

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 CURRICULUM OVERVIEW

January 8, 2009

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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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**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