



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 School Board
August 26, 2024**

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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. Simply put, curriculum is what we want our students to know and be able to do. District curriculum is essential to the instruction in the district and is required by DESE in accordance with MSIP 6.

The continuous process of curriculum development in the Carl Junction R-1 School District is intended to be clear and transparent to all involved and affected. Our process ensures that our curriculum meets the needs of our students and aligns to the standards and competencies set forth by the Department of Elementary and Secondary Education.

One measure of a credible curriculum is that teachers have ownership of the curriculum they teach through participation in the development process. Teachers will be involved in every aspect of the development and review processes, as will all other stakeholders in the district or community. This handbook seeks to set out guidelines for development, use, evaluation, and revision of 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.

MSIP 6 Curriculum Standards and Indicators

The Missouri School Improvement Plan (MSIP) is updated approximately every 5-6 years. The Standards and Indicators for Curriculum in the MSIP 6 comprehensive guide follow. As a district, our curriculum units and accompanying materials are developed and implemented to meet the MSIP 6 requirements and District Policy.

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 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, committees (Curriculum Leadership Teams) are established and a calendar for meetings is developed. Each core content area team (English Language Arts, Math, Science, Social Studies) includes one content area teacher from each grade level, K-8, and at least one content area teacher from the HS. District instructional coaches are members of their respective content area committees. It is recommended these committees include a principal and a community member. These committees review curriculum and evaluate data annually to make needed adjustments for student achievement. All curriculum is reviewed and revised every five years on a systematic basis. If necessary, extensive revisions are made and textbooks are ordered every five years.

All other content areas are reviewed and revised on a regular rotation. A committee is formed from 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 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. MSIP Standards and Indicators
2. Missouri Show-Me Standards
3. Missouri Learning Standards
4. Missouri Assessment Program Results
5. Formative & Summative Assessment Data
6. Informal Assessment of Curriculum
7. 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 will be appropriately coded in our online curriculum program (EMBARC).
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 i-Ready and locally developed common assessments are also used to inform and initiate curricular change.
4. Formative and Summative Data: Teachers evaluate their students' performance on standardized interim assessments, 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 i-Ready scores are shared with the parents.
 - b. Periodically, 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, groups that support students with developmental disabilities, Firefighters during Fire Prevention Week, Dentists for Dental Hygiene, Red Ribbon Drug Awareness Week, 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 EMBARC electronic tool which includes Course Rationale and Description, Pacing Guides, Essential Questions, Units, Topics, and Activities. EMBARC is a web-based software program which can be accessed by stakeholders on the district's website within the Academics web page. All district curriculum documents can be found within the EMBARC system.
2. Scope & Sequence Chart: A course-level Scope & Sequence chart is created automatically in EMBARC when information is entered into the system. It is continually updated as teachers revise the course. This document is found within EMBARC. 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 EMBARC when information is entered into the system. This document is found within the EMBARC 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 EMBARC by the curriculum director or assistant. Learning Targets can be accessed and printed through EMBARC. Learning Targets are the foundation from which the course is built. 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 align 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. Most assessments should be electronic and 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	08/28/23 08/28/23 08/28/23	2022-2023	2022-2023	2023-2024	2024-2027	2027-2028
English Language Arts Library Media Vocational Agriculture	08/26/24 08/26/24 08/26/24	2023-2024	2023-2024	2024-2025	2025-2028	2028-2029
Math World Language	08/26/19 08/26/19	2018-2019	2018-2019	2019-2020	2020-2024	2024-2025
Science Business/Professional Tech Computer/Technology	08/23/21 08/23/21	2020-2021	2020-2021	2021-2022	2022-2025	2025-2026
Art Theater Music Health/PE Family Consumer Science Industrial Technology	8/22/22	2021-2022	2021-2022	2022-2023	2023-2026	2026-2027

Curriculum Leadership Teams

by

Content Area

2024-2025

<u>Communication Arts</u> 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	<u>Mathematics*</u> Elma Benavidez Anna Passley Karen Lee Missy Nelson Meagan Ross Chelsea Ware Shelby Everitt Marsha McCorkle Monique Gray Sherry Sharp Paige Stainbrook Caroline Corbett - Title Abby Adamson *24-25 only: all Math Pilot Teachers
<u>Science</u> Elizabeth Merrell Jennifer Starchman Anna Brock Alex Lee (Tackett) Audrey Ritter Ela Winder Heather Howard Jayne Jones Dove Hayes Ryan Adamson Jane Graham Dione Friel	<u>Social Studies</u> Haley Rhodes Hannah Kelley Jordan McDonald Candace Vene Amber Ponder Chelsea Williams Diane Simonds Chad Fletcher Amanda Powell Adam Berkowicz Greyson Broce

Writing Group

K-3 only for 2024-2025:

Kindergarten - Julie Starr, Lexi Miller

1st Grade - Kaitlyn Merrick, Devin Thomas

2nd Grade - Sarah Graham, Alicia Shorter, Elizabeth Sills

3rd Grade - Rebecca Myers, Candace Vene, Makayla Osborn

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/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/hportal/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)

<https://docs.google.com/document/d/10d9MAA9oi5GJ5nDqfn9ZGqwQEvmfAazv/edit?usp=sharing&oid=102481655305436076643&rtpof=true&sd=true>

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?
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 & Writers' Workshop	Comprehensive Reading Program/Science of Reading/Decodable Texts Guided Reading Readers Workshop Foundations 95% Group (RtI)	Into 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)	Into 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)	Into 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)	Into 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)	Into 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)	Into 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 Foundations (RtI)	Into Math	District Developed Science Kits (Generation Genius materials)	Glencoe/McGraw Hill
7	Six-Trait & Writers' Workshop	Spelling Connections Multiple materials for differing levels/classes	Into Math	District Developed	Cengage/National Geographic
8	Six-Trait, ZB Strategies for Writers & Schaffer Method	Multiple materials for differing levels/classes	Into Math	District Developed	Cengage/National Geographic

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
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