

# KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 CURRICULUM OVERVIEW

January 8, 2009

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

January 8, 2009

# **INTRODUCTION**

## INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

The Curriculum and Instructional Services Team  
January 2009

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**SIXTH  
through  
EIGHTH GRADE**

**CURRICULUM FOR ENGLISH/LANGUAGE ARTS: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

## CURRICULUM FOR MATHEMATICS: 6-8

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

W—Available on Web site

A—Available on Advisor

## EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MATHEMATICS: 6-8

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

## CURRICULUM FOR SCIENCE: 6-8

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

W—Available on Web site

A—Available on Advisor

## EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR SCIENCE: 6-8

### Materials

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

### Classroom Evidence

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

### Teaching Strategies

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

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

**CURRICULUM FOR SOCIAL STUDIES: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

**CURRICULUM FOR WORLD LANGUAGES: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

**CURRICULUM FOR BUSINESS AND INFORMATION TECHNOLOGY: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

**CURRICULUM FOR FAMILY AND CONSUMER SCIENCE: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

### Materials that Should be In Use

- Computers (labs)
- Project materials for each lab

### Classroom Evidence

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

### Teaching Strategies

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

## CURRICULUM FOR TECHNOLOGY EDUCATION: 6-8

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

W—Available on Web site

A—Available on Advisor

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

### Materials that Should be In Use

- Computers (labs)
- Project materials for each lab

### Classroom Evidence

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

### Teaching Strategies

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

## CURRICULUM FOR HEALTH: 6-8

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

W—Available on Web site

A—Available on Advisor

## **EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR HEALTH: 6-8**

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

**CURRICULUM FOR PHYSICAL EDUCATION: 6-8**

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

W—Available on Web site  
A—Available on Advisor

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

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

## CURRICULUM FOR MUSIC: 6-8

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

W—Available on Web site

A—Available on Advisor

## EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR MUSIC: 6-8

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

**CURRICULUM FOR ART: 6-8**

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

W—Available on Web site  
A—Available on Advisor

## EVIDENCE OF IMPLEMENTATION OF CURRICULUM FOR ART: 6-8

### Materials that Should be In Use

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

### Classroom Evidence

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

### Teaching Strategies

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

## CURRICULUM FOR THEATRE ARTS: 6-8

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

W—Available on Web site

A—Available on Advisor

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

### Materials that Should be In Use

- District textbooks
- Online resources
- Purchased/Rented scripts

### Classroom Evidence

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

### Teaching Strategies

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