a preliminary decision.

5. Area certificated teachers will vote on the top two selections made by the committee.

6. Building administration and the Assistant Superintendent in charge of curriculum will then review the materials and approve.

7. The requested order is sent to district administration for final approval.

    a. A Purchase Requisition form will be completed for the chosen textbook and sent to the Assistant Superintendent in charge of curriculum.
8. The principals and Curriculum Leadership Team members will determine the need for in-service workshops and information sessions with company consultants representing the textbook or materials selected.

**Instructional Methods & Professional Development:** Teachers are given ongoing training on the curricular instructional methods designated by the district. Teachers are required to use the designated instructional methods in the classroom. Teachers are also encouraged to attend workshops and conferences. New ideas from these professional growth activities are tried and implemented when proven to be successful.

# Gasconade County R-II School District
## Curriculum Development Cycle and Textbook Adoption Plan

*Curriculum is reviewed annually when reviewing MAP results
**Consumable textbooks and materials are purchased annually as needed

| Curricular Areas | Curriculum Adopted by School Board | Curriculum Revised | Select Materials and Texts | Implement and In-service | Monitor and Refine | Review Needs Revise Goals and Objectives |
|---|---|---|---|---|---|---|
| Social Studies | 2015-2016 | 2014-2015 | 2020-2021 | 2014-2015 | 2015-2020 | 2021-2022 |
| Guidance | 08/25/08 | | | | Currently | |
| Gifted | 08/25/08 | | | | Currently | |
| | | | | | | |
| Math | 2017-2018 | 2016-2017 | 2022-2023 | 2017-2018 | 2018-2022 | 2022-2023 |
| Vo-Ag | 10/26/09 | | | | | |
| | | | | | | |
| Communication Arts | 2013/2014 | 2012-2013 | 2020-2021 | 2012-2013 | 2012-2013 | 2020-2021 |
| Foreign Language | 2012/2013 | | | | | |
| Library/Media | 2013/2014 | | | | | |
| | | | | | | |
| Science | 2020-2021 | 2019-2020 | 2023-2024 | 2019-2020 | 2020-2023 | 2023-2024 |
| Special Offerings | 2015-2016 | 2014-2015 | 2020-2021 | 2020-2021 | 2015-2020 | 2021-2022 |
| Business/Professional Tech | 2015-2016 | 2014-2015 | 2020-2021 | 2020-2021 | 2015-2020 | 2021-2022 |
| Computer/Technology | 2015-2016 | 2014-2015 | 2020-2021 | 2020-2021 | 2015-2020 | |
| | | | | | | |
| Art | 2012/2013 | 2011-2012 | 2020-2021 | 2011-2012 | 2013-2020 | |
| Drama | 2012/2013 | 2011-2012 | 2020-2021 | 2011-2012 | 2013-2020 | |
| Music | 2012/2013 | 2006-2007 | 2020-2021 | 2007-2008 | 2008-2011 | 2021-2022 |
| Health/PE | 2012/2013 | 2007-2008 | 2020-2021 | 2008-2009 | 2009-2011 | |
| Family Consumer Science | 2012-2013 | 2006-2007 | 2020-2021 | 2007-2008 | 2008-2011 | |
| Industrial Technology | 2012-2013 | 2006-2007 | 2020-2021 | 2007-2008 | 2008-2011 | |

# Curriculum Leadership Teams
## by
# Content Area

| Communication Arts | Mathematics |
|---|---|
| Lisa Uthlaut | Donna Hinson |
| Kayla Pyle | David Koppelmann |
| Christa Savoir | Tammy Daniel |
| Lauri Link | Rebecca Lorey |
| Aimee Grannemann | Richard Powers |
| Sarah Gehlert | Tyler Ahring |
| Jenise Stockton | Crystal Ely |
| Judy Glaser | Ashley Powell |
| Angie Binkhoelter | Ann Todisman |
| Jackie Gray | Kayla Lowder |

| Science | Social Studies |
|---|---|
| Kevin Lay | Terra Heidle |
| Amy Aubuchon | Nathan Cabot |
| Karen Weber | Lucas Gehlert |
| Jessica Jones | Amanda Esaisia |
| Emily King | Kellee Rosemann |
| Cheri Scheer | Kelsey Lowe |
| Stephanie Royle | Beth White |
| Jenise Stockton | Danielle O'dell |
| Sarah Gehlert | Dawn Rice |
| Kenda Stockton | Megan Young |

# The Show Me-Standards
## *Performance*

GOAL 1:  Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to…
1.  develop questions and ideas to initiate and refine research
2.  conduct research to answer questions and evaluate information and ideas
3.  design and conduct field and laboratory investigations to study nature and society
4.  use technological tools and other resources to locate, select and organize information
5.  comprehend and evaluate written, visual and oral presentations and works
6.  discover and evaluate patterns and relationships in information, ideas and structures
7.  evaluate the accuracy of information and the reliability of its sources
8.  organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9.  identify, analyze and compare the institutions, traditions and art forms of past and present societies
10.  apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2:  Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to…
1.  plan and make written, oral and visual presentations for a variety of purposes and audiences
2.  review and revise communications to improve accuracy and clarity
3.  exchange information, questions and ideas while recognizing the perspectives of others
4.  present perceptions and ideas regarding works of the arts, humanities and sciences
5.  perform or produce works in the fine and practical arts
6.  apply communication techniques to the job search and to the workplace
7.  use technological tools to exchange information and ideas

GOAL 3:  Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to…
1.  identify problems and define their scope and elements
2.  develop and apply strategies based on ways others have prevented or solved problems
3.  develop and apply strategies based on one's own experience in preventing or solving problems
4.  evaluate the processes used in recognizing and solving problems
5.  reason inductively from a set of specific facts and deductively from general premises
6.  examine problems and proposed solutions from multiple perspectives
7.  evaluate the extent to which a strategy addresses the problem
8.  assess costs, benefits and other consequences of proposed solutions

GOAL 4:  Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to…
1.  explain reasoning and identify information used to support decisions
2.  understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3.  analyze the duties and responsibilities of individuals in societies
4.  recognize and practice honesty and integrity in academic work and in the workplace
5.  develop, monitor and revise plans of action to meet deadlines and accomplish goals
6.  identify tasks that require a coordinated effort and work with others to complete those tasks
7.  identify and apply practices that preserve and enhance the safety and health of self and others
8.  explore, prepare for and seek educational and job opportunities

# The Missouri Show-Me Standards
## *Content*

## Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outline, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

## Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

# Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1.      properties and principles of matter and energy
2.      properties and principles of force and motion
3.      characteristics and interactions of living organisms
4.      changes in ecosystems and interactions of organisms with their environments
5.      processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere
6.      composition and structure of the universe and the motions of the objects within it
7.      processes of scientific inquiry (such as formulating and testing hypotheses)
8.      impact of science, technology and human activity on resources and the environment


# Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1.      principles expressed in the documents shaping constitutional democracy in the United States
2.      continuity and change in the history of Missouri, the United States and the world
3.      principles and processes of governance systems
4.      economic concepts (including the laws of supply and demand)
5.      the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6.      relationships of the individual and groups to institutions and cultural traditions
7.      the use of tools of social science inquiry (such as surveys, statistics, maps, documents*)

# Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1.     process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2.     the principles and elements of different art forms
3.     the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4.     interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5.     visual and performing arts in historical and cultural contexts


# Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1.     structures of, functions of, and relationships among human body systems
2.     principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3.     diseases and methods for prevention, treatment and control
4.     principles of movement and physical fitness
5.     methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6.     consumer health issues (such as the effects of mass media and technologies on safety and health)
7.     responses to emergency situations

# Form for a Scope and Sequence Matrix
## (Sample)

**Name of Subject Area**_____

| | Name of Strand 1 | Name of Strand 2 | Name of Strand 3 | Name of Strand 4 | Name of Strand 5 |
|---|---|---|---|---|---|
| **K** | | | | | |
| **1** | | | | | |
| **2** | | | | | |
| **3** | | | | | |
| **4** | | | | | |
| **5** | | | | | |
| **6** | | | | | |
| **7** | | | | | |
| **8** | | | | | |
| **9** | | | | | |
| **10** | | | | | |
| **11** | | | | | |
| **12** | | | | | |

**Grade Level:**                                                    **Subject:**

| Month | Missouri Learning Standards | Key Vocabulary | Reading Links to New MLS | Science and Social Studies Big Ideas to use in ELA | Essential Questions | Resources | Assessment | Tech Links |
|---|---|---|---|---|---|---|---|---|
| August | | | | | | | | |
| September | | | | | | | | |
| October | | | | | | | | |
| November | | | | | | | | |

16

# *New Course Form*

## Gasconade County R-II School District

**Subject Area** _____

**Grade Level/Department** _____

<u>Checklist for Quality Course Descriptions</u>
- **Does the course description describe the content that is emphasized in the course?**
- **Does the course description convey the importance of the course?**
- **Does the course description communicate the kinds of activities used in the course?**
- **Do the course objectives correlate with the Show-Me Standards?**
- **Do you have at least 5 objectives for the course?**

**New Course Name** _____

**New Course Description** _____

_____

_____

_____

**Rationale (the purpose for studying this course)** _____

_____

**Circle the appropriate phrase (HS only):**
(One-credit, one-year or One-half credit, one-semester elective for grade/s_____)

**Prerequisite (HS only):** _____

_____

**Teacher signature(s)** _____

# *Curriculum Scope (GCR2)*

**Directions:**
- **Use this form to write objectives for new courses.**
- **The ABC's are indicators. You do not need to have indicators but may if you wish. Indicators do not appear on the Learning Tracker gradebook.**
- **The course must have a minimum of five objectives with a maximum of approximately ten objectives.**
- **Make additional copies of this form if necessary.**
- **The Content Standard (or Process Standard) may be the same for all of your objectives or you may choose different ones.**
- **All Objectives should have Goals for Graduates, State Standards (Process & Content,) Equity Standards (if applicable,) Implementation Codes, GLE Codes (if applicable.) (See last page for more information.)**


Content Standard _____

        1._____

        A.    _____

        B.    _____

        C.    _____

*Goals for Graduates:*
*State Standards:*
*Equity Standard (if applicable):*
*Implementation Code:*
*GLE Code (if applicable):*
*DOK Level:*

        2._____

        A.    _____

        B.    _____

        C.    _____

*Goals for Graduates:*
*State Standards:*
*Equity Standard (if applicable):*
*Implementation Code:*
*GLE Code (if applicable):*
*DOK Level:*


Gasconade County R-II School District

# EQUITY/TECHNOLOGY CODES
## (Choose as many as apply per objective.  If no code applies to the objective, leave blank.)

   1     --     Gender Equity
   2     --     Racial/Ethnic Equity
   3     --     Disability Awareness/Equity
   4     --     Technology
   5     --     Research/Information Skills
   6     --     Workplace Readiness Skills

# IMPLEMENTATION CODES
## GASCONADE COUNTY R-II SCHOOL DISTRICT
## (Choose only one per objective)

**I**           **Introduced**
**D**          **Developed**
**R**          **Reinforced**
**M**         **Mastered**
**ID**        **Introduced and Developed**
**DM**       **Developed and Mastered**
**IDM**     **Introduced, Developed, Mastered, Reinforced**

*Goals for Graduates and state standards should be in your Curriculum Notebook.*
*GLE codes are created from the Missouri GLEs.*

# Required Contents of Curriculum Notebooks
## Gasconade County R-II School District

General Information
- Introduction
- Purpose of Notebook
- Mission Statement
- Directions to Faculty
- Blue Placemat
- Goals For Grads

Scope & Sequence

Curriculum
- Year Long Planning Sheet for each course taught/Curriculum MAPS/Scope & Sequence
- Course Syllabus/rules & procedures for each course taught
- Curriculum for each course taught
- "I Can" Statements for each course taught
- Instructions for Printing Curriculum

Activities/Assessments/Student Work
- Activities/Assessments for objectives for each course taught (either hard copy or online)
- Student work (1 or 2 samples for each activity/assessment)

Common Assessments

New Tab -- Learning Tracker Curriculum Mastery Report

New Tab -- Data Evaluation Action Plans

New Tab -- Grade Level Expectations if available and only if taught or downloaded on computer

New Tab -- Resources (optional)
- Websites
- Readers A-Z
- Instructional Strategies
- Products for Performance
- Full Alignment Process Instructions
- Curriculum Alignment Review Form
- Other

# Rubric for evaluating Curriculum Notebooks

Teacher Name _____ Department _____

Date _____Self-evaluation _____ or Administrative Review _____

| | NEEDS WORK | Progressing | Proficient |
|---|---|---|---|
| 1. Notebook contains year plan or curriculum map for each course taught. | Contains no yearly plans or curriculum maps | Contains some or partial plans or maps | Contains one general plan per course or curriculum map |
| 2. Notebook contains "I Can" statements for each course taught. | Contains no "I Can" statements. | Contains some or partial 'I Can" statements | Contains "I Can" statements for each course taught. |
| 3. Notebook contains completed Performance Assessment & Activity **printout** for 100% of objectives OR teacher can show online performance assessments for 100% of objectives. | No Performance Assessments & Activities printouts in notebook or online | Contains Performance Assessments & Activities printouts or can show online Performance Assessments & Activities for some objectives | Contains Performance Assessments & Activities printouts or can show online Performance Assessments & Activities for all objectives per course taught |
| 4. Notebook contains Common Assessments (including selected response, constructed responses, and performance events). | No Common Assessments OR Multiple choice only | Some Common Assessments OR Short Constructed Responses & multiple choice only | Common Assessments for all courses taught with performance events, constructed responses, and multiple choice questions |
| 5. Notebook contains student samples of assessments for each Performance Assessment Report OR Common Assessment. | Contains no student samples | Contains some student samples | Contains all student samples |
| 6. Notebook contains Learning Tracker Curriculum Mastery Reports. | Contains no curriculum mastery reports | Sheets are partially completed for some students | Tracking every student in every class on all objectives |
| 7. Notebook contains Action Plans for MAP-tested curriculum and teacher shows/explains how it has been used to change instruction. | No Action Plans are in notebook | Action Plans are included but teacher has no evidence of use. | Action Plans are included and there is evidence of use. |
| 8. Notebook contains Curriculum for each course taught. | No Curriculum is in notebook | Some of the curriculum is in notebook | All curriculum for each course taught is in notebook |
| 9, Notebook contains GLEs/CLEs for each course taught OR the GLEs/CLEs have been downloaded (if applicable) | No applicable GLE/CLEs in notebook or dowloaded | Some applicable GLEs/CLEs in notebook or downloaded | All applicable GLEs/CLEs in notebook or downloaded |

**General Comments:**

# Gasconade R-2 TEXTBOOK REVIEW
## (Please review a minimum of three different textbooks.  Circle the textbook you would like to purchase.)

| Date Of Review | Subject | Grade Level | Reading Level | Name of Text | Publisher | Copy-right | Cost per book | Comments |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

# Grades K-12 Top Ten Guidelines for Choosing Curriculum Materials

Before buying instructional materials for next year, *Philadelphia Teacher* suggests asking the following questions-and answering yes to each one before placing an order:

1. Are materials aligned with district and state standards and GLEs and CLEs?

2. Are instructional goals stated clearly in terms of what students should know and be able to do?

3. Do materials make connections within and across content areas?

4. Are formal and informal assessment practices integrated into instruction?

5. Are students engaged in problems and questions before being introduced to solutions and answers?

6. Do materials provide opportunities for students to practice using knowledge in different ways?

7. Do materials allow for a variety of activities that address different learning styles?

8. Do materials provide ways of building students' cross-cutting competencies, such as multicultural, problem-solving, communication, citizenship, technology, and school-to-career skills?

9. Are parents and community members involved in learning activities?

10. Do materials use or refer to up-to-date research?

# INSTRUCTIONAL METHODS
## GASCONADE COUNTY R-II SCHOOL DISTRICT

| Grade Level | Writing | Reading/Language/ Communication Arts | Math | Science | Social Studies |
|---|---|---|---|---|---|
| K | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Teacher-Made Units | Harcourt Brace |
| 1 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Teacher-Made Units | Harcourt Brace |
| 2 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Science Kits-- Life Cycles of Butterflies Soils; Motion; Changes | Harcourt Brace |
| 3 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Science Kits-- Sound; Our Solar System; Animal Studies; Plant Growth & Development | Harcourt Brace |
| 4 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Science Kits-- Ecosystems; Electric Circuits; Motion & Design; Rocks & Minterals | Harcourt Brace |
| 5 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Science Kits-- Land & Water; Floating & Sinking; Our Solar System; Mixtures & Solutions | Harcourt Brace |
| 6 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Amplify | Harcourt Brace |
| 7 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Amplify | Glencoe |
| 8 | Schoolwide Balanced Literacy | Schoolwide Balanced Literacy | IReady Math | Amplify | Glencoe |
| HS | Traditional Program Balanced Literacy | Traditional Program Balanced Literacy | Traditional Program Core Plus I, II, III | Physics First Program— Physical Science Chemistry 1/CP Chemistry Biology 1/CP Biology Additional Electives | Glencoe/McGraw Hill and Others |