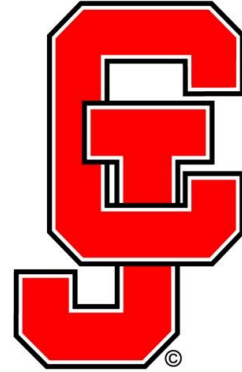


CARL JUNCTION
SCHOOL DISTRICT



Curriculum Development Plan

Based on

MSIP5 Standard I-5

The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.

**Approved by the School Board
August 27, 2018**

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Curriculum Development Plan

Introduction

Curriculum development in the Carl Junction R-1 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 and vision statements, 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 Carl Junction R-1 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 leadership 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.

CARL JUNCTION R-1 MISSION STATEMENT

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

VISION STATEMENT

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.

Carl Junction R-1 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 Leadership Teams) are established, one for each core content area (English Language Arts, Math, Science, Social Studies.) These committee members include one teacher from each grade level, K-8, in each content area and at least one teacher from the HS in each content area. District instructional coaches are members of their respective content areas. It is recommended these committees include a principal and a community member. 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 every five years on a systematic basis. Extensive revisions are made if necessary and textbooks are ordered every five years if necessary.

In addition, all other content areas are reviewed and revised on a regular rotation. 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, one to two content areas are reviewed and revised in addition to the core areas. Each area is reviewed and revised every five years and textbooks may be purchased as needed during its rotation year.

Meetings: The Curriculum Committees shall meet at least once each school year but ideally two full days during the school year. Each content area that is due for extensive revisions and textbook adoption (five-year rotation) will meet a minimum of two full days each year. 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 Carl Junction School District has used the Missouri State Standards as the foundation of our instructional program. Teachers are required to refer to State Show-Me Standards and Missouri Learning Standards, Curriculum Frameworks, and Assessment Annotations. Teachers also review their Course Overview and Rationale.
2. All curriculum will be tied directly to the Missouri Learning Standards and coding for each of these will be placed beside each objective taught. Depth of Knowledge levels will also be assigned to each objective and coding applied to the written objective.
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 for the new year and write an Action Plan.
 - d. The MAP assessment is used to identify our Title I Math and Reading students. It is also used during the screening process to identify educationally disadvantaged students and gifted students.
 - e. Additional assessments, such as DRA, NWEA and aimswebPlus, are also used to inform and instigate curricular change.
4. Formative and Summative Data: Teachers evaluate their students' performance on NWEA, 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 NWEA scores are shared with the parents.
 - b. Periodically the students are given the opportunity to complete an evaluation form which asks questions about the instructor, the textbook, and the curriculum.
 - c. The district responds to various requests from community special interest groups to disseminate information (Scouts, Hospital with Latch Key Program, Developmental Disabilities for mainstreaming, Firefighters during Fire Prevention Week, Dentists for Dental Hygiene, Red Ribbon Drug Awareness Week, Truck Industry, etc.).
 - d. Parents who have children in IDEA programs or Title I classes are invited to attend a yearly meeting to discuss these services.
 - e. Parents are invited to various meetings and to serve on advisory boards.
 - f. Parents and other community members are on the Comprehensive School Improvement Plan committee.

A completed Curriculum Document includes:

1. The completion of the course written within the Build Your Own Curriculum (BYOC) electronic tool which includes course Units, Topics, and Activities. BYOC is a web-based software program which can be found on the district's website within the Academics web page. All district curriculum documents can be found within the BYOC system.
2. Scope & Sequence Chart: A course-level Scope & Sequence chart is created automatically in BYOC when information is entered into the system. It is continually updated as teachers make revisions to the course. This document is found within BYOC. A district Scope & Sequence chart is created by teachers during the five-year review cycle. The Scope & Sequence is posted on the district website within the Academics web page.
3. Curriculum Map: A Curriculum Map for every content area in each grade level is created automatically in BYOC when information is entered into the system. This document is found within the BYOC Reports feature.
4. Learning Targets: Learning targets are written by Curriculum Leadership Teams or other teachers based specifically upon Missouri Learning Standards. Each Learning Target must be specific and measurable. Learning Targets will be input into BYOC by the curriculum director or assistant. Learning Targets can be accessed and printed through BYOC. Learning Targets are the basis for which the course is built. Learning Targets are found in and can be printed from within the BYOC system. 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. Rationale for each subject area and course: Rationales are defined as justifications for subject areas and courses. They should state why the subject area or course is of vital importance for students given the philosophy of the school district, projected conditions in the 21st century, and the future responsibilities of students as workers, family members, and citizens.
 - c. 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.
 - d. 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.
 - e. 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.

5. Student Work & Assessment Samples: Samples (2 or 3) of student work and assessments will be kept by each teacher in the content areas taught.
6. 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 be electronic and will 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: It is the responsibility of the Board of Education to make provisions for the selection of up-to-date and appropriate textbooks for all pupils enrolled in the public school. 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 (every five years) 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. Textbooks do not drive the curriculum, therefore, textbook vendors and versions are not required to vertically align.

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 Leadership Team members, teachers directly involved with the materials, administration of the schools, and the Assistant Superintendent in charge of curriculum. Teachers serving on the Curriculum Leadership Team are responsible for submitting the final textbook request.
2. Specific needs for a course of study will be established in writing 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. Every five years, selected content areas may purchase new textbooks as presented on the “Curriculum Development Cycle and Textbook Adoption Plan.”
2. Curriculum Leadership Team members in the core content areas will commence the textbook selection committee.
3. Curriculum Leadership Team members 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 Show-Me Standards and the Missouri Learning Standards.

4. Content area teachers will review the materials (a minimum of three different textbooks are required for review) and make a preliminary decision.
 - a. The CJ Textbook Review Form will be completed for each textbook reviewed.
5. Building administration and the Assistant Superintendent in charge of curriculum will then review the materials and approve.
6. The requested order is sent to district administration for final approval.
 - a. Purchase Requisition form will be completed for the chosen textbook and sent to the Assistant Superintendent in charge of curriculum.
7. The principals and Curriculum Leadership 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.

Carl Junction R-1 School District Curriculum Development Cycle and Textbook Adoption Plan

*Curriculum is reviewed annually when reviewing MAP results

**Consumable textbooks and materials are purchased annually as needed

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 Counseling Gifted	08/27/18 08/27/18 08/27/18	2017-2018	2017-2018	2018-2019	2018-2022	2022-2023
Math Vocational Agriculture	08/18/14 08/18/14	2013-2014	2013-2014	2014-2015	2015-2018	2018-2019
English Language Arts World Language Library/Media	08/24/15 08/24/15 08/24/15	2014-2015	2014-2015	2015-2016	2016-2019	2019-2020
Science Special Offerings Business/Professional Tech Computer/Technology	08/28/17 08/22/16 08/22/16	2016-2017 2015-2016	2016-2017 2015-2016	2017-2018 2016-2017	2018-2020 2017-2020	2020-2021
Art Theater Music Health/PE Family Consumer Science Industrial Technology	08/28/17 08/28/17 08/28/17 08/28/17 08/28/17 08/28/17	2016-2017	2016-2017	2017-2018	2018-2021	2021-2022

Curriculum Leadership Teams
by
Content Area
2018-2019

<p style="text-align: center;"><u>Communication Arts</u></p> <p style="text-align: center;">Ashley Tuggle Kaitlyn Merrick Alicia Shorter Ke’olani Addis Angie Slater Kari Buffer Megan Parks Katy Privett Lori Beck Kristi Alford Amanda Royster Janet Johnson</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Debbie Starks Anna Passley Karen Lee Caroline Corbett Christina Chandler Chelsea Ware Jonna Brewer Marsha McCorkle Cindy Neeley Sherry Sharp Rich Neria</p>
<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Misty Howard Heather Elsten Anna Brock Shana Cramer Susan Eichelberger Lynn Higgins Christine Lange Lori Divine Susan Hogard Paul Foster Dione Friel</p>	<p style="text-align: center;"><u>Social Studies</u></p> <p style="text-align: center;">Julain Pock Haley Rhodes Jordan McDonald Chris Ware Whitney Skiles Jennifer Austin Sara Fite David Read Terry Higgins Greyson Broce</p>

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 performed 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

New Course Form

Carl Junction 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

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 Power Standards for the course?**

Course Overview K-12 (Description of the Department) _____

Course Rationale (Description of the course) _____

Prerequisite (HS only): _____

Teacher signature(s) _____

_____ Date

Curriculum Scope (CJ)

Directions:

- Use this form to write Learning Targets for new courses.
- The course must have a minimum of five Power Standards.
- Make additional copies of this form if necessary.

Power Standard _____

State Process/Content Standards:

MLS Code (if applicable):

DOK Level: Recall Skill/Concept Strategic Thinking Extended Thinking

Learning Target A _____

State Process/Content Standards:

MLS Code (if applicable):

DOK Level: Recall Skill/Concept Strategic Thinking Extended Thinking

Learning Target B _____

State Process/Content Standards:

MLS Code (if applicable):

DOK Level: Recall Skill/Concept Strategic Thinking Extended Thinking

CJ TEXTBOOK REVIEW

(Please review a minimum of three different textbooks. Circle the textbook you would like to purchase.)

Date Of Review	Subject	Grade Level	Reading Level	Name of Text	Publisher	Copy- right	Cost per book	Comments

Grades K-12 Top Ten Guidelines for Choosing Curriculum Materials

Before buying instructional materials for next year, *Philadelphia Teacher* suggests asking the following questions-and answering yes to each one before placing an order:

1. Are materials aligned with district and state standards ~~and GLEs and CLEs~~?
2. Are instructional goals stated clearly in terms of what students should know and be able to do?
3. Do materials make connections within and across content areas?
4. Are formal and informal assessment practices integrated into instruction?
5. Are students engaged in problems and questions before being introduced to solutions and answers?
6. Do materials provide opportunities for students to practice using knowledge in different ways?
7. Do materials allow for a variety of activities that address different learning styles?
8. Do materials provide ways of building students' cross-cutting competencies, such as multicultural, problem-solving, communication, citizenship, technology, and school-to-career skills?
9. Are parents and community members involved in learning activities?
10. Do materials use or refer to up-to-date research?

**INSTRUCTIONAL METHODS
CARL JUNCTION R-1 SCHOOL DISTRICT**

Grade Level	Writing	Reading/Language/ Spelling	Math	Science	Social Studies
K	4-Square Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Teacher Created Spelling-Phonics/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
1	4-Square Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Teacher Created Spelling-Phonics/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
2	4-Square Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Teacher Created Spelling-Phonics/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
3	4-Square Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Sitton Spelling/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
4	Power Writing Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Evan-Moor Spelling/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
5	Power Writing Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Evan-Moor Spelling/DOL	My Math	Inspire Science	Harcourt Brace Various Materials
6	Power Writing Process, Six-Trait & Writing Workshop, ZB Strategies for Writers	Comprehensive Reading Program/Guided Reading/Readers Workshop/Evan-Moor Spelling/DOL	Glencoe Math	STEMscopes	Glencoe/McGraw Hill
7	Power Writing Process & Six-Trait, ZB Strategies for Writers	Multiple materials for differing levels/classes	Glencoe Math	STEMscopes	McGraw Hill/ Nystrom/Oxford
8	Power Writing Process & Six-Trait, ZB Strategies for Writers	Multiple materials for differing levels/classes	Glencoe Math	STEMscopes	McGraw Hill/ Nystrom/Oxford
HS	Process, 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