

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 CURRICULUM OVERVIEW

January 8, 2009

Curriculum and
Instructional Services

Dr. Edie Holcomb, Executive Director
653-6311

Mrs. Kristal Brandt
Teacher Consultant: 6-12 English/Language Arts
653-7554

Mrs. Mary Beth Braun
Art Teacher
653-7972

Mrs. Ann Fredriksson
Coordinator of Library Media and
Instructional Technology
653-7653

Mr. Mark Hinterberg
Teacher Consultant: K-12 Social Studies
653-7391

Mrs. Carol Hodges
Music Teacher
653-7972

Mr. Paul Irvine
Teacher Consultant: Instructional Technology
653-7429

Mrs. Diane Kastelic
Teacher Consultant: Library Media
653-6233

Mr. Scott Lindgren
Coordinator of Athletics, Activities, Health,
Physical Education, and Recreation
653-6385

Mrs. Melody Orban
Teacher Consultant: K-5 Science
653-6076

Mrs. Iva Plumley
Teacher Consultant: World Language
and Social Studies
653-5909

Mrs. Christine Pratt
Teacher Consultant: 6-12 Science
653-7394

Mrs. Francesca Romano
Teacher Consultant: K-5 Math
653-6303

Mrs. Mary Salani
Teacher Consultant: Instructional Technology
653-7430

Mrs. Geraldine Santarelli
Teacher Consultant: 6-12 Math
653-7689

Dr. Marguerite Sneed
Teacher Consultant: K-5 Reading/Language Arts
653-6030

Mr. David Tuttle
Teacher Consultant: Talent Development
653-7553

Mrs. Michelle Valeri
Teacher Consultant: Instructional Technology
653-7622

Mrs. Judith Vanderford
Physical Education Teacher
653-7398

Dr. Robert Wells
Coordinator of Fine Arts
653-6388

Mr. Gregory Wright
Coordinator of Career and Technical Education
653-6304



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 CURRICULUM OVERVIEW

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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 contract, 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

Model Unit Plans

- SPARK Binder

Model Lesson Plans

- SPARK Binder