

Curriculum Development Plan



**East Carter R-II School District
2022-2023**

**Based on
MSIP6 Standards AS1, CC4, CC4A & DB4H**

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Curriculum Development Plan

Introduction

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

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

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

East Carter Co. R-II

Mission Statement

It is the responsibility of the East Carter R-II School District, in partnership with parents and community, to provide a safe educational environment for all children which will foster and accelerate their intellectual, physical, social, and career development in preparation for the 21st century.

MSIP6 AS1

Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

MSIP6 CC4

The system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

MSIP6 CC4A

The school system incorporates formal strategies that include parents/guardians in the educational process.

MSIP6 DB4H

Educator teams develop curriculum collaboratively.

East Carter Co. R-II School District

CURRICULUM DEVELOPMENT INFORMATION

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

Committee: Each year four committees (Curriculum Teams) are established, one for each core content area (English Language Arts, Math, Science, Social Studies.). These committee members include at least one teacher from each building level in each core content area, a building principal and the curriculum director. These committees review their curriculum and evaluate their data yearly in order to make needed adjustments for student achievement. All curriculum is reviewed and revised on a systematic basis. Extensive revisions are made if necessary and textbooks are ordered when necessary.

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

Meetings: Each content area that is due for extensive revisions and textbook adoption will meet during the year of revision. Additional time is allowed if needed. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

Information: The following types of information will be used to review and revise curriculum:

1. Missouri Show-Me Standards & MSIP Guidelines
2. Missouri Learning Standards
3. Missouri Assessment Program Results
4. Formative & Summative Assessment Data
5. Informal Assessment of Curriculum
6. Community Input

Utilization of Information

1. Missouri Show-Me Standards: The East Carter Co. R-II School District has used the Missouri State Standards as the foundation of our instructional program. Teachers are required to refer to the Missouri Learning Standards, Priority Standards and assessment data.
2. All curriculum will be tied directly to the Missouri Learning Standards.
3. Missouri Assessment Program (MAP & EOC) Results:
 - a. MAP tests are given each spring while EOC assessments can be given during the fall and spring. When results are received, all district staff members meet in content-area groups and receive copies of reports for that content area. At this time, strengths and weaknesses are noted for each grade level in the subject areas of English Language Arts, Math, Science, and Social Studies. Teachers work together to write building goals using the data and an action plan for improvement.
 - b. Longitudinal comparisons, when available, are also made which note areas of improvement.

- c. Teachers receive copies of the MAP reports from the previous spring for their current groups of students as the reports become available. At this time, individual teachers, groups of teachers, and the total staff establish improvement objectives and write an Action Plan.
- d. Additional assessments, such as iReady, Galileo, Star Reading Test, etc. are also used to inform and instigate curricular change.
- 4. Formative and Summative Data: Teachers evaluate their students' performance on iReady, Galileo, classroom formative assessments and common assessments. The results of these evaluations are used to guide curriculum development.
- 5. Informal Assessment of Curriculum: The faculty is informally assessing the curriculum on a regular basis. Current events such as presidential elections, natural disasters, the space program, etc. will be included in the curriculum when appropriate and timely.
- 6. Community Input:
 - a. Yearly MAP/EOC and iReady scores are shared with parents.
 - b. Parents are invited to attend Community Information and Input meetings about two or three times a year. These meetings disseminate information regarding curriculum up for revision and information regarding student achievement. Parents are also encouraged to provide input at these meetings to help guide our curriculum review process.
 - c. Parents are invited to attend two Title I Nights per year.
 - d. Parents are invited to various meetings and to serve on advisory boards.

A completed Curriculum Document includes:

1. The completion of the course written within the district Google curriculum storage electronic tool which includes course Priority Standards, Pacing Guides and Unit Guides.
2. Scope & Sequence Chart: A course-level Scope & Sequence chart is created by each teacher for each course they instruct. The Scope & Sequence is posted on the district website within the curriculum web page.
3. Learning Targets: Learning targets are written by teachers based specifically upon Missouri Learning Standards. Each Learning Target must be specific and measurable. Learning Targets will be input into course unit guides by teachers. All course curriculum will include the following:
 - a. A minimum of five Learning Targets for each course. Each Learning Target should identify what students are to know and be able to do, be specific and measurable and relate directly to the Missouri Learning Standards.
 - b. Units for each course. Teachers write curriculum based upon the units taught within the course. Each unit is given a length of time and teachers include Essential/Guiding Questions, Summative and Formative Assessments, Academic Vocabulary, Technology Integration, Family and Community Involvement ideas, and Materials and Resources at the Unit level. All teachers should follow the Units described within the curriculum for instruction.
 - c. Topics for each Unit. Each unit contains specific topics of instruction integral to the unit. Teachers describe the topics and tie it to specific Learning Target(s). All teachers follow the topics described within the unit for instruction.
 - d. Activities: Teachers describe activities pertaining directly to the Topic identified including listing research-based instructional strategies, describing what the teacher is doing during the activity, describing what the students are doing during the activity, describing and attaching formative assessments, describing technology integration strategies, describing differentiation strategies for the activity, and identifying the Depth of Knowledge level and Rigor and Relevance Framework quadrant. Student expectation for each activity is defined. Individual teachers may submit and use various activities. This level of curriculum gives teachers the ability to use their individual strengths to present the most effective lesson to students.
4. Common Assessments: Common Assessments are written by grade level teachers for the content areas taught. Common Assessments will be based upon grade level learning targets and be MAP/EOC-like. A majority of the assessments should contain a variety of question types, including selected-response, constructed response or short text, technology-enhanced and performance tasks/events. Common assessments will be consistently utilized, evaluated, updated and used to improve instruction by teachers.

Textbook Selection Process: Free textbooks are provided in grades kindergarten through twelve. The responsibility for the selection of textbooks and materials lies with the teachers and administrators. New textbook adoptions shall be done periodically as a part of the regular evaluation of curriculum areas on a systematic school-wide basis. Consideration shall be given to all available textbooks in the content area to provide opportunities for each child to realize the greatest potential through education. Textbooks are purchased as a supplement to the curriculum and as such are generally referred to as part of our curriculum materials.

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

1. A selection committee will be established composed of the Curriculum Team members, teachers directly involved with the materials, administration of the schools, and the curriculum director.
2. Specific needs for a course of study will be established and the book selected will be the one that best meets the needs in the opinion of the selection committee. State assessment data (if available) is used as one measure to define needs of the curriculum.
3. A variety of companies will be invited to submit examination copies of appropriate materials to the selection committee.
4. Sufficient time will be allowed to evaluate materials submitted by the vendors.

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

1. On a rotational basis, selected content areas may review curricular materials including textbooks as part of the curriculum development cycle.
2. Curriculum Team members in the core content areas will commence the review process.
3. Curriculum Team members and the curriculum director are responsible for acquiring various textbook materials to review.
 - a. Reviewers will procure the most current materials that best help teach grade level curriculum and have appropriate reading levels.

Each textbook vendor will be requested to submit the correlation of the textbook to the Missouri Learning Standards.

4. Content area teachers will review the materials and make a preliminary decision. .
5. Building administration and the curriculum director will then review the materials and approve.
6. The requested order is sent to the district superintendent for final approval.
 - a. Purchase Requisition form will be completed by the curriculum director for the chosen textbook and sent to the district superintendent.
7. The principals, curriculum director and Curriculum Team members will determine the need for in-service workshops and information sessions with company consultants representing the textbook or materials selected.

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

East Carter Co. R-II School District Curriculum Development Cycle 2020 Forward

*Curriculum is reviewed annually when reviewing MAP results

**Consumable textbooks and materials are purchased annually as needed

20-21	Subscription Period (Years)	Review	Need New
HS Dave Ram. Personal Finance	3	23-24	24-25
3-5 Savvas Social Studies	6	26-27	27-28
6th McGraw Hill Social Studies	6	26-27	27-28
MS Math Cengage Big Ideas	6	26-27	27-28
HS Math Cengage Big Ideas	6	26-27	27-28
Wonders ELA	1	21-22	22-23
21-22			
K-5 Science McGraw Hill Inspire	6	27-28	28-29
9-12 SS McGraw Hill	6	27-28	28-29
HS Health McGraw Hill	6	27-28	28-29
7th Grade World History McGraw Hill	6	27-28	28-29
Wonders ELA	1	22-23	23-24
22-23			
MS and HS ELA Core Materials			
K-5 Math			



East Carter Co. R-II School District
Course Scope and Sequence

Course: 6th Grade ELA

# OF DAYS	TOPICS
40	Unit 1: Testing Our Limits Essential Question: What do we do when life gets hard? Genre Focus: Fiction Novel Study: Hatchet Concepts: context clues, text evidence, responding to reading, story elements, inferences
15	Extended Writing Project: Narrative Concepts: writing process, organization, descriptive details, narrative techniques, transitions, pronoun usage
25	Unit 2: You and Me Essential Question: How do relationships shape us? Genre Focus: Poetry Concepts: Language, style, audience, author's purpose, connotation and denotation, figurative language, poetic structure, theme
15	Extended Writing Project: Argumentative Concepts: writing process, thesis statement, relevant evidence, counterclaims, style, conclusions, possessive nouns
25	Unit 3 Part A: In the Dark Essential Question: How do you know what to do when there are no instructions? Genre Focus: Informational Text Concepts: informational text structure, technical language, comparing texts, informational text elements, central or main idea
30	Unit 3 Part B: In the Dark

Course Description

In this course, students will be taught the Missouri Learning Standards for ELA along with fostering a love of independent reading. The standards will be taught through 3 thematic units that integrate reading and writing, 2 novel studies, and three writing projects. Everyday students will be exposed to grade level texts and practice reading, analyzing, and responding to texts. Students will also be exposed to the writing process and research in this course.

East Carter Foundational Math Curriculum

Content Area: Mathematics

Grade: Kindergarten

Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1									
	<p style="text-align: center;">Establish Math and Manipulatives Routines Unit 1: Numbers to 10 (30 days) Reteach & Enrich - Week 9, 5 Days</p>								
2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9

Kindergarten

East Carter Co. R-II Collaborative Team Guidelines

- **Identify the strengths of each person in the group. It is important to leverage these strengths in discussions and problem-solving situations.**
- **Discuss and set group norms that will be followed by each person in the group. Time management will be key.**
- **Be sure to bring at least one piece of classroom data to each meeting for discussion. Could be a quiz, test, CFA or other formative assessment.**
- **Start the meeting with celebrations from each participant.**
- **Analyze each piece of data in order to form strategies that could increase student achievement. (Assessment for learning).**
- **Identify problems of practice and strategies to overcome these problems. Each person should identify at least one area that could be improved for the upcoming week.**
- **Share ideas of practice that everyone finds effective in their classroom.**
- **Check for ways of cross-curriculum integration. This may not be relevant at every meeting, however, should be an ongoing process.**
- **Close with establishing steps to implement ideas and setting up the next meeting for analyzing progress.**

*Based on the GAINS model. Gather, Analyze data, Intentionally act and reanalyze, Notice and adjust to data and feedback, Systematically repeat



East Carter R-2 Agenda Meeting and Notes



East Carter R-2 Mission Statement

It is the responsibility of the East Carter R-2 School District in partnership with parents and community to provide a safe educational environment for all children which will foster and accelerate their intellectual, physical, social, and career development in preparation for the 21st century.

TEAM NORMS:

1. Begin/End on Time
2. Be respectful! Respect each other's ideas.
3. Communicate positively and productively.
4. Have/follow agenda (keep focus)
5. Fun and positive atmosphere
6. "Own it" "Follow Through"

DuFour's questions that should guide our work:

1. What do we want our students to learn?
2. How will we know they have learned it?
3. How will we respond when a student experiences difficulty?
4. How will we respond when a student already knows it?

Date: **Monday, Sept 21st, 2020**

Time: Begin 08:00am End: 03:00pm

Location: FEMA

Team Members Present:

Topics:

1. Introduction
- 2.
3. Closing

Celebrations:

Concerns:

Plans for Next meeting:

Next Meeting: Date: _____ Time: _____ Location: _____

Notes

Sept 21st, 2020

The Show Me-Standards *Performance*

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

Students will demonstrate within and integrate across all content areas the ability to...

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

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

Students will demonstrate within and integrate across all content areas the ability to...

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

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

Students will demonstrate within and integrate across all content areas the ability to...

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

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

Students will demonstrate within and integrate across all content areas the ability to...

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

The Missouri Show-Me Standards

Content

Communication Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

Fine Arts

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

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

Health/Physical Education

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

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

**CURRICULUM MATERIALS
EAST CARTER CO. R-II SCHOOL DISTRICT**

Grade Level	ELA/Writing Grammar	Math	Science	Social Studies
K	Journeys FUNdations Jan Richardson Guided Reading	Eureka Tara West KinderMath	Inspire Science	Scholastic Kinder Social Studies by Tara West
1	Jan Richardson Guided Steps Reading Foundations Journeys Reading A-Z TPT	EngageNY/Eureka Math TPT	Inspire Science	TPT Generation Genius Scholastic News
2	Journeys FUNdations TPT Teacher Sourced	Eureka TPT	Inspire Science	TPT Teacher Sourced
3	Storyworks Jr Novels Tradebooks	EngageNY/Eureka/ TpT MyMath Everyday Math	Inspire Science	Savvas Social Studies Various Materials
4	Storyworks	EngageNY/Eureka	Inspire Science	Savvas Social Studies Various Materials
5	Novels TPT	Eureka Math Zearn	Inspire Science	Savvas Social Studies Various Materials
6	Scholastic Scope USATest Prep AR TPT Wonders ELA	Big Ideas Math	STEMscopes, Savvas Science	Glencoe/McGraw Hill
7	Scholastic Scope. USA test prep, AR, TPT, textbooks	Big Ideas Math	STEMscopes, Savvas Science	Glencoe/McGraw Hill
8	Scholastic Scope. Readworks, USA test prep, AR, TPT, textbooks	Big Ideas Math	STEMscopes, Savvas Science	Glencoe/McGraw Hill
HS	Multiple materials for differing levels/classes	Big Ideas Math	Multiple materials for differing levels/classes	Glencoe/McGraw Hill