



Curriculum Development Plan

**Aligned to
MSIP 6 Standard 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.**

**Approved by the Board of Education
August 25, 2025**

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Introduction

Curriculum development in the Carl Junction R-1 School District is a collaborative process involving teachers, administrators, parents, students, and board members. This inclusive approach ensures our curriculum reflects community values and student needs while meeting Missouri Department of Elementary and Secondary Education (DESE) requirements.

Grounded in the district's mission and vision statements, our K–12 curriculum defines what we want all students to know and be able to do at each stage of their educational journey. It is the foundation of classroom instruction and a vital tool for advancing excellence across our schools. The curriculum is developed and maintained in alignment with Missouri Learning Standards and in compliance with Missouri School Improvement Program (MSIP 6) standards.

At Carl Junction, we believe a strong curriculum is one in which educators have ownership. When teachers actively participate in the design, implementation, and evaluation of curriculum, it becomes more relevant, rigorous, and responsive to student needs. This Curriculum Development Guide outlines the principles and procedures that guide the creation, evaluation, and continuous improvement of curriculum in our district.

Carl Junction R-1 School District Mission and Vision

Mission: Carl Junction Schools, in partnership with our community, cultivates a vibrant and diverse learning environment that prepares students to be productive citizens.

Vision: Carl Junction Schools seeks to create a challenging learning environment that empowers our students to be positive community members who have a sense of understanding and compassion for others along with the courage to act on their beliefs.

Curriculum Philosophy

Carl Junction R-1 School District is committed to providing a Guaranteed and Viable Curriculum (GVC) for all students—ensuring every learner has access to essential content regardless of teacher or school. The curriculum is vertically and horizontally aligned, realistic in scope, and teachable within available instructional time. Teachers play a central role in design, implementation, and review to ensure rigor, relevance, and responsiveness to student needs.

Standards & Indicators

All curriculum is aligned with Missouri Learning Standards, Missouri Show-Me Standards, and applicable national standards. Curriculum design meets MSIP 6 Standard AS1 requirements, ensuring the written, taught, and assessed curriculum are fully aligned. The district maintains written procedures for curriculum implementation, evaluation, and revision for all content areas.

MSIP 6 Standard AS1 Indicators:

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.

- A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
- B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
- C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.
- D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
- E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
- F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

Curriculum Development Process

The district follows a five-year curriculum cycle for all subjects, with annual review for continuous improvement. Our curriculum is defined as the planned, taught, and assessed learning expectations that ensure all students meet district and state standards. It is developed collaboratively, informed by evidence, and designed for rigor and relevance.

Core Components of CJR-1 Curriculum:

- Missouri Learning Standards and/or applicable national standards
- Assessments (state, district, classroom)
- Resource materials and teacher guides
- Instructional frameworks and strategies

Types of Curriculum:

- Intended (Written): District-developed content aligned to standards.
- Implemented (Taught): Content delivered in classrooms.
- Attained (Assessed): Content and skills students have mastered.

Steps in the Curriculum Cycle:

- Program evaluation and needs assessment
- Resource selection (textbooks, digital tools)
- Curriculum writing/revision
- Implementation
- Ongoing evaluation and refinement

Curriculum Leadership Teams

- Core Content (ELA, Math, Science, Social Studies): One K–8 teacher per grade, two high school teachers per subject, instructional coaches, and administrators. Committees meet at least twice per year (ideally more), with additional days in major revision years.
- Non-Core Content: Reviewed on a rotating schedule (1–2 per year) with a five-year review cycle.

Resources Utilized for Curriculum Review

- MSIP Standards and Indicators
- Missouri Learning Standards
- State assessment data (MAP, EOC)
- Local common assessments (i-Ready, teacher-developed)
- Teacher observations and reflections
- Community input and advisory committees

Completed Curriculum Document

All curriculum documents are created and maintained in EMBARC, accessible via the district website. Each document includes:

- Course Rationale & Description
- Pacing Guides & Essential Questions
- Scope & Sequence (course and district-level)
- Curriculum Map
- Learning Targets (min. 5 per course; specific, measurable, aligned to standards)
- Units (duration, guiding questions, assessments, vocabulary, resources)
- Topics (linked to Learning Targets)
- Activities (strategies, roles, assessments, differentiation, technology use)
- Student Work & Assessment Samples (2–3 per course)
- Common Assessments (MAP/EOC-like; multiple item types; regularly reviewed)

CJR-1 Quality Curriculum Checklist

- Alignment to Missouri/National Standards
- Vertical scope and sequence
- Clear learning outcomes & success criteria
- Pacing for Tier 1 instruction
- Active, student-centered learning
- Benchmarks for proficiency
- Multiple measures for assessment
- Built-in teacher reflection and evaluation

Textbook Selection and Adoption Process

The Board of Education ensures the selection of up-to-date, appropriate textbooks for all K–12 students, provided at no cost. Textbooks support but do not dictate the curriculum; therefore, vendor selections and editions are not required to vertically align. Selection of textbooks and instructional materials is a shared responsibility between teachers and administrators, occurring on a five-year cycle as part of the district’s systematic curriculum review.

Selection Guidelines

Textbooks should be current in their field and suitable for a minimum of five years of use. Selection is conducted collaboratively by faculty and administration to ensure relevance, accuracy, and alignment to standards. All instructional resources must comply with accessibility standards, support effective teaching, and provide equitable access for all learners, including multilingual students and those receiving special education services. Resources are selected using a standardized rubric.

Selection Committee

A textbook selection committee is convened for each adoption cycle and includes:

- Curriculum Leadership Team (CLT) members
- Teachers directly involved with the subject area
- Building administrators
- Assistant Superintendent for Curriculum

CLT teachers are responsible for submitting the final textbook recommendation.

Carl Junction R-1 School District

Curriculum Development and Textbook Adoption Cycle

Curricular Areas	Curriculum Adopted by School Board	Curriculum Revised	Select Materials and Texts	Implement and In-service	Monitor and Refine	Review Needs Revise Goals and Objectives
Social Studies*	08/28/23	2022-2023	2022-2023	2023-2024	2024-2027	2027-2028
Counseling	08/28/23					
Gifted	08/28/23					
English Language Arts*, **	08/26/24	2023-2024	2023-2024	2024-2025	2025-2028	2028-2029
Library Media	08/26/24					
Vocational Agriculture	08/26/24					
Math*, **	08/25/25	2024-2025	2024-2025	2025-2026	2026-2029	2029-2030
World Language	08/25/25					
Science*	08/23/21	2020-2021	2020-2021	2021-2022	2022-2025	2025-2026
Business/Computer	08/23/21					
Technology						
Health/PE/FACS						
Art	8/22/22	2021-2022	2021-2022	2022-2023	2023-2026	2026-2027
Theater						
Music						
Industrial Tech/PLTW						

*Curriculum is reviewed annually when reviewing MAP results

**Consumable textbooks and materials are purchased annually as needed

Curriculum Leadership Teams

by Content Area

2025-2026

<p style="text-align: center;"><u>Communication Arts</u></p> <p style="text-align: center;">Kaitlyn Merrick Ashley Tuggle Sarah Graham Rebecca Myers Stacey Massey Morgan Smith Ashley Norvell Lacey Wald Lori Beck Kristi Alford Holly Bennett Christine Lange - Title Janet Johnson</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Elma Benavidez Anna Passley Karen Lee Alex Lee Meagan Ross Chelsea Ware Shelby Everitt Marsha McCorkle Abby Adamson Theresa Calandro Paige Stainbrook Heather Lee - Title Caroline Corbett</p>
<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Elizabeth Merrell Jennifer Starchman Anna Brock Megan Bayless Audrey Ritter Megan August Heather Howard Jayne Jones Dove Hayes Ryan Adamson Jane Graham Dione Friel</p>	<p style="text-align: center;"><u>Social Studies</u></p> <p style="text-align: center;">Haley Rhodes Hannah Kelley Jordan McDonald Candace Vene Amber Ponder Whittney Armstrong Diane Simonds Chad Fletcher Amanda Powell Adam Berkowicz Greyson Broce</p>

Writing Group (Grades 4-6)

Missouri Learning Standards

<https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

K-12 Missouri Priority Learning Standards

<https://dese.mo.gov/college-career-readiness/curriculum/academic-standards/priority-standards>

The Show Me-Standards

<https://dese.mo.gov/college-career-readiness/curriculum/show-me-standards>

New Course/Course Revision Form

Carl Junction R-1 School District

Department _____

Begin Grade _____ **End Grade** _____

Course Name _____

Credits _____ **Not Applicable** _____

Course Duration (Circle the most appropriate option) Quarter Semester Year

NCAA Approved (Circle the most appropriate option) Yes No NA

<https://web3.ncaa.org/hsportal/exec/hsAction>

School Code: 260505

Checklist for Quality Course Descriptions

- Does the course description describe the content that is emphasized in the course?
- Does the course description convey the importance of the course?
- Does the course description communicate the kinds of activities used in the course?
- Do you have at least 5 Priority Standards for the course?

Course Rationale (Description of the course) _____

Teacher signature(s) _____

Definitions:

Priority Standard = These are the standards that you have determined are the most important for students to know based upon standards that are needed for life, school, and the state test. This is the year's focus. Priority Standards will appear on the Report Card.

Supporting Standard = These standards "support" the Priority Standards. These must be taught in order for students to be able to fully understand and learn the Priority Standards. These should be graded and become a part of the overall Priority Standard grade. These individual standards will not be reported on the Report Card.

Supplemental Standard = These standards are "nice-to-know" standards and should be covered/discussed at some point throughout the year if possible. These standards do not need to be assessed unless it is appropriate to do so. These standards will not be a part of the Report Card.

Missouri Learning Standards: These are the state standards for the subject. If no state standards exist, national standards are acceptable. Only the code for the standard needs to be entered. You may enter multiple codes per standard.

Show-Me Standards (Content): These are Missouri's more general standards that must be taught across all grade levels. These are commonly called the "blue placemat." The Content Standards are focused on specific content areas: Communication Arts, Mathematics, Science, Social Studies, Fine Arts, Health/PE. Most courses can be tied to these standards, however, there may be an occasion where the standards are not applicable. Please add 2-3 Content Standard codes if applicable.

Show-Me Standards (Process): These are Missouri's more general standards that must be taught across all grade levels and all content areas. These are commonly called the "blue placemat." The Process Standards are applicable for all content areas and all grade levels and are "processes" students will use to learn. Enter 2-3 Process Standard codes for all standard types.

Instructions: Enter each standard in the appropriate column. Each standard should be in one row. Keep Priority, Supporting, and Supplemental Standards together as one group. There should be a *minimum* of five Priority Standards with as many Supporting and Supplemental Standards as necessary.

Below is an Example. Your entries may have more or fewer Supporting Standards and Supplemental Standards.

Priority Standard	Supporting Standards	Supplemental Standards	Missouri Learning Standard Code(s)	Show-Me Standard(s) code <i>Content</i>	Show-Me Standard(s) code <i>Process</i>
Priority Example #1			ELA.5.R.1.B.g ELA.5.R.3.A.b ELA 5.R.2.A.a ELA.5.R.2.A.a	CA1, CA3	1.4, 3.2, 4.3
	Supporting Example #1		ELA 5.R.3.B.b ELA 5.R.2.A.a	CA1, CA4	1.3, 1.6, 2.1
	Supporting Example #1		ELA 5.R.2.A.a	CA1, CA4	1.4, 3.3
	Supporting Example #1		ELA.5.R.1.B.b	CA2	1.4, 3.3
		Supplemental Example #1	ELA.5.R.3.A.b	CA4, CA5	1.3, 3.3
Priority Example #2			ELA.5.R.1.B.g ELA.5.R.3.A.b ELA 5.R.2.A.a ELA.5.R.2.A.a	CA1, CA3	1.4, 3.2, 4.3
	Supporting Example #2		ELA 5.R.3.B.b ELA 5.R.2.A.a	CA1, CA4	1.3, 1.6, 2.1
<i>Continue until complete</i>					

Course Name: _____ **Grade Level(s):** _____

Priority Standard	Supporting Standards	Supplemental Standards	Missouri Learning Standard Code(s)	Show-Me Standard(s) code <i>Content</i>	Show-Me Standard(s) code <i>Process</i>

Carl Junction Resource Review Rubric

(Please review a minimum of three different resources to submit for approval)

 Resource Review Rubric.docx

Top 10 Criteria for Choosing Curriculum Materials

Ed Reports suggests utilizing the following criteria when making instructional resource decisions (see also: [Adoption Steps](#)).

1. Alignment to High Standards - Ensure materials are aligned to rigorous national, state, and college/career-ready standards.

2. Focus & Coherence - Materials must center on grade-level content, present coherent progression, and connect learning across grades.

3. Rigor & Application - Curriculum should balance conceptual understanding, procedural fluency, and application.

4. Usability & Teacher Support - Materials must support teachers with clear guidance, assessment tools, and practical design.

5. Student Supports & Accessibility - High-quality materials offer scaffolds, multiple modalities, and accommodations to ensure equity.

6. Equity & Multilingual Learner (MLL) Considerations - Materials should foster equity, excellence, and agency, with intentional supports for multilingual learners.

7. Usable Design & Technology Integration - Curriculum should have clear design and leverage interactive digital tools when appropriate.

8. Educator Involvement & Local Context - Selection should reflect educator voice and local instructional vision.

9. Implementation Planning & Professional Learning - Adopting materials requires strong launch processes, support, and PD for sustainability.

10. Evidence-Based Independent Review - Use objective third-party reviews like EdReports to ground decisions.

(this list was generated with the use of ChatGPT)

INSTRUCTIONAL METHODS

CARL JUNCTION R-1 SCHOOL DISTRICT

Grade Level	Writing	Reading/Language/Spelling	Math	Science	Social Studies
K	4-Square Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program/Science of Reading/Decodable Texts Guided Reading Readers Workshop Foundations 95% Group (RtI)	Ready Classroom Math	District Developed Science Kits	Harcourt Brace Various Materials
1	4-Square Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program/Science of Reading/Decodable Texts Guided Reading Readers Workshop Foundations 95% Group (RtI)	Ready Classroom Math	District Developed Science Kits	Harcourt Brace Various Materials
2	4-Square Process, Six-Trait & Writers' Workshop,	Comprehensive Reading Program/Science of Reading/Decodable Texts Guided Reading Readers Workshop Foundations 95% Group (RtI)	Ready Classroom Math	District Developed Science Kits (Generation Genius materials)	Harcourt Brace Various Materials
3	4-Square Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program/Science of Reading/Decodable Texts Guided Reading Readers Workshop Foundations 95% Group (RtI)	Ready Classroom Math	District Developed Science Kits (Generation Genius materials)	Harcourt Brace Various Materials
4	Power Writing Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program Guided Reading Readers Workshop 95% Group Foundations (RtI)	Ready Classroom Math	District Developed Science Kits (Generation Genius materials)	Savvas Various Materials
5	Power Writing Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program Guided Reading Readers Workshop 95% Group Foundations (RtI)	Ready Classroom Math	District Developed Science Kits (Generation Genius materials)	Harcourt Brace Various Materials
6	Power Writing Process, Six-Trait & Writers' Workshop	Comprehensive Reading Program Guided Reading Readers Workshop 95% Group Foundations (RtI)	Ready Classroom Math	District Developed Science Kits (Generation Genius materials)	Glencoe/McGraw Hill
7	Six-Trait & Writers' Workshop	Spelling Connections Multiple materials for differing levels/classes 95% Group (RtI)	Ready Classroom Math	District Developed	Cengage/National Geographic
8	Six-Trait, ZB Strategies for	Multiple materials for differing levels/classes	Ready Classroom Math	District Developed	Cengage/National Geographic

	Writers & Schaffer Method				
HS	Writers' Workshop, Individual Conference, Six-Trait & Schaffer Method	Multiple materials for differing levels/classes	Multiple materials for differing levels/classes	Multiple materials for differing levels/classes	Multiple materials for differing levels/classes