

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 CURRICULUM OVERVIEW

January 8, 2009

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**KENOSHA UNIFIED SCHOOL
DISTRICT NO. 1
CURRICULUM OVERVIEW**

January 8, 2009

INTRODUCTION

INTRODUCTION

In fall 2005 the Kenosha Unified School District embarked on a five-year Strategic Plan that included a strategy to “ensure implementation of the district curriculum” and a strategy that directed identification of specific essential skills and district-wide common assessments.

At that time the district curriculum was housed in a series of three-ring binders with blue and white covers and consisted mainly of local standards and benchmarks. To help principals with a summary of the curriculum materials and strategies that should be in use, the first version of this Curriculum Overview document was distributed in January 2006.

In the past three years, many new steps have been taken:

- The curriculum binders are now obsolete and should have been recycled. If they are still in evidence, they should be removed.
- In keeping with the twenty-first century, the district curriculum is now housed in electronic form.
 - Materials that can (and should) be of interest to parents and students are on the KUSD website. These are indicated with a (W) throughout this document.
 - Materials that are for teacher use only are on Advisor. These are indicated with an (A).
- Through book studies and work with teams of teacher leaders, curriculum components have been described as:
 - Standards and benchmarks—what students need to know and be able to do.
 - Assessments—how students will demonstrate their knowledge and skills.
 - Curriculum maps—how teachers will organize content.
 - Instructional resources –what teachers and students will use while learning.
 - Teaching strategies—effective ways to present and review content.
 - Model unit plans and model lesson plans—examples and supports for new teachers.

Each page in this document is organized into those sections. Standards and benchmarks have been identified, most essential benchmarks have been emphasized, and the absolutely critical skills for each grade level K-8 have been published in *Success Steps* brochures (also available on the Web site). Curriculum maps have been developed. Common course syllabi for courses at the middle and high school level have been created, with an accompanying page for individual teacher information. These can be found on the Web site under each content area. Formats for lesson and unit planning have also been developed and are available on Advisor.

District Common Assessments (DCAs) are in progress (as indicated for each grade and content area). All of these curriculum components are revised regularly based on teacher input. They are thoroughly reviewed on a periodic basis as part of the Evaluation and Materials Adoption Cycle. Curriculum staff also assist teachers with their school-based work on classroom formative assessments (CFAs).

The purpose of this document is to assist principals as you work with teachers individually and in groups. **The document provides a description of the curriculum on the front side of the page and the indicators that should be observable in the classroom on the reverse.**

When you are doing informal walk-throughs in your school, please refer to the indicators of implementation, and leave a Post-It Note on the door or send a quick email to reinforce the positive evidence you observe.

When you hold a preobservation conference, please refer to the curriculum materials on the Web site to clarify the instructional objective(s) as one of the benchmarks or most essential benchmarks. Refer to this document when discussing the strategies and activities that will take place. Use this document again to help you provide examples and suggestions for improvement when needed.

The mission of Kenosha Unified School District ... is to *empower all students to reach their unique capabilities, contribute to our community, and compete* in a global society, by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

We believe that this resource can be used to build collaboration and refine teacher practice in support of student empowerment.

The Curriculum and Instructional Services Team
January 2009

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KINDERGARTEN
through
FIFTH GRADE

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 6310 REQUIRED KUSD MINIMUM INSTRUCTIONAL TIME FOR CORE SUBJECTS

Outlined below are the minimum weekly requirements in language arts, mathematics, social studies, and science according to the Wisconsin Department of Public Instruction. Interpretation of the time requirements is not meant to encourage teaching approaches that isolate content into a single subject matter area. Providing instruction that integrates curriculum across the subject areas is strongly encouraged.

Grade Level	K	1	2	3	4	5
Language Arts	30%	700	700	600	600	500
Mathematics	10%	250	250	250	250	250
Social Studies	10%	125	150	175	200	225
Science	10%	100	100	150	150	175

Outlined below are the minimum weekly requirements in art, music, physical education, and health administered by the Assistant Superintendent of Instruction.

Minimum Minutes Per Week According to Specialist and Classroom Teacher												
Grade Level	K		1		2		3		4		5	
	SP	TR	S P	TR	SP	TR	SP	TR	S P	TR	S P	TR
Art	50	25	50	30	50	30	50	30	50	30	50	30
Music	40	20	60	15	60	15	60	15	30	30	30	30
Physical Education	30	15	30	15	30	15	30	15	60	15	60	15
Health		25		30		30		35		35		40

SP = Specialist, i.e., instruction provided by special art, music, and physical education teacher

TR = Instruction delivered by classroom teacher

CURRICULUM FOR ENGLISH/LANGUAGE ARTS: K-5 READING

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and most essential benchmarks by grade level (W) • Grade level Success Step brochures of most essential benchmarks (W) • Modifications made to benchmarks to achieve greater specificity at individual grade levels (spring 2009)
Assessments	<ul style="list-style-type: none"> • Reading assessments implemented at kindergarten-grade 5: <ul style="list-style-type: none"> ○ Running Records & Miscue Analysis (K-1) ○ Letter & Sound Identification (K-1) ○ Word Reading (Required in K-1, optional in 2-3) ○ Hearing and Recording Sounds in Words (optional in K-2) ○ Reading Comprehension Strategies (2-5) • Professional development provided: <ul style="list-style-type: none"> ○ Substitute release half-day professional development for all K-1 teachers as needed ○ In-service half day (2007) K-1—Running Record/Miscue ○ In-service half day (2007) 2-5—comprehension strategies • Investigate reading assessments as part of adoption process (2008-10).
Curriculum Maps	<ul style="list-style-type: none"> • K-5 Schedule of Reading Assessments • Suggested Pacing Guide for Grades 2-5 Comprehension Strategies Instruction • K-5 Pacing Guides based on standards and benchmarks (2010—during/after adoption cycle)
Instructional Resources	<ul style="list-style-type: none"> • Online resources for K-3 teachers and parents: <ul style="list-style-type: none"> ○ K-1 Letters and Sound Identification Cards (W) ○ K-3 Word Lists (W) • Online resources to support comprehension: <ul style="list-style-type: none"> ○ Thinking Before, During, and After Reading (W) ○ Assisting Students in Using Comprehension Strategies (W) ○ Grade Level Expectations Guides (W) ○ Grades 2-5 Grade Level Expectations Bookmarks (W) • Comprehension Strategies Posters • Grades 2-5 Grade Level Expectations Transparencies • <i>Into the Book</i> DVD (one original per building—can be copied) • CD with various resources related to reading (one per building) • Core reading program/series materials at each site* (core programs: Houghton Mifflin, Literacy Collaborative, Wright Group, Open Court, Direct Instruction/Reading Mastery, Success for All, and McGraw Hill) <p>*In addition to their core program, some schools use Reading Recovery as an intervention program.</p>
Teaching Strategies	<ul style="list-style-type: none"> • Balanced Literacy (Modeling/Think Aloud, Shared Practice, Guide Practice, and Independent Practice) • Guided Reading • Comprehension/Thinking strategies
Model Unit Plans	<ul style="list-style-type: none"> • Series/Program based
Model Lesson Plans	<ul style="list-style-type: none"> • Comprehension Strategies—2-5 (fall, winter, spring) • Series based (by program) • Develop in coordination with adoption process (2009-10)

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ENGLISH/LANGUAGE ARTS: K-5 READING

Materials that Should be In Use

- Board-approved materials in use by teacher and students
- Materials to support literacy learning—big books, chart stories and poems, leveled books, reference materials, computer(s)
- Comprehension Strategies Kits—fiction and nonfiction (Sundance)—grades 2-5
- Classroom library with variety of age-/grade-appropriate materials—nonfiction as well as fiction
- Word work wall (especially at primary grades)
- Center(s)/Independent activities related to reading and/or writing; e.g., listening, word work, etc.

Classroom Evidence

- Established (posted) procedures for daily activities, rotation of groups, movement in room, choosing activities, completing assignments, etc.
- Clear directions for centers/independent activities
- Classroom library: inviting to students with easy-to-use procedures for checking out
- Big books, charts, leveled books, and posters supporting comprehension and the writing traits (ideas and details, organization, sentence fluency, word choice, and conventions)
- Writing supplies labeled and organized for easy access
- Word work wall organized and accessible
- Written language displayed throughout room, including student writing
- Separate work areas for reading group, center work, individual work, etc.
- Teacher location and movement to promote learning; e.g., kneeling beside student working independently, positioning self to see all students, etc.
- Variety of teacher-student interaction (whole group, small group, one-on-one conferencing)
- Differentiation of instruction: approximately 10 percent whole group, 40 percent small groups, 50 percent one-on-one
- Clear sight line to other students for teacher working with group or individual

Teaching Strategies

- Daily routines; e.g., word work, independent reading, teacher read aloud, etc.
- Balanced literacy approach: demonstration; modeling/think aloud, participation, guided practice and performance/assessment
- Teacher modeling and thinking aloud to make thinking strategies visible to students
- Gradual release of responsibility (W)
- Student oral reading for performance/fluency or assessment purposes—not round robin/cold reading
- Students participating in discussion in pairs or small groups
- Students writing in response to reading or discussion and to show understanding
- Teachers explicitly using and teaching critical comprehension strategies to help students comprehend and process all types of text
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing
- Teachers explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR ENGLISH/LANGUAGE ARTS: K-5 WRITING

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and most essential benchmarks by grade level (W) • Grade level Success Step brochures of most essential benchmarks (W) • Modifications made to benchmarks to achieve greater specificity at individual grade levels (spring 2009)
Assessments	<ul style="list-style-type: none"> • K-5 writing assessments: <ul style="list-style-type: none"> ○ Kindergarten—samples assessed three to four times/year ○ Grade 1—samples assessed two to three times/year, Writing to a Prompt—once/year ○ Grades 2-5—Writing to a Prompt—two times/year <ul style="list-style-type: none"> ■ Grade Level Expectations ■ Scoring Guides
Curriculum Maps	<ul style="list-style-type: none"> • K-5 Schedule of Writing Assessments • Suggested Pacing Guide for Grades 2-5 Comprehension Strategies Instruction • K-5 Pacing Guides based on standards and benchmarks (2010—during/after adoption cycle)
Instructional Resources	<ul style="list-style-type: none"> • Online resources for K-5 teachers and parents: <ul style="list-style-type: none"> ○ Grade Level Expectation Guides (W) ○ Grades 2-5 Grade Level Expectations Bookmarks (W) • Writing Traits Posters • Grades 2-5 Grade Level Expectations Transparencies • Core reading program/series materials at each site
Teaching Strategies	<ul style="list-style-type: none"> • Balanced Literacy (Modeling/Think Aloud, Shared Practice, Guided Practice, and Independent Practice) • Using the Writing Process • Using the Traits of Writing • Nine Powerful Instructional Strategies
Model Unit Plans	<ul style="list-style-type: none"> • Comprehension Strategies—Writing Responses Grades 2-5 (fall, winter, spring) • Series based (by program) • Develop in coordination with adoption process (2009-10)
Model Lesson Plans	

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ENGLISH/LANGUAGE ARTS: K-5 WRITING

Materials that Should be In Use

- Board-approved materials in use by teacher and students
- Materials to support literacy learning—big books, chart stories and poems, leveled books, reference materials, computer(s)
- Classroom library with variety of age-/grade-appropriate materials—nonfiction as well as fiction
- Word work wall (especially at primary grades)
- Center(s)/Independent activities related to reading and/or writing; e.g., listening, word work, etc.

Classroom Evidence

- Established (posted) procedures for daily activities, rotation of groups, movement in room, choosing activities, completing assignments, etc.
- Clear directions for centers/independent activities
- Classroom library: inviting to students with easy-to-use procedures for checking out
- Big books, charts, leveled books, and posters supporting comprehension and the writing traits
- Writing supplies labeled and organized for easy access
- Word work wall organized and accessible
- Written language displayed throughout room, including student writing
- Separate work areas for reading group, center work, individual work, etc.
- Teacher location and movement to promote learning; e.g., kneeling beside student working independently, positioning self to see all students, etc.
- Variety of teacher-student interaction (whole group, small group, one-on-one conferencing)
- Differentiation of instruction: approximately 10 percent whole group, 40 percent small groups, 50 percent one on one
- Clear sight line to other students for teacher working with group or individual

Teaching Strategies

- Daily routines; e.g., Word work, independent writing, etc.
- Balanced literacy approach—demonstration/think loud, participation, guided practice, and performance/assessment
- Teacher modeling and thinking aloud to make skills and strategies visible to students
- Gradual release of responsibility
- Students writing in response to reading or discussion and to show understanding
- Teachers explicitly using and teaching traits of writing, writing process, and different writing genre
- Teachers explicitly using and teaching critical comprehension strategies to help students comprehend and process and make their thinking visible on all types of text:
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing
- Teachers explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR MATHEMATICS: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Most essential benchmarks by grade level (W) • Success Steps for parents by grade level (W)
Assessments	<ul style="list-style-type: none"> • Quarterly benchmark assessment tasks for kindergarten (reviewed and revised as needed) • Unit common assessments based on most essential benchmarks for grades 1-5 (reviewed and revised as needed) • End-of-the-year assessments based on most essential benchmarks for grades 1-5 (in development 2008-09)
Curriculum Maps	<ul style="list-style-type: none"> • Quarterly scope and sequence (including most essential benchmarks noted by lesson, content pacing, assessment options, and counting/basic fact/computation instruction) by grade level (W)
Instructional Resources	<ul style="list-style-type: none"> • Individual Profile of Progress Forms by grade level • <i>Everyday Math—First Edition—Assessment Binders</i> by grade level • Classroom manipulative kits by grade level (W) • Site manipulatives housed and catalogued in site libraries (W) • Customized manipulative kits for all site special education teachers (W) • Number story development by grade level (W) • <i>Everyday Math—Third Edition (EM3)—Wall Charts</i> and associated lesson correlation guide by grade level • Daily ongoing routines charts for kindergarten-grade 2 (W) • EM3 Online Games with usage directions and associated lesson correlation guide by grade level (W) • EM3 Online Interactive Student Reference Books for grades 1-5 • EM3 Interactive Teacher’s Guide CD by grade level • Overhead Transparency Binders of EM3 Student Journals 1 and 2 for grades 1-5 • Overhead Transparency Binder of EM3 Games Masters and associated lesson correlations by grade level • Overhead transparencies of EM3 Open Response Items for grades 1-5 • KUSD EM3 Math Box Writing and Reasoning Prompts for grades 1-5 • <i>Elements of Daily Math</i> by Continental Press for grades 2-5 • <i>Practice Your Facts</i> by Creative Publications for grades 1-5 • WKCE assessment materials (KUSD WKCE Math Boxes, spinner lessons, geometric net lessons, WKCE release items) for grades 2-5 (W) • EM3 Skill Links with associated Teacher’s Guide for grades 1-5 • Quarterly counting practice for kindergarten-grade 2 (W) • Basic facts instructional plan by unit for grades 1-5 (W) • Computation instructional plan by unit by grade level (W) • Literature sets housed in site libraries correlated to lessons by grade level • EM3 Differentiation Handbooks for grades 1-5 • Instructional Internet sites for kindergarten-grade 5 (W) <p>(Ongoing grade level professional development related to the instructional resource noted above)</p>
Teaching Strategies	<ul style="list-style-type: none"> • Writing strategies for math • Questioning strategies for math • Differentiation strategies (EM3 Readiness, Extra Practice, Enrichment, and vocabulary development practices) • Nine Powerful Instructional Strategies • Comprehension/Thinking Strategies <p>(Ongoing grade level professional development related to the teaching strategies noted above)</p>
Model Unit Plan	<ul style="list-style-type: none"> • Unit design for all grades may be used as needed. (W)
Model Lesson Plan	<ul style="list-style-type: none"> • Lesson design for all grades may be used as needed. (W)
Other	<ul style="list-style-type: none"> • KUSD EM3 Curriculum Binder, including instructional resources for site principals (reviewed and revised as needed) • KUSD EM3 Inventory Binder, including math resources for site secretaries (reviewed and revised as needed) • Lesson observation checklists (kindergarten, grades 1-5) for principals (in development 2008-09)

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MATHEMATICS: K-5

Materials that Should be In Use

- *Everyday Mathematics—Third Edition, 2007 Copyright (EM3)*
 - Teachers
 - EM3 Teacher Lesson Guide (kindergarten) and Teacher Manuals Volumes 1 and 2 (grades 1-5)
 - Overhead Transparency Binders of EM3 Student Journals 1 and 2 (grades 1-5)
 - Manipulatives and overhead manipulatives (all grades)
 - Students
 - EM3 My First Math Book (kindergarten)
 - EM3 Student Journals 1 and 2 and Student Reference Books (grades 1-5)
 - Manipulatives (all grades)

Classroom Evidence

- Number line, number grid, geometry posters, and EM3 Wall Charts displayed on walls
- Math manipulatives; e.g., base 10 blocks, slates, math templates, pattern blocks, rulers, dice etc.; in usage
- Math centers; e.g., EM3 games, manipulative-based centers to reinforce concepts and skills
- Daily Lesson
 - Ongoing Routines (kindergarten-grade 2) include number of the day, attendance, job chart, calendar, daily schedule, weather, temperature, and survey displayed on walls.
 - Counting activities (kindergarten-grade 2)
 - Learning objectives (most essential benchmarks) and key vocabulary (displayed on Word Wall, spiral notebooks, etc.) are communicated.
 - Mental Math Activities to open a lesson
 - Minute Math (kindergarten)
 - Mental Math and Reflexes and Math Message (grades 1-5)
 - Teacher models the thinking process related to the instruction of skills/concepts.
 - Students share various solution strategies with peers.
 - As students pose solution strategies, the teacher questions their thinking to reinforce sound mathematical practices.
 - When students encounter difficulty, they use math tools and/or discuss solution approaches/strategies with their peers.
 - Lesson content is related to real-world applications.
 - Manipulative usage by teacher and students for concept development and guided practice
 - Teacher/Student interactions vary throughout lesson; e.g., individual, whole group, small group center.
 - Practice and review through Home (kindergarten-grade 3)/Study (grades 4-5) Links, EM3 games (kindergarten-grade 5), and Math Boxes (grades 1-5).
 - Basic fact instruction and practice through EM3 games, fact inventories, fact triangle cards, and flashcards (grades 1-5)
 - Differentiation provided as needed; e.g., Centers, EM3 Part 3 noted as Readiness, Enrichment, Extra Practice, and/or ELL Support, and EM3 Differentiation Handbooks for grades 1-5

Teaching Strategies

- Vocabulary development strategies noted in ELL support sections in Part 3 EM3 lessons
- Teachers explicitly using and teaching critical comprehension strategies to help students comprehend and process all types of text
 - Monitoring and clarifying
 - Questioning
 - Inferring
 - Making connections and building schema
 - Using sensory images/Visualizing
 - Summarizing and synthesizing
 - Determining importance
 - Predicting
- Teacher explicitly and appropriately uses and teaches Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR SCIENCE: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and benchmarks are listed by grade level on KUSD Web site; most essential benchmarks (MEBs) are identified in italics. (W) • Success Steps created for each grade level reflect science benchmarks. (W)
Assessments	<ul style="list-style-type: none"> • Assessment booklets for each science kit are distributed to all teachers. Copies are available in the inventory folder of each kit. Assessment booklets will be refined and common assessments will be developed per Strategy IV of the KUSD Strategic Plan. The new FOSS Grades 3-5 Assessments will be included in the teacher guides beginning in 2009-10. The new FOSS Science Notebook folio will also be included in the teacher guides beginning in 2009-10.
Curriculum Maps	<ul style="list-style-type: none"> • New pacing guides are developed and distributed to each elementary teacher in each kit each quarter. The pacing guides were distributed to principals at Quest. (W) • Kit schedules are distributed for posting to each elementary principal at the beginning of each year. An overview of the subject content covered in each kit is available on request. (W) • Kit descriptions are developed. (W) • The science word wall words and most essential kindergarten-grade 5 science vocabulary for each kit are compiled as a list. (W)
Instructional Resources	<ul style="list-style-type: none"> • Science kits are delivered to each elementary teacher each quarter. They contain: <ul style="list-style-type: none"> ○ A teacher binder describing in detail how to carry out each activity. (FOSS binder pages available online at fossweb.com) ○ A teacher video that models teaching of sample lessons, except Levers and Gears in grade 3 and Magnets in grade 1. ○ All materials necessary to do every activity and some extensions ○ An inventory folder containing an inventory sheet, pacing guide, live materials care sheet, assessment booklet, and any pertinent teacher information. • A literature set specific to each science kit is also sent to each teacher each quarter. Additional literature for nonfiction reading is being selected for each kit for 2009-10. • Instructional internet site: www.fossweb.com supports the science kits with activities for students, information for parents, and information for teachers.
Teaching Strategies	<ul style="list-style-type: none"> • FOSS Investigations are guided by questions and involve doing science. Teachers provide opportunities for: <ul style="list-style-type: none"> ○ Inquiry ○ Hands-on learning ○ Multisensory learning ○ Student-to-student interactions ○ Discourse and reflective thinking ○ Reading, drawing, writing, and research through: <ul style="list-style-type: none"> ■ Student manipulation of science materials, ■ Focused discussions in collaborative groups, ■ Traditional whole-class question-and-answer sessions, ■ Content/Inquiry sessions ■ Data gathering and organization, and ■ Use of thoughtful student response sheets.
Model Unit Plans	<ul style="list-style-type: none"> • Each unit contains a teacher binder that guides teachers through each investigation.
Model Lesson Plan	<ul style="list-style-type: none"> • The investigations found in the binder are clearly divided into logical parts that are daily lessons.

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SCIENCE: K-5

Materials that Should be In Use

- Science kits are opened (plastic tie is cut), and equipment is being used.
- Inventory sheet is completed.
- Teacher guide for kit is in use (FOSS, STC, or Kenosha-developed Grade 1 Magnets and Grade 3 LEGOS teacher guides).
- Students are writing in the student lab books provided, or the teacher has created his/her own version of lab books.

Classroom Evidence

- Word walls contain kit-related science words.
- Posters or bulletin boards containing science concepts are records of class discussion are evident.
- In some cases living plants or animals will be at home in the room; and/or ongoing experiments will be set up.

Teaching Strategies

- FOSS Investigations are guided by questions and involve doing science. Teachers should provide opportunities for:
 - Inquiry,
 - Hands-on learning, and
 - Multisensory learning through:
 - Student manipulation of science materials;
 - Focused discussion in collaborative groups;
 - Traditional whole-class question-and-answer sessions;
 - Student-to-student interactions;
 - Discourse and reflective thinking;
 - Reading, drawing, writing, and research;
 - Content/Inquiry sessions;
 - Data gathering and organization; and
 - Use of thoughtful student response sheets.
- Teachers are explicitly using and teaching the critical comprehension strategies to help students comprehend and process all types of text.
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing

CURRICULUM FOR SOCIAL STUDIES: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • New Social Studies Standards and Benchmarks adopted in July 2008 (W) • Success Steps for parents by grade level (W)
Assessments	<ul style="list-style-type: none"> • Individual by teacher • Varies at each building • Text-prepared assessments
Curriculum Maps	<ul style="list-style-type: none"> • Pilot grade 5 unit pacing guide • Grades 3-5 pacing guides to be developed
Instructional Resources	<ul style="list-style-type: none"> • Grade level themes: <ul style="list-style-type: none"> ○ Kindergarten—My World and Me ○ Grade 1—A Child’s Place ○ Grade 2—Making a Difference ○ Grade 3—Communities/Kenosha ○ Grade 4—Wisconsin Studies and States and Regions ○ Grade 5—Early United States History (Exploration—Civil War) • Lessons developed by grade level that align with the newly adopted benchmarks • Wall maps and globes, third grade Kenosha text, resource book, wall map, and desk maps • Fourth grade <i>Wisconsin Adventure</i> text • List of board-approved materials in Replacement Textbooks and Supporting Materials Catalog—each school office • Online resources—district and individual school Web sites • WebQuest @ Webquest.org • New textbook adoption (implementation 2011-12)
Teaching Strategies	<ul style="list-style-type: none"> • Nine Powerful Instructional Strategies • Making Thinking Visible
Model Unit Plans	<ul style="list-style-type: none"> • Implemented pilot at grade 5 (2008-09) • Consider adjustments 2009-10 and beyond
Model Lesson Plans	<ul style="list-style-type: none"> • Template developed and available as of 2007-08

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SOCIAL STUDIES: K-5

Materials that Should be In Use

- Board-approved textbooks:
 - Kindergarten—A Kindergarten Teacher Package
 - Grade 1—*A Child's Place*—student text and teacher edition
 - Grade 2—*Making a Difference*—student text and teacher edition
 - Grade 3—*Communities/Kenosha*—student text, teacher edition, and Kenosha teacher binder
 - Grade 4—*Wisconsin Adventure*—student text and teacher edition
States and Regions—student text and teacher edition
 - Grade 5—*Early United States History*—student edition and teacher edition
- Lead grade level team lesson ideas
- Wall maps, desk maps, globe, desk atlases

Classroom Evidence

- Learning objectives—most essential benchmarks (mastery), other benchmarks taught (developing), and key vocabulary—are communicated.
- Display of various social studies strands are evident through bulletin boards, posters, and word walls.
- Vocabulary development work is evident—word walls, focus words for assignments.
- Use of literacy strategies in the content area apparent
- Use of “blocks of time” and active participation
- Use current events where appropriate to make connections to past and present.
- Shows interdisciplinary connections to science and reading
- Teacher/Student interactions vary throughout lesson; e.g., individual, whole group, small group center).
- As students work, teacher moves among them asking questions, giving feedback, and offering support when needed.
- Differentiation provided as needed; e.g., centers, readiness, enrichment, extra practice, and ELL support)
- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, and move from one activity to another

Teaching Strategies

- Using the board-approved materials, teachers should provide opportunities for:
 - Content/Inquiry sessions
 - Traditional whole-class question-and-answer sessions
 - Student-to-student interaction
 - Reading, drawing, writing, and research
 - Cooperative group work
 - Data gathering and organization
- Graphic organizer used to identify cause-and-affect relationships
- Teachers are explicitly using and teaching the critical comprehension strategies to help students comprehend and process all types of text.
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing

CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY: GRADE 3 KEYBOARDING

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Information and Technology Literacy Standards and Benchmarks were established and board approved in June 2007. (W) <ul style="list-style-type: none"> ◦ Develop touch-keyboarding techniques using both hands, and attain an input speed of 8-11 wpm with 90 percent accuracy. • The above most essential benchmark is reflected in Success Steps brochures. (W)
Assessments	<ul style="list-style-type: none"> • Assessments available for download as PDF online. (W) http://www.kusd.edu/media/pdf/keyboarding/3rdchecklist.pdf • Success Steps: grade 3—essential skills that students need to develop by the end of the grade level (W) • Staff development for grade 3 staff—new teachers or new to grade level
Curriculum Maps	<ul style="list-style-type: none"> • Scope and Sequence available for download as PDF online (W) http://www.kusd.edu/media/pdf/standards_benchmarks/instructional_technology/itl--k6.pdf • Keyboarding activities will be directly correlated to the core curricula in reading/language arts, mathematics, science, and/or social studies. (W)
Instructional Resources	<ul style="list-style-type: none"> • Online keyboarding activities: Reinforcement (W) http://www.kusd.edu/departments/instructional_technology/keyboarding/value.html
Teaching Strategies	<ul style="list-style-type: none"> • Marzano’s Nine Powerful Instructional Strategies • Comprehension/Thinking Strategies • Differentiated Instruction
Model Unit Plans	<ul style="list-style-type: none"> • Keyboarding activities will be directly correlated to core curriculum unit plans in reading/language arts, mathematics, science, and/or social studies.
Model Lesson Plans	<ul style="list-style-type: none"> • Keyboarding activities will be directly correlated to core curriculum unit plans in reading/language arts, mathematics, science, and/or social studies.

W—Available on Web site
 A—Available on Advisor

**EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY:
GRADE 3 KEYBOARDING**

Materials that Should be In Use

- Herzog System of Keyboarding Student Manual
- Herzog System of Keyboarding Teacher Manual
- Word processing program
- Writing supplies available (computers/AlphaSmarts)

Classroom Evidence

- Word processed student work is displayed throughout room, including student writing.
- Students demonstrate correct technique while keyboarding: sitting up straight, correct hand/finger movement, and correct fingering of keys.
- Students demonstrate keyboarding skills on computer activities.
- Increased motivation is evident for students when keyboarding using the computer/AlphaSmart.
- Keyboarding posters are accessible and posted in the lab.
- Observe motivated, engaged, self-directed learners able to function in an environment that challenges them.

Teaching Strategies

- Teach, model, and monitor keyboarding skill.
- Teaching speed should be at a brisk pace for each lesson.
- Emphasize technique and posture.
- Teaching cues in the Teacher's Guide are very helpful short sample scripts that contain the key points for the students and suggest how to explain these points to the students.
- Use visual aids—Herzog wall poster and paper keyboard layout.
- Each lesson is 30 minutes per class period at third grade for two weeks. Then reinforce keyboarding skills with content area writing.
- Involve student in the assessment process by having them record their speed and accuracy test scores.
- Teachers provide learning experiences that foster the development of twenty-first century skills.
 - Digital-age literacies
 - Basic literacy
 - Technological literacy
 - Visual literacy
 - Inventive thinking
 - Self-direction
 - Creativity
 - Effective communication
 - Teaching and collaboration
 - Interactive communication
 - High productivity
 - Effective use of real-world tools
 - Ability to produce relevant, high-quality products
- Teachers explicitly use and teach critical comprehension strategies to help students comprehend and process all types of text.
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing
- Teachers explicitly and appropriately use and teach Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections in order to effectively communicate information.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers provide differentiation as needed for students who may be challenged by or need extended development of the concepts and processes related to keyboarding skill development.
 - Provide extra time to complete tasks.
 - Flexible small group practice.

CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY: GRADES 4 AND 5 KEYBOARDING

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Information and Technology Literacy Standards and Benchmarks were established and board approved in June 2007. (W) <ul style="list-style-type: none"> ○ Grade 4: Develop touch keyboarding techniques using both hands, and attain an input speed of 11-15 wpm with 90 percent accuracy. ○ Grade 5: Demonstrate touch-keyboarding techniques using both hands, and attain an input speed of 15-20 wpm with 90 percent accuracy. • The above most essential benchmarks are reflected in Success Step brochures. (W)
Assessments	<ul style="list-style-type: none"> • Assessments available for download as PDF online (W) <ul style="list-style-type: none"> http://www.kusd.edu/media/pdf/keyboarding/4thchecklist.pdf http://www.kusd.edu/media/pdf/keyboarding/5thchcklist.pdf • The Writer <ul style="list-style-type: none"> ○ Onboard Speed and Accuracy Tests ○ Onboard Writing Checklists and Rubrics
Curriculum Maps	<ul style="list-style-type: none"> • Keyboarding activities will be directly correlated to the core curricula in reading/language arts, mathematics, science, and/or social studies. (W)
Instructional Resources	<ul style="list-style-type: none"> • Writer: Perfect Form Keyboard Instruction/Advanced Keyboarding Program (116 preprogrammed lessons) • Online keyboarding activities: Reinforcement (W) <ul style="list-style-type: none"> http://www.kusd.edu/departments/instructional_technology/keyboarding/value.html
Teaching Strategies	<ul style="list-style-type: none"> • Perfect Form Keyboard Instruction • Marzano's Nine Powerful Instructional Strategies • Comprehension/Thinking Strategies • Differentiated Instruction
Model Unit Plans	<ul style="list-style-type: none"> • Keyboarding activities will be directly correlated to core curriculum unit plans in reading/language arts, mathematics, science, and/or social studies.
Model Lesson Plans	<ul style="list-style-type: none"> • Keyboarding activities will be directly correlated to core curriculum unit plans in reading/language arts, mathematics, science, and/or social studies. • FOSS science prompts are preloaded on Writer Units for grades 4 and 5. • Social studies prompts are preloaded on the Writer Units for grades 4 and 5.

W—Available on Web site
A—Available on Advisor

**EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY:
GRADES 4 AND 5 KEYBOARDING**

Materials that Should be In Use

- Forming Habits of Success Video DVD, Ready, Set, Go! Video Instructional Series prior to beginning keyboarding program
- Paper keyboard handout
- The Writer portable unit
- Perfect Form Keyboarding Program Progress Report
- Online PDF grade level assessments
- Tools available: computers/Writers

Classroom Evidence

- After initial instructional period, the role of the teacher will be roving monitor—praising and reinforcing proper posture and technique.
- Word processed student work is displayed throughout room, including student writing.
- Students demonstrate correct technique while keyboarding: sitting up straight, correct hand/finger movement, and correct fingering of keys.
- Students demonstrate keyboarding skills on computer activities.
- Differentiated instruction is evident as students work at their speed and accuracy level.
- Keyboarding posters are accessible and posted in the lab.
- Observe motivated, engaged, self-directed learners able to function in an environment that challenges them when using computer/Writer.

Teaching Strategies

- Teach, model, and monitor keyboarding skill.
- Use visual aids: keyboarding wall poster and paper keyboard layout.
- Each lesson is ten minutes per class period at fourth and fifth grade to reinforce keyboarding skills.
- Teaching speed should be at a brisk pace for each lesson.
- Emphasize technique and posture.
- Involve students in the assessment process by having them record their speed and accuracy test scores.
- Teachers provide learning experiences that foster the development of twenty-first century skills.
 - Digital-age literacies
 - Basic literacy
 - Technological literacy
 - Visual literacy
 - Inventive thinking
 - Self-direction
 - Creativity
 - Effective communication
 - Teaming and collaboration
 - Interactive communication
 - High productivity
 - Effective use of real-world tools
 - Ability to produce relevant, high-quality products
- Teachers explicitly use and teach critical comprehension strategies to help students comprehend and process all types of text.
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing
- Teachers explicitly and appropriately use and teach Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections in order to effectively communicate information.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers provide differentiation as needed for students who may be challenged by or need extended development of the concepts and processes related to keyboarding skill development
 - Provide extra time to complete tasks.
 - Flexible small group practice

CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY: GRADES 4-5 SPREADSHEETS AND DATABASES

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Information and Technology Literacy Standards and Benchmarks were established and board approved in June 2007. (W) <ul style="list-style-type: none"> ○ A2-5.4 and A2-5.5: Spreadsheet Terms and Use Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart. ○ A2-6.4: Use a database and define basic database terms; e.g., file, record, field. ○ A2-6.5: Use a database to enter, edit data, and locate records. • The above most essential benchmarks are reflected in Success Steps brochures. (W)
Assessments	<ul style="list-style-type: none"> • Spreadsheets: Grades 4 & 5: Students produce a document; e.g., word processing or slideshow presentation; consisting of a table of the spreadsheet layout, a graph or graphs of the data, and a written interpretation of the information. • Databases: Grade 4: Students use an online database resource; e.g., KUSD’s Culture Grams subscription to extract the information needed to answer a question and present the results. (W) • Databases: Grade 5: Students use a database template to enter, organize, and extract the information gathered to answer a question and present the results. • Initial activity packets for fourth and fifth grade spreadsheets and fourth and fifth grade databases will be developed and piloted during 2008-09, and a complete set of activities will be created based on the feedback from the pilot.
Curriculum Maps	<ul style="list-style-type: none"> • Spreadsheet and database activities will be directly correlated to the core curricula in mathematics, science, and/or social studies. • Instructional technology teacher consultants will work directly with mathematics, science, and/or social studies teacher consultants to develop activities.
Instructional Resources	<ul style="list-style-type: none"> • A spreadsheet program • Online databases (W) • Word processing program • Slideshow presentation program • District curriculum resources in mathematics, science, and/or social studies
Teaching Strategies	<ul style="list-style-type: none"> • Teachers have students work in collaborative groups. • Teachers break down long, multistep processes into shorter, easier-to-follow sets of instructions. • Teachers use demonstration and modeling to help students understand concepts and processes.
Model Unit Plans	<ul style="list-style-type: none"> • Spreadsheet and database activities will be directly correlated to core curriculum unit plans in mathematics, science, and/or social studies.
Model Lesson Plans	<ul style="list-style-type: none"> • Spreadsheet and database activities will be directly correlated to core curriculum lesson plans in mathematics, science, and social studies.

W—Available on Web site
A—Available on Advisor

**EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR INSTRUCTIONAL TECHNOLOGY:
GRADES 4 AND 5 SPREADSHEETS AND DATABASES**

Materials that Should be In Use

- Computers
- Spreadsheet software and documents
- Online subscription databases; e.g., Culture Grams
- Board-approved, core curriculum adopted materials in mathematics, science, and/or social studies

Classroom Evidence

- Students collect numerical data for spreadsheet work.
- Students enter collected numerical data into a spreadsheet.
- Word-processed documents and/or slideshow presentations display spreadsheet tables, graphs/charts created from spreadsheet data, and a written interpretation of the numerical data.
- Students research information for database work.
- Students use a database to organize and analyze information to classify, compare and contrast, evaluate, interpret, and draw conclusions.
- Students' word-processed document, slideshow or oral presentation, model, demonstration, and the like show evidence of database work.

Teaching Strategies

- Teachers have students work in collaborative groups.
- Teachers break down long, multistep processes into shorter, easier-to-follow sets of instructions.
- Teachers use demonstration modeling to help students understand concepts and processes.
- Teachers provide learning experiences that foster the development of twenty-first century skills.
 - Digital-age literacies
 - Technology literacy
 - Visual literacy
 - Inventive thinking
 - Higher order thinking and sound reasoning
 - Effective communication
 - Teaching and collaboration
 - Interactive communication
 - High productivity
 - Effective use of real-world tools
- Teachers explicitly use and teach critical comprehension strategies to help students comprehend and process all types of text.
 - Monitoring and clarifying
 - Making connections and building schema
 - Determining importance
 - Questioning
 - Using sensory images/Visualizing
 - Predicting
 - Inferring
 - Summarizing and synthesizing
- Teachers explicitly and appropriately use and teach Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to collected information and numerical data.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers provide differentiation as needed for students who may be challenged by or need extended development of the concepts and processes related to the completion of spreadsheet and database activities.
 - Pair or group student with other students.
 - Provide extra time to complete tasks.
 - Allow for alternate methods to demonstrate learning.
 - Provide additional higher-level thinking challenges.
 - Use Universal Access features on Macintosh computers.
 - Allow for self-selection of topics.
 - Provide access to a variety of type of resources and/or materials that address different learning styles.

CURRICULUM FOR LIBRARY MEDIA: K-5

COMPONENTS	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Information and Technology Literacy Standards and Benchmarks were established and board approved in June 2007. (W) • Information and technology literacy benchmarks are reflected in the district Success Steps brochures. (W)
Assessments	<ul style="list-style-type: none"> • Assessment written as part of each lesson • Library teacher generated assessment as needed • End-of-grade formal assessment to be developed
Curriculum Maps	<ul style="list-style-type: none"> • First draft of curriculum map created summer 2008, draft to be finalized by 2010 • Current pilot in all elementary libraries during 2008-09 school year
Course Syllabi	<ul style="list-style-type: none"> • Not applicable at elementary level
Instructional Resources	<ul style="list-style-type: none"> • District-produced curriculum being piloted this year • Super 3 Research Process book <ul style="list-style-type: none"> ○ Plan ○ Do ○ Review • Big 6 Research Processes book <ul style="list-style-type: none"> ○ Task definition ○ Information-seeking strategies ○ Location and access ○ Use of information ○ Synthesis ○ Evaluation • A wide variety of online and paper resources • Online library catalog and library materials • Online safety training program to be standardized and implemented by June 2008
Teaching Strategies	<ul style="list-style-type: none"> • Integrating use of technology into information literacy lessons • Reinforcing the Guided Comprehension Model: text-to-text, text-to-self, text-to-world connections • Research instruction using the Super 3 and Big 6 strategies
Model Unit Plans	<ul style="list-style-type: none"> • In addition to the curriculum being developed, individual library media teachers develop units at the building level with teaching staff
Model Lesson Plans	<ul style="list-style-type: none"> • Currently being piloted and available through the library media department

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR LIBRARY MEDIA: K-5

Materials that Should be In Use

- Online library catalog (computers)
- Online resources (computers)
- Curriculum map (teacher use)
- Reference materials easily accessible (student and teacher use)

Classroom Evidence

- Active use of the library online catalog (grades 3-5)
- Circulation of materials from all parts of the library (grades 3-5)
- Use of online subscription resources (grades 3-5)
- Use of technology to produce projects
- Library word wall (kindergarten-grade 2)
- Shelving clearly marked for students on shelving units; e.g., fiction, nonfiction, 250.5, Ace, FIC, ADE, etc.)
- Genre posters, Dewey Decimal posters
- Engaging bulletin boards that promote reading/research
- Book displays, promotions

Teaching Strategies

- Library teachers are integrating the use of technology into lessons to engage learners.
- Library teachers are using Guided Comprehension Model, explicitly using: text-to-text, text-to-self, and text-to-world connections.
- Library teachers are explicitly using the research strategies to drive research instruction with students.
 - Super 3 (kindergarten-grade 2)
 - Plan
 - Do
 - Review
 - Big 6 (grades 3-5)
 - Task definition
 - Information-seeking strategies
 - Location and access
 - Use of information
 - Synthesis
 - Evaluation
- Library teachers are teaching the ethical use of materials: to include Acceptable Use practices and citing appropriately.
- Differentiation provided as needed; e.g., enrichment, extra practice, ELL, learning stations
- Library teachers are explicitly and appropriately using cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Inferring
 - Synthesis
 - Using sensory images
- Library teachers are explicitly and appropriately using and teaching components of Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Activating prior knowledge

CURRICULUM FOR HEALTH: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site (W) • Listed by grade level—Success Steps brochures • Revised and aligned to state standards (June 2005)
Assessments	<ul style="list-style-type: none"> • Alvi’s Adventures—fourth grade review • HIV/AIDS—immune system review
Curriculum Maps	<ul style="list-style-type: none"> • Units taught are designated in teacher’s health binder (January 2005).
Course Syllabi	<ul style="list-style-type: none"> • Family life curriculum (2005)—taught by school nurse
Instructional Resources	<ul style="list-style-type: none"> • Family life curriculum • Elementary Health Smart curriculum • Alvi’s Adventures • Library of videos • Transparencies • HIV materials • Various health materials and games <p><i>(Materials purchased in 2005 with grant money, family life approved in 2005)</i></p>
Teaching Strategies	<ul style="list-style-type: none"> • Best Practices
Model Unit Plans	<ul style="list-style-type: none"> • Health Smart curriculum
Model Lesson Plans	<ul style="list-style-type: none"> • Family life lessons • HIV/AIDS lessons • Nutrition • Fitness • Hygiene • Tobacco • Bullying • Safety <p><i>(One lesson a month for grades 1-5 has been developed.)</i></p>

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR HEALTH: K-5

Teaching Strategies

- Promotes healthy lifestyles and encourages decreasing high-risk behaviors
- Evidence-based and up-to-date information
- Age-appropriate lessons
- Instruction based on current standards and benchmarks
- Encourage goal setting and decision making to decrease high-risk behaviors.
- Family life curriculum is implemented without deviation.
- Creates awareness of the benefits of a healthy lifestyle
- Creates an awareness of the effects of culture, media, and technology on daily health
- Based on current health information

CURRICULUM FOR PHYSICAL EDUCATION: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site • Revised and aligned to state standards (June 2003)
Assessments	<ul style="list-style-type: none"> • Fitness assessments for personal improvement • Developing assessments for units to be determined
Curriculum Maps	<ul style="list-style-type: none"> • Table included with standards and benchmarks indicating expected level of development for each benchmark (June 2003) • Developing Curriculum maps (2009)
Course Syllabi	<ul style="list-style-type: none"> • SPARK Curriculum—movement, manipulatives • 3-5 SPARK Curriculum—units will be developed 2009.
Instructional Resources	<ul style="list-style-type: none"> • Awesome Elementary School Activities—copies in buildings • SPARK Curriculum Guides • Station PE binders and online subscriptions • Available for checkout from physical education department: <ul style="list-style-type: none"> ○ Books ○ Videos ○ Pedometers ○ Dance ○ Dance Revolution ○ Bosu Balls ○ Speed Stacking Cups ○ Orienteering Set ○ Striders
Teaching Strategies	<ul style="list-style-type: none"> • B—Boundaries and Routines A—Activity from the Get-Go S—Start and Stop Signals I—Involvement by All C—Concise Instructional Cues S—Supervision and Feedback
Model Unit Plans	<ul style="list-style-type: none"> • SPARK Binder
Model Lesson Plans	<ul style="list-style-type: none"> • SPARK Binder

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR PHYSICAL EDUCATION: K-5

- Age-appropriate scope and sequence
- Includes a balance of skills and concepts in the area of games, body control activities, and rhythmic activities/dance
- Lessons provide frequent practice of skills followed by modified games.
- Cooperation is emphasized within a competitive environment.
- Students develop an understanding of movement concepts—cognitive development.
- Students have an opportunity to build competence and confidence in their ability to perform motor skills—physical development.
- Social skills (competitive and cooperative) and responsible behavior are part of daily instruction.
- Fitness assessments are used to help children understand, enjoy, improve, and/or maintain their physical fitness.
- All children actively involved physically and mentally in activities.
- Children are grouped in ways to preserve dignity and self-respect (no captains or boys versus girls).
- Students have adequate space for movement learning.
- Lessons include the ASAP activities; an instructional component, which is active; and a cool-down wrap up.
- Students are actively involved throughout the lesson.

CURRICULUM FOR MUSIC: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on Web site • Located in Success Steps brochure • Revision currently in progress
Assessments	<ul style="list-style-type: none"> • Set of rubrics for each benchmark • Individual teacher generated • Differentiated based on student performance level • School programs • Will be revised as necessary based on the standard and benchmark revisions
Curriculum Maps	<ul style="list-style-type: none"> • Matrix available to check off as topics have been covered, scope and sequence available in series
Instructional Resources	<ul style="list-style-type: none"> • MacMillan/McGraw-Hill • Sound recordings • Material available at district LMIT • Big books • Resource masters • Listening maps • Reading maps • Orff instrument resources • DVDs/Videos
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for music • Specific strategies as determined by student needs • Will be revised as part of the standards and benchmarks revision process
Model Unit Plans	<ul style="list-style-type: none"> • Models included with current series • Specific strategies to be developed as part of the standard and benchmark revisions
Model Lesson Plans	<ul style="list-style-type: none"> • Models included with current series • Model plans to be developed as part of the standard and benchmark revisions
Other	<ul style="list-style-type: none"> • Lesson plans available for integration with other curriculum areas • Cross-curricular connections and projects are currently being developed—math 2008-09

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MUSIC: K-5

Materials that Should be In Use

- Instruction based on current standards and benchmarks
- CD player in use
- Big books in use for kindergarten and first grade
- Videos/DVDs in use for instruction
- Classroom instruments in use
- Balance and variety of lesson plans
- Visuals being used in lesson plans
- Music series being used

Classroom Evidence

- Project-based classroom demonstrations
- Student's performances as observed at individual school programs
- Involvement in various community events throughout the year
- Every study engaged with music
- Music-based bulletin boards, charts, posters
- Teacher location and movement to promote learning
- Clear sight of all students

Teaching Strategies

- Classroom lessons presented in smooth flowing thought-out plan
- Teachers use teacher manuals as resource—are visually assessing student comprehension as well as aurally
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies
- Incorporating visuals into lessons to engage students
- Balance and variety of lesson plans
- Teacher/Student interactions vary throughout the lesson; e.g., individual, whole group, small group.

CURRICULUM FOR ART: K-5

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on Web site • Located in the Success Steps brochures • Revision currently in progress
Assessments	<ul style="list-style-type: none"> • Assessment booklets available with new series • Class/Student critiques of art work • Set of rubrics for each benchmark being developed in connection with the revisions to the standards and benchmarks
Curriculum Maps	<ul style="list-style-type: none"> • Score and sequence available in series • Differentiated based on student skill level and readiness • Project based • Being developed in connection with the revisions to the standards and benchmarks
Instructional Resources	<ul style="list-style-type: none"> • SRA/McGraw-Hill <ul style="list-style-type: none"> ○ K-5 Teacher Manuals ○ K-5 Literature and Art DVDs ○ K-5 Home and After-School Connections ○ K-5 Assessment (Rubrics, Black Line Masters, and Checklists) ○ K-5 Artist Profiles ○ K-5 Performing Arts Resource Packages ○ K-5 “Big Books” ○ K-5 Art Transparencies ○ K-5 Art Prints ○ Art Around the World DVD ○ Art Around the World Prints ○ Art Around the World Idea Book (Cross-Curricular Activities) • Lesson plans available for integration with other curriculum areas • Cross-curricular connections and projects are currently being developed • Varies resources dependent on the projects being taught (purchased by school or individual)
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for art <ul style="list-style-type: none"> ○ Specific strategies as determined by student needs ○ Hands-on learning ○ Multisensory learning ○ Student-to-student interactions ○ Content/Inquiry sessions ○ Will be revised as part of the standards and benchmarks revision process
Model Unit Plans	<ul style="list-style-type: none"> • Models included with current series • Specific strategies to be developed as part of the standard and benchmark revisions
Model Lesson Plans	<ul style="list-style-type: none"> • Models included with current series • Model plans to be developed as part of the standard and benchmark revisions

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ART: K-5

Materials that Should be In Use

- Current standards and benchmarks
- SRA/McGraw-Hill series and resources
- Videos/DVDs (in addition to series)
- Fine art prints (in addition to series)
- A wide range of media (clay, paint, pastel, etc.) being used
- Kiln

Classroom Evidence

- Instruction based on current standards and benchmarks
- Lessons build on prior knowledge and are sequentially ordered.
- Learning objectives and vocabulary are clearly communicated.
- Elements and Principles of Art clearly displayed in classroom
- Student's projects are exhibited in classrooms, hallways
- Engaging displays that promote art
- Participation in Annual District-Wide Student Art Exhibit
- Participation Annual District-Wide Festival of Arts and Flowers
- Community art exhibits as organized by the individual schools
- Monthly participation in Elementary Art Showcase on Channel 20

Teaching Strategies

- Integration of technology into lessons to engage students
- Incorporating visuals into lessons to engage students
- Balance and variety of lesson plans
- Teacher/Student interactions vary throughout the lesson; e.g., individual, whole group, small group.
- Teachers explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies

**SIXTH
through
EIGHTH GRADE**

CURRICULUM FOR ENGLISH/LANGUAGE ARTS: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Adopted English/Language Arts Standards and Benchmarks with most essential benchmarks and student performances for all students (February 2006) (W) • Aligned to Wisconsin English/Language Arts Standards and Benchmarks • Correlation to Wisconsin Reading Assessment framework and Wisconsin Knowledge and Concepts Examination (WKCE) • Success Steps
Assessments	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ K-10 Common Writing Assessments schedule (W) ○ Use of writing continuum as a common assessment tool (W) • Reading <ul style="list-style-type: none"> ○ SRI—reading lexile scores—for placement reading level ○ Making Thinking Visible Proficient Learner Skills ○ Investigate reading assessments—identifying skills for instructional focus
Curriculum Maps	<ul style="list-style-type: none"> • Curriculum maps (W) • Quarterly pacing guides (W)
Course Syllabi	<ul style="list-style-type: none"> • Common course syllabi (W)
Instructional Resources	<ul style="list-style-type: none"> • Literature <ul style="list-style-type: none"> ○ Novel list (W) ○ Holt Elements of Literature (grades 7 and 8) and Houghton Mifflin (grade 6) (W) ○ Novel sets and literature workbooks (W) ○ Use of online text resources and use of technology (W) • Writing <ul style="list-style-type: none"> ○ Holt Elements of Language (grades 7 and 8) (W) ○ Writing—Houghton Mifflin classroom sets (grades 6) (W) ○ Use of online text resources and use of technology (W) • Continuing staff development <ul style="list-style-type: none"> ○ Encouraging staff to share how materials are used to support standards and benchmarks ○ Exploring online text resources and use of technology ○ Discovering more ways to integrate reading and writing
Teaching Strategies	<ul style="list-style-type: none"> • Continue focus on literacy (Making Thinking Visible). • Professional libraries contain good support. <ul style="list-style-type: none"> ○ Reading strategies for the content areas ○ Strategic reading in the content areas ○ Chris Tovani video, <i>Comprehending Content</i> • Focus on Nine Powerful Instructional Strategies • Six Traits of Good Writing • Staff development to support teaching of Making Thinking Visible skills and use of Nine Powerful Instructional Strategies and Six Traits of Good Writing
Model Unit Plans	<ul style="list-style-type: none"> • Teacher/Site created • Series based • Model unit plans to be developed as part of curriculum mapping/refinement effort
Model Lesson Plans	<ul style="list-style-type: none"> • Teacher/Site created • Series based • Model lesson plans to be developed as part of curriculum mapping/refinement effort

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ENGLISH/LANGUAGE ARTS: 6-8

Materials that Should be In Use

- Board-approved materials in use by teacher and students
- High interest, independent reading materials available—both fiction and nonfiction
- Materials to support reading/writing evident in classroom—dictionaries, thesauri, computer(s), posters emphasizing reading (Making Thinking Visible skills) and writing (Six Traits, steps in the writing process)

Classroom Evidence

- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, and move from one activity to another
- Evidence of writing (students, teacher, and professionals) displayed in room
- Vocabulary development work is evident—word walls, word parts, focus words for assignments
- As students work, teacher moves among them, asking questions, giving feedback, and offering support when needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers explicitly using and teaching the seven cognitive reading strategies (overview given on February 8, 2006) to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; i.e., rereading
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR MATHEMATICS: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Most essential benchmarks by grade level and by course (W) • Success Steps brochures (W)
Assessments	<ul style="list-style-type: none"> • Quarterly common assessments based on the most essential benchmarks (MEBs) • Holt are You Ready? and Ready to Go On? Intervention and Enrichment • Unit assessments provided by publishers (Levels A, B, and C for differentiation) • Teacher-created quizzes and unit assessments
Curriculum Maps	<ul style="list-style-type: none"> • Grade level quarterly curriculum maps (W) <ul style="list-style-type: none"> ○ Most essential benchmarks ○ Various forms of assessment ○ Quarterly pacing guides ○ Instructional materials: text and support materials ○ Technology available with online Web information
Course Syllabi	<ul style="list-style-type: none"> • Common grade level/course district syllabi (W)
Instructional Resources	<ul style="list-style-type: none"> • Chapter resource books <ul style="list-style-type: none"> ○ Parent letter ○ Practice Levels A, B, and C and IDEA Works ○ Reteaching exercises ○ Challenge exercises ○ Problem-solving activities ○ Puzzles and Twisters & Teasers • Manipulatives: algebra tiles, fraction bars, tangrams, protractors, rulers, compasses, calculators, etc. • Technology resources: online textbooks, lesson tutorials, Web activities, power presentations, reteaching activities, student and parent resources, additional math Web resources (W) • Interactive teacher CD with online text, teaching resources, and test generator • Algebra 1 Best Practices Toolkit with resources for differentiation, Pre-AP activities, and teacher tools • Daily Math Reinforcers and Countdown to Testing for warm-up activities • <i>Math in Context</i> hands-on units of instruction (W) • Study guides for each common assessment (W) • WKCE assessment binder (open-ended questions, released practice items) (W) • The Problem Solver for additional open-ended questions • K-8 computation plan • List of library math resources to enhance curriculum, including three subscriptions to NCTM <i>Mathematics Teaching in the Middle School</i> (W) • Math Contest Binders (grades 6, 7, and 8) with information and sample tests
Teaching Strategies	<ul style="list-style-type: none"> • Questioning techniques for math • Reading and writing strategies for math • Problem-solving strategies • Differentiation strategies: ongoing assessment and intervention tools with opportunities for extra practice and enrichment
Model Unit Plans	<ul style="list-style-type: none"> • Teacher created • Included in Holt and McDougal Littell ancillaries
Model Lesson Plans	<ul style="list-style-type: none"> • Teacher created • Included in Holt and McDougal Littell ancillaries
Other	<ul style="list-style-type: none"> • List of board-approved math materials (Replacement Textbooks and Supporting Materials Catalog) • Annual Middle School Math Contest (mental math, individual test, and team test) (W) • Iowa Algebra Aptitude Test (IAAT) for placement of grade 6 and grade 8 students into proper level math class

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MATHEMATICS: 6-8

Materials that Should be In Use

- Grade 6: *Holt Mathematics, Course 1* text and resource materials
- Grade 7: *Holt Mathematics, Course 2* text and resource materials
- Grade 7 Prealgebra: *McDougal Littell Prealgebra* text and resource materials
- Grade 8: *Holt Mathematics, Course 3* text and resource materials
- Grade 8: *Algebra 1: McDougal Littell Algebra 1* text and resource materials
- Math manipulatives (algebra tiles, fraction bars, rulers, protractors, student marker boards, calculators, etc.)

Classroom Evidence

- It is obvious that math is taught in this room—posters, math vocabulary, math centers, manipulatives, etc.
- Math warm-up (10-15 minutes)
 - Daily Math Reinforcers: a skill review set, a routine problem, and mental math questions
 - Teacher's role is critical. Teacher should be circulating throughout the classroom—giving encouragement and reminding students that this is a time for practice—so let's help each other.
 - At the end of allotted time, the teacher should process the math review so that all students learn.
- Homework correction (ten minutes)
 - Students list difficult problems on board.
 - Students work in groups to check homework problems.
 - Teacher displays answers on board, overhead, or Promethean board and asks for questions from whole group.
- New lesson presentation and guided practice
 - Teacher lets the students know what they are going to learn (topic, most essential benchmark, vocabulary, computational skills needed, etc.) and connection to real world.
 - Teacher presents/models lesson, checking for student understanding. There is no long period teacher lecture!
 - Teacher uses a hands-on approach with manipulatives (algebra tiles, fraction bars, etc.) whenever possible.
 - Students work in pairs, cooperatively as teams, and/or together as a class for guided practice.
 - Teacher uses good questioning techniques and encourages all students to participate.
 - Teacher encourages students to give several ways to solve problems and to write explanations.
- Differentiation provided as needed
 - Video tutorials
 - Centers
 - Enrichment activities
- Homework assigned
 - Not simply the odds or evens assigned—problems assigned should give students thoughtful practice of lesson.
- Exit slip (last five to ten minutes of class)
 - Teacher has students answer a question addressing the most important idea or concept learned.
 - Teacher has students write what they did not understand completely.

Teaching Strategies

- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; i.e., rereading
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR SCIENCE: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Science standards and benchmarks with most essential benchmarks indicated in bold and italic print are available for each grade. (W) • Success Steps (W)
Assessments	<ul style="list-style-type: none"> • Many assessment tools are available in hard copy, electronically, and online with the Holt Science & Technology Short Course curriculum. These include: <ul style="list-style-type: none"> ○ Section quizzes. ○ Three levels of chapter tests. ○ Assessment checklists and rubrics. ○ Performance-based assessments. ○ Exam View test generator software. • District common assessments are to be developed beginning in January 2009.
Curriculum Maps	<ul style="list-style-type: none"> • Grade level district curriculum maps (W) for middle school science courses include: <ul style="list-style-type: none"> ○ Pacing suggestions. ○ Benchmarks and topics listed by unit. ○ Student and teacher resource lists. ○ Target labs. ○ Assessment options.
Course Syllabi	<ul style="list-style-type: none"> • Grade level district syllabi (W) for middle school science courses include: <ul style="list-style-type: none"> ○ Course descriptions and outlines. ○ Appropriate standards. ○ Board-approved instructional materials. ○ Parent resources and suggestions. ○ Board-approved grading scale and related policies.
Instructional Resources	<ul style="list-style-type: none"> • <i>Holt Science and Technology Short Courses</i> with accompanying hard copy and electronic and online resources for teachers and students
Teaching Strategies	<ul style="list-style-type: none"> • Teachers should provide opportunities for: <ul style="list-style-type: none"> ○ Student-centered inquiry. (Students ask and investigate their own questions.) ○ Hands-on learning. ○ Reading nonfiction science text. ○ Practice in the six traits of good writing ○ The correct uses of science equipment and technology to gather, organize, and manipulate student-generated data. ○ Ongoing formative assessment leading to differentiated instruction.
Model Unit Plans	<ul style="list-style-type: none"> • Unit plans are created by teachers based on the district curriculum maps.
Model Lesson Plans	<ul style="list-style-type: none"> • Lesson plans are created by teachers based on the district curriculum maps.

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SCIENCE: 6-8

Materials

- Students are actively engaged in science labs or activities from *Holt Science and Technology Short Courses*.
 - Grade 6: Short Courses P, F, H, A, and B
 - Grade 7: Short Courses P, E, K, M, and I
 - Grade 8: Short Courses P, C, N, O, J, and L

Classroom Evidence

- It is obvious that science is taught in this room.
 - Student work, labs, or projects are displayed throughout the room.
 - Science equipment is available and in use.
 - Posters or bulletin boards containing science concepts and records of class work are evident.

Teaching Strategies

- Teachers of science shall demonstrate the ability to:
 - Understand and use a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem solving, and performance skills.
 - Orchestrate discourse among students about scientific ideas.
 - Challenge students to accept and share responsibility for their own learning in science.
 - Create a setting for student work that is flexible and supportive of science inquiry.
 - Nurture collaboration among students.
 - Structure and facilitate ongoing formal and informal discussions based on shared understanding of rules of scientific discourse.
 - Model and emphasize the skills, attitudes, and values of scientific inquiry.
 - Focus and support inquiry while interacting with students.*
- Teachers explicitly use and teach the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; e.g., rereading
- Teachers explicitly and appropriately use and teach Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

*Taken from *Planning Curriculum in Science*, a publication of the Wisconsin Department of Public Instruction, by Shelley A. Lee

CURRICULUM FOR SOCIAL STUDIES: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Adopted Social Studies Standards and Benchmarks with most essential benchmarks and student performances for all standards (July 2008) (W) • Success Steps
Assessments	<ul style="list-style-type: none"> • Common unit outlines complete • Develop pilot grade level common assessments (2008-09)
Curriculum Maps	<ul style="list-style-type: none"> • Grade level curriculum maps completed in 2007-08 and implemented in 2008-09 (W) • Consider adjustments 2008-09 and beyond
Course Syllabi	<ul style="list-style-type: none"> • Common course syllabi complete (2008-09) (W)
Instructional Resources	<ul style="list-style-type: none"> • Grade 6—Prentice Hall (Geography and World Regions) • Grade 7—Prentice Hall (World History) • Grade 8—McDougal Littell (Early U.S. History Exploration to the Civil War) • Teacher-produced lessons that align with the grade level most essential benchmarks • Online resources—district and individual school Web sites • Essential vocabulary lists per grade level • District WebQuest lessons @ Webquest.org • Continuing staff development <ul style="list-style-type: none"> ○ Encourage teachers to share materials and teaching strategies to support the standards and benchmarks.
Teaching Strategies	<ul style="list-style-type: none"> • Staff development to support teaching of Making Thinking Visible skills and use of Nine Powerful Instructional Strategies • Sample lessons and activities shared at content meetings
Model Unit Plans	<ul style="list-style-type: none"> • Developed at grade level (2007-08) • Consider adjustment 2008-09 and beyond
Model Lesson Plans	<ul style="list-style-type: none"> • Sample lessons shared at content meetings

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SOCIAL STUDIES: 6-8

Materials that Should be In Use

- Board-approved textbooks
 - Grade 6—*Geography: Tools and Concepts, Africa, Europe and Russia, Asia and the Pacific* texts
 - Grade 7—*The Ancient World and Medieval Times to Today*
 - Grade 8—*Creating America: Exploration-Civil War*
- Wall maps, desk maps, globe, desk atlases

Classroom Evidence

- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, move from one activity to another
- Vocabulary development work is evident—word walls, focus words for assignments
- As students work, teacher moves among them asking questions, giving feedback, and offering support when needed.

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students participating in discussion—large group, small group, pairs
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; i.e., rereading
- Teachers are explicitly using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR WORLD LANGUAGES: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • By course offering on KUSD Web site from 2001 (W) • Revise to be aligned with state standards (2008-09) • Determine most essential benchmarks (2008-09) • Success Steps brochures for parents (W)
Assessments	<ul style="list-style-type: none"> • Varies at each building
Curriculum Maps	<ul style="list-style-type: none"> • Various pacing guides at the district level • Develop by course (2008-09)
Course Syllabi	<ul style="list-style-type: none"> • Revise common course syllabi by language (2008-09).
Instructional Resources	<ul style="list-style-type: none"> • Online resources listed on district Web site (W) • Revise district-approved resources (2009). • Computer resources on school server or computer lab
Teaching Strategies	<ul style="list-style-type: none"> • Nine Powerful Strategies • Making Thinking Visible
Model Unit Plans	<ul style="list-style-type: none"> • Teacher created • Revise model unit plans in 2009-10.
Model Lesson Plans	<ul style="list-style-type: none"> • Teacher created • Revise model lesson plans 2009-10.

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR WORLD LANGUAGES: 6-8

Materials that Should be In Use

- Board-approved materials
- Authentic materials and items from or about the target country
- Wall maps

Classroom Evidence

- Teacher speaks in the target language with aids, such as pictures, props, and gestures.
- Students actively engaged in reading, writing, speaking, and interpreting the target language
- Students are given a variety of opportunities to work with other students in small groups or pairs.
- Evidence of visual, auditory, and kinesthetic input
- Evidence of culture and events through bulletin boards and posters
- Major vocabulary and grammar concepts are displayed on bulletin boards, posters, and/or word walls.
- Evidence of student work on walls or in hallways
- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for the day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, and transition from one activity to another.

Teaching Strategies

- Explicit use of teaching of the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Questioning
 - Visualizing
 - Using fix-up strategies; i.e., reading
 - Determining importance (by having a purpose for reading)
 - Inferring
 - Synthesizing
- Explicit and appropriate use of teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Reinforcing effort and providing recognition
 - Nonlinguistic representations
 - Setting goals and providing feedback
 - Activating prior knowledge
 - Summarizing and note taking
 - Homework and practice
 - Cooperative learning
 - Generating and testing hypotheses

CURRICULUM FOR BUSINESS AND INFORMATION TECHNOLOGY: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and benchmarks by grade level (W) • Success Steps brochures for parents (W) will be revised during the next adoption process (2010-11).
Assessments	<ul style="list-style-type: none"> • Keyboarding—WPM (23+ by eighth grade) • A digital portfolio for the school year of all the student's work is kept to provide evidence of knowledge of their subject matter; i.e., PowerPoint, Word, Excel.
Curriculum Maps	<ul style="list-style-type: none"> • Available online—KUSD.edu (W)
Course Syllabi	<ul style="list-style-type: none"> • Each grade level complete
Instructional Resources	<ul style="list-style-type: none"> • Computers, textbooks, MicroType multimedia software
Teaching Strategies	<ul style="list-style-type: none"> • Drill and practice keyboarding (at own pace)
Model Unit Plans	<ul style="list-style-type: none"> • In curriculum binders in Career and Technical Education office
Model Lesson Plans	<ul style="list-style-type: none"> • On curriculum binders in Career and Technical Education office

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR BUSINESS AND INFORMATION TECHNOLOGY: 6-8

Materials that Should be In Use

- Computers (labs)
- Microsoft Office Suite (Word, PowerPoint, Excel, Publisher)
- Keyboarding Software (MicroType)
- Simulations (My Mathematical Life, Hot Dog Stand, Concert Tour Entrepreneur, The Factory Deluxe, Virtual Business, Retailing, Virtual Business—Management, Virtual Business—Sports)
- Textbooks—board approved on syllabi (Shelly Cashman—Microsoft Office, Introduction to Business) on KUSD Web site (W)

Classroom Evidence

- Project-based learning—examples of work
- A digital portfolio for the school year of all the student's work is kept to provide evidence of knowledge of his/her subject matter; i.e., PowerPoint, Word Excel.
- Pre and posttests—DDC Testing
- Critical writing—reflection statements
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities)
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Making connections to prior knowledge
 - Visualizing
 - Determine importance
 - Synthesizing
 - Questioning
 - Using fix-up strategies
 - Inferring
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Cooperative learning
 - Homework and practice
 - Summarizing and note taking
 - Activating prior knowledge
 - Setting goals and providing feedback
 - Nonlinguistic representations
 - Reinforcing effort and providing recognition

CURRICULUM FOR FAMILY AND CONSUMER SCIENCE: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and benchmarks by grade level—will revise during next adoption process (2010-11) • Beginning integration with core academic courses
Assessments	<ul style="list-style-type: none"> • Pretest • Data quiz • Posttest, project • Unit and final assessments are common to all modules.
Curriculum Maps	<ul style="list-style-type: none"> • 14 modules in 10-day format
Course Syllabi	<ul style="list-style-type: none"> • On KUSD Web site (W)
Instructional Resources	<ul style="list-style-type: none"> • Growing up ready labs—final lab completed summer 2008 • Baby think-it-over simulators • Ovens • Textbooks • Cooking utensils • Computers
Teaching Strategies	<ul style="list-style-type: none"> • Interactive with PC • Professional development and training, integrating core academics, and reading in content area
Model Unit Plans	<ul style="list-style-type: none"> • On file in curriculum binders in Career and Technical Education office
Model Lesson Plans	<ul style="list-style-type: none"> • Standardized modular curriculum in six middle schools

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR FAMILY AND CONSUMER SCIENCE: 6-8

Materials that Should be In Use

- Computers (labs)
- Project materials for each lab

Classroom Evidence

- Walk-through labs
- Project-based learning
- Pre and Posttests
- Critical writing
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connection to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR TECHNOLOGY EDUCATION: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and benchmarks by grade level—will revise during next adoption process (2010-11) • Beginning integration of core academics
Assessments	<ul style="list-style-type: none"> • Pretest • Daily quiz • Posttest • Project
Curriculum Maps	<ul style="list-style-type: none"> • On file
Course Syllabi	<ul style="list-style-type: none"> • On KUSD Web site (W)
Instructional Resources	<ul style="list-style-type: none"> • Computer labs—final lab completed summer 2007
Teaching Strategies	<ul style="list-style-type: none"> • Professional development or training, integrate core academics and reading in content area
Model Unit Plans	<ul style="list-style-type: none"> • On file in curriculum binder in Career and Technical Education office
Model Lesson Plans	<ul style="list-style-type: none"> • Standardized modular curriculum in six middle schools

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR TECHNOLOGY EDUCATION: 6-8

Materials that Should be In Use

- Computers (labs)
- Project materials for each lab

Classroom Evidence

- Walk through labs
- Project-based learning
- Pre and posttests
- Critical writing
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities)
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli, audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connection to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies
- Teachers are explicitly and appropriately using and teaching Marzano’s Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR HEALTH: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site (W) • Success Steps brochures (W) • Revised and aligned to state standards (June 2003)
Assessments	<ul style="list-style-type: none"> • Individual teacher generated • Family life curriculum • Student Portfolios
Curriculum Maps	<ul style="list-style-type: none"> • Middle school curriculum guides were developed (June 2005)—distributed to each health teacher
Course Syllabi	<ul style="list-style-type: none"> • Grade 6—Health Awareness • Grade 7—Physical and Nutritional Health • Grade 8—Family life curriculum (approved in 2005)
Instructional Resources	<ul style="list-style-type: none"> • Teen Health textbooks (Glencoe) • Middle school Health Smart curriculum • Red Cross binders • HIV/AIDS materials (lessons and videos) • Family life curriculum <p><i>(Materials purchased in 2004-05 with grant monies, family life approved in 2005)</i></p>
Teaching Strategies	<ul style="list-style-type: none"> • Best Practices
Model Unit Plans	<ul style="list-style-type: none"> • Healthy Lifestyles, Physical Fitness and Nutrition, Social and Emotional Health, Family Life • Health binders—to middle school health teachers
Model Lesson Plans	<ul style="list-style-type: none"> • Family life lessons • HIV/AIDS lessons

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR HEALTH: 6-8

- Promotes healthy lifestyles and encourages decreasing high-risk behaviors
- Evidence-based and up-to-date information
- Lesson in conflict resolution, drugs, HIV/AIDS, mental/emotional health, nutrition, and family life
- Instruction based on current standards and benchmarks
- Encourage goal setting and decision making to decrease high-risk behaviors.
- Teachers make students aware of community health support system.
- Based on current health information

CURRICULUM FOR PHYSICAL EDUCATION: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site (W) • Success Steps brochures (W) • Revised and aligned to state standards (June 2003)
Assessments	<ul style="list-style-type: none"> • Fitness testing for personal improvement • Rubrics associated with SPARK
Curriculum Maps	<ul style="list-style-type: none"> • Table included with standards and benchmarks indicating expected level of development for each benchmark (June 2003) • Developing with implementation of SPARK curriculum
Course Syllabi	<ul style="list-style-type: none"> • Team sports • Physical fitness • Low-organized/Cooperative activities • Introduction to individual sports
Instructional Resources	<ul style="list-style-type: none"> • Implementation of SPARK curriculum (2009-10)
Teaching Strategies	<ul style="list-style-type: none"> • B—Boundaries and Routines • A—Activity from the Get-Go • S—Start and Stop Signals • I—Involvement by All • C—Concise Instructional Cues • S—Supervision and Feedback
Model Unit Plans	<ul style="list-style-type: none"> • SPARK Binder
Model Lesson Plans	<ul style="list-style-type: none"> • SPARK Binder

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR PHYSICAL EDUCATION: 6-8

- Sequential instruction in a variety of activities based on student needs and interests
- Includes a balance of skills and concepts in the area of team and individual sports; rhythmic activities/dance; cooperative and competitive activities; fitness activities; and activities involving positive, risk-taking experiences
- Lessons provide progressions that allow students to develop skills safely and efficiently.
- Activities are developmentally appropriate and aimed at promoting student success.
- Students are encouraged to cooperate to solve a problem.
- Discipline practices are fair and consistent and encourage student responsibility for their own behavior.
- Students learn to encourage and show support for each other.
- Teachers use a variety of teaching styles.
- Fitness assessments are used to help teachers plan instruction targeting areas of student weakness and setting personal goals.
- All children are actively involved physically and mentally in activities.
- Children are grouped in ways to preserve dignity and self-respect (no captains or boys versus girls).
- Warm-up activities are used to prepare students for activities that will follow. Students learn to warm up gradually.
- Lessons include the objective for the lesson, an instructional component, practice with positive feedback, and a summary.
- Students are actively involved throughout the lesson.
- Students should be encouraged to apply, analyze, and evaluate skills learned in physical education.
- Teachers do everything possible to assure student safety.

CURRICULUM FOR MUSIC: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on the Web site • MEBs found within Success Steps brochures • Currently being revised
Assessments	<ul style="list-style-type: none"> • Individual teacher generated based upon music being studied • Project-based classroom demonstrations • Differentiated based on student performance level • Fall and spring school concerts • District-wide festivals (band, choir, orchestra) • WSMA festivals (solo and ensemble, large group) • Common assessments for band, choir, and orchestra under development
Curriculum Maps	<ul style="list-style-type: none"> • Matrix available to check off as topics have been covered • WSMA student performance matrix • Being revised with standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers • Will be aligned among schools as standards and benchmarks are revised
Instructional Resources	<ul style="list-style-type: none"> • School-owned/District-owned instruments • District-adopted text (general music) • Numerous research resources within building libraries • District LMIT library • Building research sections within libraries • School music libraries • District music libraries • Various online resources • Ongoing development as part of the standards and benchmarks revision process
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for music • Multiple paths employed to meet the various learning modes • Specific strategies as determined by student needs
Model Unit Plans	<ul style="list-style-type: none"> • Per individual course of study • Being developed as part of the standards and benchmarks revision process
Model Lesson Plans	<ul style="list-style-type: none"> • Per individual course of study

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MUSIC: 6-8

Materials that Should be In Use

- District textbooks—*Spotlight on Music* by MacMillan McGraw-Hill with sixth grade guitar supplement
- Music library located in the Fine Arts office at the Educational Support Center
- Music library located at each school
- School-owned instruments
- District-owned instruments

Classroom Evidence

- Project-based classroom demonstrations
- Student's performances as observed at fall and spring concerts as well as the district-wide band, choir, and orchestra festivals
- WSMA Solo and Ensemble Festivals (district and state)
- WSMA Large Group Festivals
- Involvement in various community events throughout the year
- Performances at numerous state and national music events

Teaching Strategies

- Classroom lessons presented in smooth-flowing, thought-out plan
- Teachers use teacher manuals (scores) as resource—are visually assessing student comprehension as well as aurally
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies

CURRICULUM FOR ART: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on Web site (W) • Success Steps brochures for parents (W) • Revision currently in process for 2011
Assessments	<ul style="list-style-type: none"> • Assessments available with textbooks series • Differentiated based on student skill level and readiness • Class critiques of art work • Project based
Curriculum Maps	<ul style="list-style-type: none"> • Scope and sequence available in series • Being developed in connection with the revisions to the standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers • Similar courses are aligned. • Will be aligned among schools as standards and benchmarks are revised
Instructional Resources	<ul style="list-style-type: none"> • Pearson/Scott Foresman series • Various resources dependent on the projects being used in skill development
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for art • Specific strategies as determined by student needs <ul style="list-style-type: none"> ○ Hands-on learning ○ Multisensory learning ○ Student-to-student interactions ○ Content/Inquiry sessions ○ Specific strategies are being developed as part of the standard and benchmark revisions
Model Unit Plans	<ul style="list-style-type: none"> • To be developed by 2011
Model Lesson Plans	<ul style="list-style-type: none"> • Lesson plans included in series • Model plans are being developed as part of the standard and benchmark revisions

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ART: 6-8

Materials that Should be In Use

- District textbooks
- District library resources
- Online resources
- Resources as provided by the course instructor

Classroom Evidence

- Project-based classroom demonstrations and critiques
- Students' art work exhibited in classrooms, hallways, and display cases
- Annual District-Wide Student Art Exhibit
- Annual District-Wide Festival of Arts and Flowers
- Art exhibits at local art galleries as organized by the individual schools
- Submission of student art work for Scholastic

Teaching Strategies

- Classroom lessons presented in smooth flowing, thought-out plan
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies

CURRICULUM FOR THEATRE ARTS: 6-8

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Draft copy available at Fine Arts • Currently under development for 2011
Assessments	<ul style="list-style-type: none"> • Assessments developed by individual instructors • Differentiated based on student skill level and readiness • Class critiques of work • Project based • Public performances • Local, state, and national competitions • Being developed in connection with the standards and benchmarks work
Curriculum Maps	<ul style="list-style-type: none"> • Being developed in connection with the revisions to the standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers • To be aligned with developing standards and benchmarks
Instructional Resources	<ul style="list-style-type: none"> • Numerous—dependent on the production and demands of the script • Per individual course of study
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for theatre arts • Specific strategies as determined by student needs • Specific strategies to be developed as part of the standard and benchmark revisions
Model Unit Plans	<ul style="list-style-type: none"> • Per individual course of study and unit within that study • Specific strategy examples to be developed as part of the standard and benchmark work
Model Lesson Plans	<ul style="list-style-type: none"> • Model plans to be developed as part of the standard and benchmark revisions

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR THEATRE ARTS: 6-8

Materials that Should be In Use

- District textbooks
- Online resources
- Purchased/Rented scripts

Classroom Evidence

- Project-based classroom demonstrations
- Student's performances as observed at school productions
- State-wide competitions
- Involvement in various community events throughout the year
- Performances at numerous state and national music events

Teaching Strategies

- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring Synthesis
 - Fix-up strategies

**NINTH
through
TWELFTH GRADE**

CURRICULUM FOR ENGLISH/LANGUAGE ARTS: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Adopted English/Language Arts Standards and Benchmarks with most essential benchmarks and student performances for all standards (February 2006) (W) • Aligned to Wisconsin English/Language Arts Standards and Benchmarks • Correlation to Wisconsin Reading Assessment framework and Wisconsin Knowledge and Concepts Examination (WKCE) • Success Steps
Assessments	<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ K-10 Common Writing Assessments schedule ○ Use of writing continuum as a common assessment tool (W) • Reading <ul style="list-style-type: none"> ○ SRI—reading lexile scores—for placement and reading level ○ Making Thinking Visible Proficient Learner Skills ○ Investigate reading assessments—identifying skills for instructional focus
Curriculum Maps	<ul style="list-style-type: none"> • Site common pacing guides
Course Syllabi	<ul style="list-style-type: none"> • Common course syllabi
Instructional Resources	<ul style="list-style-type: none"> • Novel list (W) • Holt literature (grade 9) • McDougal Littell literature (grades 10 and 11) • Holt language program (grades 9-11) • Elective materials • Use of online text resources and use of technology (W) • Continuing staff development <ul style="list-style-type: none"> ○ Encouraging staff to share how new materials are used to support standards and benchmarks ○ Exploring online text resources and use of technology ○ Discovering more ways to integrate reading and writing
Teaching Strategies	<ul style="list-style-type: none"> • Use of literacy strategies with site team support • Focus on Nine Powerful Instructional Strategies • Six-Trait Writing • Staff development to support teaching of Making Thinking Visible skills and use of Nine Powerful Instructional Strategies for the content areas and strategic reading in the content areas.
Model Unit Plans	<ul style="list-style-type: none"> • Included in adopted series' ancillaries—Holt and McDougal Littell • Each teacher has Holt and McDougal Littell lesson plans in hard copy and on CD/Web based. • Model lesson plans to be developed as part of curriculum mapping/refinement effort

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ENGLISH/LANGUAGE ARTS: 9-12

Materials that Should be In Use

- Board-approved materials in use by teacher and students
- High-interest, independent reading materials available—both fiction and nonfiction
- Materials to support reading/writing evident in classroom—dictionaries, thesauri, computer(s), and posters emphasizing reading (Making Thinking Visible skills) and writing (Six Traits, steps in the writing process)

Classroom Evidence

- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, move from one activity to another
- Evidence of writing (students, teacher, and professionals) displayed in room
- Vocabulary development work is evident—word walls, word parts, focus words for assignments.
- As students work, teacher moves among them asking questions, giving feedback, and offering support when needed.

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers explicitly using and teaching the seven cognitive reading strategies (overview given on February 8, 2006) to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; i.e., rereading
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR MATHEMATICS: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Most essential benchmarks by course (W)
Assessments	<ul style="list-style-type: none"> • Common final assessments based on the most essential benchmarks for each course • Unit assessments provided by publishers • Teacher-created quizzes and unit assessments
Curriculum Maps	<ul style="list-style-type: none"> • Curriculum maps for each course (W) <ul style="list-style-type: none"> ○ Most essential benchmarks ○ Various forms of assessment ○ Pacing guides ○ Instructional materials: text and support materials ○ Technology available with online Web information
Instructional Resources	<ul style="list-style-type: none"> • Chapter resource books for Algebra 1, Geometry, and Algebra 2 <ul style="list-style-type: none"> ○ Teaching guide and student study guides ○ Quick catch up for absent students ○ Projects ○ Parents as partners ○ Practice Levels A, B, C for differentiation ○ Problem solving ○ Review games and activities • McDougal Littell Best Practice Toolkit binders for Algebra 1, Geometry, and Algebra 2 • Manipulatives, especially for Algebra 1 and Geometry: algebra tiles, solids, protractors, rulers, compasses, calculators • Technology resources: online textbooks, lesson tutorials, Web activities, power presentations, student and parent resources (W) • Teacher resources: instructional CDs and test generators • Geometer’s Sketchpad and resources • Common assessment review for various courses (W) • WKCE assessment binder: open-ended questions, released practice items, warm ups (W) • COMAP DVD series for Discrete Mathematics • <i>Life by the Numbers</i> video series in math department offices • Summer study packets for AP Calculus and AP Statistics (W)
Teaching Strategies	<ul style="list-style-type: none"> • Questioning techniques for math • Reading and writing in math • Problem-solving strategies • Differentiation strategies (ongoing assessment and intervention tools with opportunities for extra practice and enrichment)
Model Unit Plans	<ul style="list-style-type: none"> • Teacher created • Included in McDougal Littell teacher ancillaries
Model Lesson Plans	<ul style="list-style-type: none"> • Teacher created • Included in McDougal Littell teacher ancillaries
Other	<ul style="list-style-type: none"> • List of board-approved materials (Replacement Textbooks and Supporting Materials Catalog) • High school course catalog with list of course offerings and sequence of courses (W)

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MATHEMATICS: 9-12

Materials that Should be In Use

- Board-approved texts and resources in use by students and teacher
- Math manipulatives (algebra tiles, rulers, protractors, solids, calculators, etc.) available to students

Classroom Evidence

- It is obvious that math is taught in this room—posters, math vocabulary (word wall), math centers, manipulatives, etc.
- Math review (10-15 minutes)
 - WKCE warm ups or set of three to five review problems written or projected on the board
 - Teacher's role is critical. Teacher should be circulating throughout the classroom, giving encouragement and reminding students that this is a time for practice—so let's help each other.
 - At the end of allotted time, the teacher should process the math review so that all students learn.
- Homework correction (ten minutes)
 - Students list difficult problems on board.
 - Students work in groups to check homework problems.
 - Teacher displays answers on board or overhead and asks for questions from whole group.
- New lesson presentation and guided practice
 - Teacher lets the students know what they are going to learn (topic, most essential benchmark, vocabulary, computational skills needed, etc.) and connection to real world.
 - Teacher presents/models lesson, checking for student understanding. There is no long period of teacher lecture!
 - Teacher uses a hands-on approach with manipulatives whenever possible.
 - Students work in pairs, cooperatively as teams, and/or together as a class.
 - Teacher uses good questioning techniques and encourages all students to participate.
 - Teacher encourages students to give several ways to solve problems and to write explanations.
- Differentiation: video tutorials (when applicable), centers, enrichment activities
- Homework assigned:
 - Not simply the odds or evens assigned—problems assigned should give students thoughtful practice of lesson.
 - Teacher allows students to work in pairs or small groups to discuss and solve problems as teacher moves around room to monitor and/or assess student work.
- Exit slip (may be used the last five to ten minutes of class)
 - Teacher has students answer a question addressing the most important idea, concept, or bit of knowledge students should walk away knowing.
 - Teacher has students write what they did not understand completely.

Teaching Strategies

- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Using fix-up strategies; i.e., rereading
 - Synthesizing
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR SCIENCE: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Science standards and benchmarks with most essential benchmarks indicated in bold and italic print are available for biology, chemistry, and electives. (W)
Assessments	<ul style="list-style-type: none"> • Many assessment tools are available in hard copy, electronically, and online with the board-approved curriculum for each course. • District common assessments by course are to be developed beginning in January 2009.
Curriculum Maps	<ul style="list-style-type: none"> • District Curriculum Maps (W) for high school science courses include: <ul style="list-style-type: none"> ○ Pacing suggestions. ○ Benchmarks and topics listed by unit. ○ Student and teacher resource lists. ○ Target labs. ○ Assessment options.
Course Syllabi	<ul style="list-style-type: none"> • District syllabi (W) for all high school science courses include: <ul style="list-style-type: none"> ○ Course descriptions and outlines. ○ Appropriate standards. ○ Board-approved instructional materials. ○ Parent resources and suggestions. ○ Board-approved grading scale and related policies.
Instructional Resources	<ul style="list-style-type: none"> • See course syllabi on the KUSD Web site for district-approved textbooks. Texts vary by course.
Teaching Strategies	<ul style="list-style-type: none"> • Teachers should provide opportunities for: <ul style="list-style-type: none"> ○ Student-centered inquiry and laboratory activities. ○ Hands-on learning. ○ The correct uses of science equipment and technology to gather, organize, and manipulate student-generated data. ○ Reading nonfiction science text. ○ Practice in the six traits of good writing as it applies to laboratory reports. ○ Ongoing formative assessment leading to differentiated instruction.
Model Unit Plans	<ul style="list-style-type: none"> • Unit plans are created by teachers based on the district curriculum maps.
Model Lesson Plans	<ul style="list-style-type: none"> • Lesson plans are created by teachers based on the district curriculum maps.

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SCIENCE: 9-12

Materials that Should be In Use

- Students are actively engaged in science labs or activities from the board-approved curriculum for each course listed on the district course syllabi.

Classroom Evidence

- Student work, labs, or projects are displayed throughout the room.
- Posters or bulletin boards containing science concepts and records of class work are evident.
- Student-centered experiments and teacher demonstrations should be in progress.

(These things should be evident whenever possible; however, they may be limited due to the frequent use of classrooms and labs by more than one teacher for more than one course.)

Teaching Strategies

- Teachers of science shall demonstrate the ability to:
 - Understand and use a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking, problem-solving, and performance skills.
 - Orchestrate discourse among students about scientific ideas.
 - Challenge students to accept and share responsibility for their own learning in science.
 - Create a setting for student work that is flexible and supportive of science inquiry.
 - Nurture collaboration among students.
 - Structure and facilitate ongoing formal and informal discussions based on shared understanding of rules of scientific discourse.
 - Model and emphasize the skills, attitudes, and values of scientific inquiry.
 - Focus and support inquiry while interacting with students.*
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; e.g., rereading
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

*Taken from *Planning Curriculum in Science*, a publication of the Wisconsin Department of Public Instruction, by Shelley A. Lee

CURRICULUM FOR SOCIAL STUDIES: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> Adopted Social Studies Standards and Benchmarks with most essential benchmarks and student performances for all standards (July 2008) (W)
Assessments	<ul style="list-style-type: none"> Pilot common final assessment for world history complete for Term 1 Pilot common assessments for United States History, Government and Politics, Psychology, Sociology, and Economics being developed Develop and pilot course common assessments (2008-09)
Curriculum Maps	<ul style="list-style-type: none"> Complete for courses required for graduation; i.e., United States History, World History, Government and Politics, Psychology, Sociology, and Economics (W) Consider adjustment 2008-09 and beyond
Course Syllabi	<ul style="list-style-type: none"> Common course syllabi complete for United States History, World History, Government and Politics, Psychology, Sociology, and Economics (W)
Instructional Resources	<ul style="list-style-type: none"> United States History—Prentice Hall: <i>American Pathways to the Present</i> (Bradford and ITA) McDougal Littell: <i>The Americas</i> (Tremper) World History—McDougal Littell: <i>Patterns of Interaction</i> Government and Politics—Glencoe McGraw Hill: <i>United States Government: Democracy in Action</i> Psychology—Glencoe McGraw Hill: <i>Understanding Psychology</i> (Tremper) Glencoe McGraw Hill: <i>Psychology and You</i> (Bradford) Sociology—Glencoe McGraw Hill: <i>Sociology and You</i> Economics—Glencoe McGraw Hill: <i>Economics Principles and Practices</i> Teacher-produced lessons that align with the grade level most essential benchmarks Online resources—district and individual school Web sites District WebQuest lessons @ WebQuest.org New textbook adoption (implementation 2011-12) Continuing staff development <ul style="list-style-type: none"> Encourage teachers to share materials and teaching strategies to support the standards and benchmarks
Teaching Strategies	<ul style="list-style-type: none"> Staff development to support teaching of Making Thinking Visible skills and use of Nine Powerful Instructional Strategies Sample lessons shared at content meetings
Model Unit Plans	<ul style="list-style-type: none"> World History unit outlines complete (summer 2008); United States History, Government and Politics, Psychology, Sociology, and Economics being developed Consider adjustment 2008-09 and beyond
Model Lesson Plans	<ul style="list-style-type: none"> Sample lessons shared at content meetings

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SOCIAL STUDIES: 9-12

Materials that Should be In Use

- Board-approved textbook (See instructional materials, page 56.)
- Primary and other secondary sources are easily available to students.
- Wall maps, desk maps, globe, desk atlases

Classroom Evidence

- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for day, etc.
 - Places/Procedures for students to hand in work, seek help, work together, and move from one activity to another
- Vocabulary development work is evident—focus words for assignments.
- As students work, teacher moves among them asking questions, giving feedback, and offering support when needed.

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students participating in discussion—large group, small group, pairs
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance (by having a purpose for reading)
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies; i.e., reading
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge

CURRICULUM FOR WORLD LANGUAGES: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • By course offering on KUSD Web site from 2001 (W) • Revise to be aligned with state standards (2008-09) • Determine most essential benchmarks (2008-09)
Assessments	<ul style="list-style-type: none"> • Varies at each building • Develop common assessments 2008-09.
Curriculum Maps	<ul style="list-style-type: none"> • Various pacing guides at the district level. • Develop by course (2008-09)
Course Syllabi	<ul style="list-style-type: none"> • Revise common course syllabi by language (2008-09).
Instructional Resources	<ul style="list-style-type: none"> • Online resources listed on district Web site (A) • Revise district-approved resources (2009). • Computer resources on school server or computer lab
Teaching Strategies	<ul style="list-style-type: none"> • Nine Powerful Strategies • Making Thinking Visible
Model Unit Plans	<ul style="list-style-type: none"> • Teacher created • Create/Revise model unit plans in 2009-10
Model Lesson Plans	<ul style="list-style-type: none"> • Teacher created • Creative/Revise model lesson plans 2009-10

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR WORLD LANGUAGES: 9-12

Materials that Should be In Use

- Board-approved materials
- Authentic materials and items from or about the target country
- Wall maps

Classroom Evidence

- Teacher speaks primarily in the target language with aids, such as pictures, props, and gestures.
- Students actively engaged in speaking interpreting, reading, and writing the target language
- Students are given a variety of opportunities to work with other students in small groups or pairs.
- Evidence of visual, auditory, and kinesthetic input
- Evidence of culture and events through bulletin boards and posters
- Major vocabulary and grammar concepts are displayed on bulletin boards, posters, and/or word walls.
- Evidence of student work on walls or in hallways
- Evidence of routine procedures such as:
 - Place students can look to find homework assignments, agenda for the day, etc.
 - Places/Procedures for student to hand in work, seek help, work together, and transition from one activity to another

Teaching Strategies

- Explicit use and teaching of the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Questioning
 - Visualizing
 - Using fix-up strategies; i.e., rereading
 - Determining importance (by having a purpose for reading)
 - Inferring
 - Synthesizing
- Explicit and appropriate use of teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Reinforcing effort and providing recognition
 - Nonlinguistic representations
 - Setting goals and providing feedback
 - Activating prior knowledge
 - Summarizing and note taking
 - Homework and practice cooperative learning
 - Generating and testing hypotheses

CURRICULUM FOR BUSINESS AND INFORMATION TECHNOLOGY: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • General standards and benchmarks broken down by course as to what applies—will revise during next adoption process (2010-11)
Assessments	<ul style="list-style-type: none"> • Each instruction has his/her individual assessment. Will develop common assessments and certifications—IC3/MOS
Curriculum Maps	<ul style="list-style-type: none"> • Developing career pathways to postsecondary programs
Course Syllabi	<ul style="list-style-type: none"> • On KUSD Web site
Instructional Resources	<ul style="list-style-type: none"> • Business computer labs—updating labs at Bradford and Tremper
Teaching Strategies	<ul style="list-style-type: none"> • Project-based learning • Career and technical education student organizations • Integrating core academics and reading in content areas
Model Unit Plans	<ul style="list-style-type: none"> • In development
Model Lesson Plans	<ul style="list-style-type: none"> • In development

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR BUSINESS AND INFORMATION TECHNOLOGY: 9-12

Materials that Should be In Use

- Computer labs and software applications
- School stores
- School banks

Classroom Evidence

- Business projects
- Marketing projects
- DECA and FBLA competitions and results
- Work-based learning for students
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Student participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR FAMILY AND CONSUMER SCIENCE: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Differ by course • Will revised standards and benchmarks during the next adoption process (2010-11)
Assessments	<ul style="list-style-type: none"> • Each instructor has his/her individual assessment. • Authentic assessment
Curriculum Maps	<ul style="list-style-type: none"> • Develop career pathways to postsecondary programs.
Course Syllabi	<ul style="list-style-type: none"> • On KUSD Web site
Instructional Resources	<ul style="list-style-type: none"> • Plan to update food labs • Refrigerators • Culinary equipment • Food and supplies • Stoves • Sewing machines and supplies
Teaching Strategies	<ul style="list-style-type: none"> • Build in core academics and reading in content area. • Classroom <ul style="list-style-type: none"> ○ Safety ○ Labs ○ Project-based learning
Model Unit Plans	<ul style="list-style-type: none"> • In development
Model Lesson Plans	<ul style="list-style-type: none"> • In development

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR FAMILY AND CONSUMER SCIENCE: 9-12

Materials that Should be In Use

- Sewing machines and supplies, refrigerators, stoves, food, and cooking utensils and supplies are available to students during class.
- Textbooks and manuals

Classroom Evidence

- Reuther Bistro
- Project-based learning—textile and sewing projects
- Food preparation
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Student reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR TECHNOLOGY EDUCATION: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Standards and benchmarks—approved by the board June 2003 • Will revise standards and benchmarks during the next adoption process (2010-11) • Project Lead the Way (PLTW) has national standards and benchmarks.
Assessments	<ul style="list-style-type: none"> • PLTW has national standards and benchmarks. • Project based • Authentic assessment
Curriculum Maps	<ul style="list-style-type: none"> • Develop career pathways to postsecondary programs.
Course Syllabi	<ul style="list-style-type: none"> • On KUSD Web site
Instructional Resources	<ul style="list-style-type: none"> • Construction tools and materials • Auto tech tools, lifts, precision measurement tools, Math for the Trades • Will upgrade safety equipment
Teaching Strategies	<ul style="list-style-type: none"> • Project-based learning contextual • Workplace mentoring • Will build in core academics and reading in content area
Model Unit Plans	<ul style="list-style-type: none"> • PLTW has national curriculum with standards and benchmarks. • Gateway Technical College (GTC) curriculum—Auto Mechanic Fundamentals and Service References, online safety certification, Wisconsin Youth Apprenticeship Transportation, Distribution and Logistics Skill Standards • Will improve digital electronics at Bradford and Tremper
Model Lesson Plans	<ul style="list-style-type: none"> • In development
Other	<ul style="list-style-type: none"> • Auto Technology 2 articulated with GTC • Auto Collision is being redefined to be articulated with Milwaukee Area Technical College (MATC).

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR TECHNOLOGY EDUCATION: 9-12

Materials that Should be In Use

- Wood and construction tools
- CAD computers
- Auto tech tools, lifts, and simulators
- Building Skills Lab Stations

Classroom Evidence

- Posters in the classroom
- Safety procedures in place
- CAD drawings and projects
- Auto collision projects complete
- Auto—tune-up completed
- Skills USA competition and results
- Projects done in the community; i.e., sheds, Pleasant Prairie bridge, UW—Parkside—union tables)
- Differentiation provided as needed

Teaching Strategies

- Daily routines; e.g., attendance, homework collection, sharing opportunities
- Gradual release of responsibility evident—teacher modeling, teacher-student interaction, student practice (in groups, pairs, or alone), student performance/assessment
- Students reading orally for performance/fluency or assessment purposes—not round robin or cold reading
- Students performing—readings, skits, speeches, information
- Students participating in discussion—large group, small group, pairs
- Students writing in response to reading/discussion/visual stimuli/audio stimuli
- Teachers modeling thinking
- Teachers explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text
 - Making connections to prior knowledge
 - Determining importance
 - Questioning
 - Inferring
 - Visualizing
 - Synthesizing
 - Using fix-up strategies
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Cooperative learning
 - Summarizing and note taking
 - Setting goals and providing feedback
 - Reinforcing effort and providing recognition
 - Generating and testing hypotheses
 - Homework and practice
 - Activating prior knowledge
 - Nonlinguistic representations

CURRICULUM FOR HEALTH: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site (W) • Revised and aligned to state standards (June 2003)
Assessments	<ul style="list-style-type: none"> • Individual teacher generated • Red Cross Certifications • Family life curriculum
Curriculum Maps	<ul style="list-style-type: none"> • High school pacing guides (June 2005)—distributed to each health teacher
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers, except for family life curriculum • Family life curriculum (2005)
Instructional Resources	<ul style="list-style-type: none"> • Health textbooks (Glencoe) • High school Health Smart curriculum • Red Cross binders • HIV/AIDS materials (lessons and videos) • Family life curriculum <p><i>(Materials purchased in 2004-05 with grant money, family life approved in 2005)</i></p>
Teaching Strategies	<ul style="list-style-type: none"> • Best Practices
Model Unit Plans	<ul style="list-style-type: none"> • Family life curriculum • HIV/AIDS curriculum
Model Lesson Plans	<ul style="list-style-type: none"> • Family life curriculum • HIV/AIDS lessons

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR HEALTH: 9-12

- Promotes healthy lifestyles and encourages decreasing high-risk behaviors
- Evidence-based and up-to-date information
- Units in Red Cross CPR/first aid, nutrition, mental health/substance abuse, human growth and development, STDs/HIV, and aging/death
- Instruction based on current standards and benchmarks
- Encourage goal setting and decision making to decrease high-risk behaviors.
- Family life curriculum implemented without deviation
- Teachers make students aware of community health support system.
- Creates an awareness of the effects of culture, media, and technology on daily health
- Based on current health information

CURRICULUM FOR PHYSICAL EDUCATION: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Listed by grade level—KUSD Web site (W) • Revised and aligned to state standards (June 2003)
Assessments	<ul style="list-style-type: none"> • Individual teacher generated, developing assessments based on hear rate (2010)
Curriculum Maps	<ul style="list-style-type: none"> • Table included with standards and benchmarks indicating expected level of development for each benchmark (June 2003) • Developing with implementation of Propel Curriculum (2010)
Course Syllabi	<ul style="list-style-type: none"> • Team sports • Individual sports physical fitness • Weight training • Aquatics • Teachers determine specific units taught based on facilities and equipment available. • Student handbooks contain course description for each individual building.
Instructional Resources	<ul style="list-style-type: none"> • Different at each school • Propel curriculum and Suunto System will be adopted in 2010.
Teaching Strategies	<ul style="list-style-type: none"> • Objective for the lesson • Instructional component • Practice with positive feedback • Game situations • Summary • All lessons should provide maximum participation by all students.
Model Unit Plans	<ul style="list-style-type: none"> • Will be developed with implementation of Propel Curriculum 2010
Model Lesson Plans	<ul style="list-style-type: none"> • Will be developed with the implementation of Propel Curriculum 2010

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR PHYSICAL EDUCATION: 9-12

- Students begin to apply mechanical principles to physical activities.
- Includes a variety of activities ranging from competitive to noncompetitive and across a variety of categories—activities should also include community connections.
- Lessons provide progressions that develop and challenge a wide range of student abilities.
- Students are challenged to apply their knowledge of movement patterns and principles to everyday activities.
- Student safety is a key component in all lessons.
- Discipline practices are fair and consistent and encourage student responsibility for their own behavior.
- Teachers challenge students with competitive activities as well as activities that require cooperation and shared planning. Students learn to encourage and show support for each other.
- Teachers provide a positive learning environment, encouraging students with positive verbal and nonverbal feedback.
- Teachers facilitate the development and maintenance of personal fitness.
- Students use fitness assessments to set personal goals and train for fitness.
- All children are actively involved physically and mentally in activities.
- Children are grouped in ways to preserve dignity and self-respect (no captains or boys versus girls).
- Warm-up activities are used to prepare students for activities that will follow. Students learn proper procedures for warm-ups.
- Lessons include the objective for the lesson, an instructional component, practice with positive feedback, and a summary.
- Students are actively involved throughout the lesson, small groups for skill work, and modified games to encourage maximum participation.
- Students should be encouraged to apply, analyze, and evaluate skills learned in physical education.
- Teachers assess the cognitive, affective, and physical domains using a variety of assessment methods.

CURRICULUM FOR MUSIC: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on the Web site (W) • MEBs located in Success Steps brochures • Currently being revised (2011)
Assessments	<ul style="list-style-type: none"> • Individual teacher generated based upon music being studied • Project-based classroom demonstrations • Differentiated based on student performance level • Fall and spring school concerts • District-wide festivals (band, choir, orchestra) • WSMA festivals (Solo & Ensemble, Large Group) • Common assessments for band, choir, and orchestra under development
Curriculum Maps	<ul style="list-style-type: none"> • Matrix available to check off as topics have been covered • WSMA student performance matrix • Being revised with standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers—on file at high school offices • Will be aligned among schools as standards and benchmarks are revised
Instructional Resources	<ul style="list-style-type: none"> • School-owned/District-owned instruments • District-adopted text (general music) • Numerous research resources within building libraries • District Library Media and Instructional Technology library • Building research sections within libraries • School music libraries • District music libraries • Various online resources • Ongoing development as part of the standards and benchmarks revision process
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for music • Multiple paths employed to meet the various learning modes • Specific strategies as determined by student needs
Model Unit Plans	<ul style="list-style-type: none"> • Per individual course of study • Being developed as part of the standards and benchmarks revision process (2011)
Model Lesson Plans	<ul style="list-style-type: none"> • Per individual course of study

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MUSIC: 9-12

Materials that Should be In Use

- District textbooks: *Tonal Harmony* (published by McGraw-Hill)
- District music library
- School music library
- School-owned instruments
- District-owned instruments
- Practica Musica—computer software program
- Finale Music Writing Software

Classroom Evidence

- Project-based classroom demonstrations
- Student's performances as observed at fall and spring concerts as well as the district-wide band, choir, and orchestra festivals
- WSMA Solo and Ensemble Festivals (district and state)
- WSMA Large Group Festivals
- Involvement in various community events throughout the year
- Performances at numerous state and national music events

Teaching Strategies

- Classroom lessons presented in smooth flowing, thought-out plan
- Teachers use teacher manuals (scores) as resource—are visually assessing student comprehension as well as aurally
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies

CURRICULUM FOR ART: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Located on Web site • MEBs located in Success Steps brochures • Revision currently in process
Assessments	<ul style="list-style-type: none"> • Assessments available with textbook series • Differentiated based on student skill level and readiness • Class critiques of art work • Project based
Curriculum Maps	<ul style="list-style-type: none"> • Scope and sequence available in series • Being developed in connection with the revisions to the standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers • Similar courses are aligned. • Will be aligned among schools as standards and benchmarks are revised
Instructional Resources	<ul style="list-style-type: none"> • Per individual course of study • AP College Board examples • Various resources dependent on the projects being used in skill development
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for art • Specific strategies as determined by student needs <ul style="list-style-type: none"> ○ Hands-on learning ○ Multisensory learning ○ Student-to-student interactions ○ Content/Inquiry sessions • Specific strategies are being developed as part of the standard and benchmark revisions.
Model Unit Plans	<ul style="list-style-type: none"> • Are being developed as part of the standard and benchmark revisions
Model Lesson Plans	<ul style="list-style-type: none"> • Models included with current series • Model plans are being developed as part of the standard and benchmark revision.

W—Available on Web site

A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ART: 9-12

Materials that Should be In Use

- District textbooks
- District library resources
- Online resources
- Resources as provided by the course instructor

Classroom Evidence

- Project-based classroom demonstrations and critiques
- Students' art work exhibited in classrooms, hallways, and display cases
- Annual District-Wide Student Art Exhibit
- Annual District-Wide Festival of Arts and Flowers
- Art exhibits at local art galleries as organized by the individual schools
- Submission of student art work for Scholastic
- Submission of student art work for advanced placement

Teaching Strategies

- Classroom lessons presented in smooth flowing, thought-out plan
- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies

CURRICULUM FOR THEATRE ARTS: 9-12

COMPONENT	DEVELOPMENTS
Standards and Benchmarks	<ul style="list-style-type: none"> • Draft copy available at Fine Arts • Currently under development
Assessments	<ul style="list-style-type: none"> • Assessments developed by individual instructors • Differentiated based on student skill level and readiness • Class critiques of work • Project based • Public performances • Local, state, and national competitions • Being developed in connection with the standards and benchmarks work
Curriculum Maps	<ul style="list-style-type: none"> • Being developed in connection with the revisions to the standards and benchmarks
Course Syllabi	<ul style="list-style-type: none"> • Generated by individual teachers • To be aligned with developing standards and benchmarks
Instructional Resources	<ul style="list-style-type: none"> • Numerous—dependent on the production and demands of the script • Per individual course of study
Teaching Strategies	<ul style="list-style-type: none"> • Teaching strategies as developed through best practice for theatre arts • Specific strategies as determined by student needs • Specific strategies to be developed as part of the standard and benchmark revision
Model Unit Plans	<ul style="list-style-type: none"> • Per individual course of study and unit within that study • Specific strategy examples to be developed as part of the standard and benchmark work
Model Lesson Plans	<ul style="list-style-type: none"> • Model plans to be developed as part of the standard and benchmark revisions

W—Available on Web site
A—Available on Advisor

EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR THEATRE ARTS: 9-12

Materials that Should be In Use

- District textbooks
- Online resources
- Purchased/Rented scripts

Classroom Evidence

- Project-based classroom demonstrations
- Student's performances as observed at school productions
- State-wide competitions
- Involvement in various community events throughout the year
- Performances at numerous state and national music events

Teaching Strategies

- Teachers are explicitly and appropriately using and teaching Marzano's Nine Powerful Instructional Strategies to help students comprehend and make meaningful connections to content.
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representation
 - Cooperative learning
 - Setting goals and providing feedback
 - Generating and testing hypotheses
 - Activating prior knowledge
- Teachers are explicitly using and teaching the seven cognitive reading strategies to help students comprehend and process all types of text.
 - Building schema
 - Determining importance
 - Questioning
 - Using sensory images
 - Inferring
 - Synthesis
 - Fix-up strategies