

# **Albany County School District #1**

## **Curriculum Manual**



The Albany County School District #1 Curriculum Manual provides district staff members, parents, and students an overview of the process ACSD#1 uses to develop and maintain district curriculum. Teachers and district administrators use this curriculum to ensure student growth, achievement of required graduation outcomes, and to fulfill the district’s mission and vision statements.

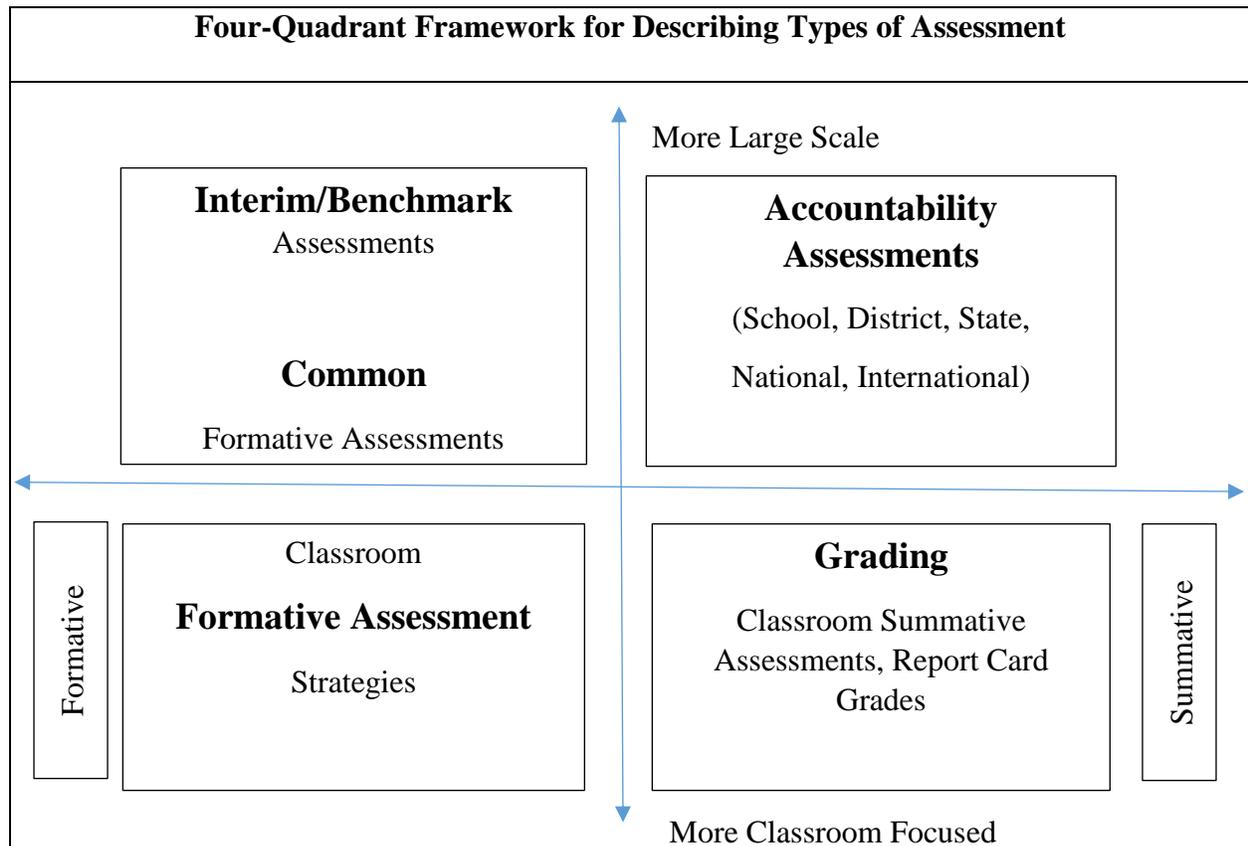
Last Updated: August 2019

**Curriculum Guide Key Terms:**

The following is a list of common key terms associated with any curriculum discussion. This list is not all inclusive, but can help define the purpose of importance of any of the following terms used. Note that this list is not alphabetically ordered, but is in sequential order of completion, to help the reader follow along with the process associated with many of the terms listed.

**Assessment:**

Various methods a teacher can use to check for student understanding. ACSD#1 uses the Four-Quadrant Framework for Describing Types of Assessment.



The framework defines two dimensions on which assessment of student learning can be described: intended purpose for the information (Formative or Summative) and intended focus of the information (classroom or large scale). (Brookhart, 2016)

### **Blueprint:**

Typically the term blueprints refers to the elements that make up something a teacher or groups of teachers are using to help plan their instruction in some way. An assessment might have blueprints to track what standards a particular assessment is measuring. The WY-TOPP Summative state assessments, which occur every spring, have blueprints to assist teachers in targeting skills their students should be able to meet by the end of their current school year. Those blueprints are state-determined, and exist only for certain grade levels in the subjects of ELA, Math, and Science. The WY-TOPP blueprints can be found here: <https://edu.wyoming.gov/educators/state-assessment/blueprints/> .

### **Performance-Level Descriptors:**

Performance-Level Descriptors (PLDs) give teachers, parents, and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level. PLDs are linked to state-adopted content standards and are used as guides by standard-setting committees as they make recommendations for scores needed to achieve performance levels (Below Basic, Proficient, and Advanced) on statewide assessments. Wyoming PLDs can be found here: <https://edu.wyoming.gov/educators/state-assessment/plds/> .

### **Curriculum:**

All instruction using the instructional program materials as well as supplemental experiences, intervention, enrichment, formal and informal check-ins, etc.

### **Instructional Program:**

A set of teaching materials that includes a scope and sequence, instructional guides, and assessment tools.

### **Standards:**

The Wyoming Content and Performance Standards serve many purposes. They articulate a set of expectations for what students should know and be able to do, enabling them to be prepared for college and career success; to live a life that contributes to the global community. These expectations are communicated to students, parents, educators, and all other Wyoming stakeholders, and provide a common understanding among educators as to what students should learn at particular grades. State law requires the standards in each content area be reviewed every nine years. Content areas are reviewed based on a **Standards Review Timeline** approved by the State Board of Education, who also set the **Standards Implementation Timeline**. ([edu.wyoming.gov/educators/standards/](https://edu.wyoming.gov/educators/standards/)).

### **Power Standard:**

Each grade level consist of numerous standards per subject. Teachers are responsible for teaching all standards each year, but due to time constraints, can only reasonable track student growth with a limited amount of those standards per subject. Essential Learning Standards are the standards a team of teachers decides are the most critical to track, to ensure student success in their current year and beyond.

### **Professional Learning Communities:**

Professional Learning Community (PLC) are made up of all the teachers in a certain grade level or subject at the same school or across the district. PLC's work together to develop and refine the curriculum, analyze data, decide on next steps, and create common benchmarks and assessments. PLC's always have four questions at the forefront of their work: 1) What do we expect our students to learn? 2) How will we know they are leaning? 3) How will we respond when they don't learn? and, 4) How will we respond if they already know it?

### **District Curriculum Maps, Standards, Essential Learning, and Goals:**

All curriculum maps, standards, essential learnings, and goals can be found in our online Curriculum Mapping tool – ATLAS.

### **Elementary**

<b>CORE Subjects</b>	<b>Resource</b>
Language Arts	Wit & Wisdom
Mathematics	Stepping Stones/Origio
Science	Phenominal Science (K-2), PHD Science (3-4), and Story Lines (5) <i>Piloting 2019-2020</i>
Social Studies	Wit & Wisdom

## Secondary

CORE Subject	Resource
English Language Arts	<p><b>9<sup>th</sup> Grade American Literature</b> - The Language of Literature: American Literature (McDougal Littell)</p> <p><b>10<sup>th</sup> Grade – World Literature and Composition</b> – Notron Anthology of World Literature</p> <p><b>11<sup>th</sup> and 12<sup>th</sup> Grade Composition and Literature Courses – AP Language and Composition</b> – AP English Language Composition: Course and Exam Description. World of Ideas, Story of Philosophy, Candide, Turn of the Screw, Metamorphosis, Atlas Shrugged, Portrait of an Artist as a Young Man, The Language of Composition (Shea, Scanlon, and Aufses).</p> <p><b>Journalism and Newspaper</b> – Scholastic Journalism (Rolnicki, Tate, and Taylor), Associated Press Style Guide.</p> <p><b>Intermediate Composition</b> – Models for Writers Short Essays for Composition (Rosa and Eschholz)</p> <p><b>Persuasive Speaking</b> – Speech Exploring Communication (O’Connor).</p> <p><b>Literature of the American West</b> – Cowboy Ethics, The Virginian, Black Elk Speaks, Give Your Heart to the Hawks.</p> <p><b>Poetry</b> – Poetry: Reading-Reaching-Writing, To Read a Poem, Book of Poetry 1 &amp; 2.</p> <p><b>Debate</b> – Mastering Competitive Debate (Hensley, Carlin)</p> <p><b>Science Fiction</b> – 1984, The Stars My Destination, Brave New World, I, Robot, The Wizard of Earthsea</p> <p><b>Mythology</b> – World Mythology: Anthology of the Great Myths and Epics (Glencoe)</p> <p><b>Survey of Fiction</b> – Flowers for Algernon, Life of Pi, One Flew Over the Cuckoo’s Nest, Enders Game, The Things They Carried.</p> <p><b>Communication for Change</b> – A long Way Gone: Memoirs of a Boy Soldier, The Hate U Give, Enrique’s Journey. Graphic novel: Maus or American Born Chinese, Streetcar Names Desire, The Adoration of Janna Fox.</p>

	<b>Humor and Satire</b> – The Curious Incident of the Dog in the Night-Time, Hitchhiker’s Guide to the Galaxy, Me Talk Pretty One Day, Number One Ladies Detective Agency
Mathematics – Laramie High	<b>Pre-Algebra</b> - CPM math 8 book heavily supplemented with materials created by the teachers <b>Algebra 1, Geometry, Algebra 2</b> - CPM <b>Algebra 3 with Trig</b> - Big Ideas (Algebra 2 book) <b>Math 1400</b> - LCCC curriculum <b>AP Stat</b> - Practice of Statistics 5th edition <b>AP Prep of Calculus-</b> Functions Modeling Change (Hughes/Hallet) <b>AP Calculus AB</b> - Calculus single variable (Hughes/Hallet) <b>AP Calculus BC</b> - Calculus (Finney and Damana)
Social Studies – Laramie High	<b>Modern American Studies</b> - TCI <b>Government</b> - Bill of Rights Institute and ICivics
Science – Laramie High	<b>Chemistry</b> – Person, Chemistry <b>AP Chemistry I &amp; II-</b> Edvantage Science, and Sumdahl, Chemistry, 8 <sup>th</sup> Edition <b>Biology</b> – HMH Science Dimensions <b>AP Biology</b> – Cengage <b>Earth Science</b> – Earth Comm: Project-Based Space and Earth Science; and <b>Physics</b> – extbook: Glencoe Physics: Principles and Problems and College Physics.

### **Curriculum Adoption Process:**

For the adoption of new curriculum, ACSD#1 believes in including all stakeholders in the process. The team consists of: District Curriculum & Instruction Director, Professional Development Team, Teachers who will be using the new curriculum in their classrooms (at least 1 from each school affected by the adoption), Principal(s) of teachers using the new curriculum, a board trustee, and parents.

### **Identify Desired Results:**

Teachers work with the Professional Development team, under the direction of the Curriculum Director, to determine what students need to know, understand, and be able to do. Curriculum teams work collaboratively to consider district strategic plan/goals, investigate best practices, and examine state and/or national standards. This portion of the process is broken down into three smaller parts: research, review, and input gathering.

**Research** - the curriculum teams will:

- Determine need for new curriculum based on adoption cycle.
- Research best practices for the subject area being reviewed.
- Review standards associated with focus curriculum.
- Identify essential learnings.
- Identify established curriculum programs developed by reputable agencies for potential adoption (and consider potential courses to be added to or removed from current offerings, if necessary).

**Review** – the curriculum teams will:

- Review the possible adoption choices with physical and/or on-line texts, using the adoption review tool (IMET, EQuIP, etc.) to vet the program to the district's needs.
- Teams will meet to compare review tool findings. Findings of entire team will be copied for distribution to each school affected by new curriculum development. Each school will have access to copies of each textbook/on-line resource considered and review tool findings for consideration. All teachers of the school will be welcome to submit input. Public input will also be welcomed with samples and findings kept at the district office.
- Director of Curriculum will review all review tool findings and staff/community input. The Director of Curriculum will make final recommendation of textbook/program to be adopted to the district Board of Trustees by April's board meeting.
- With Board approval, adoption of new textbook/program will proceed immediately.

**Pre-Planning & Development of Overarching Curriculum:**

Pre-Planning & Development entails the actual development of overarching curricular units for the targeted levels/courses, once new textbooks/programs are purchased and arrive. In this phase of the adoption, curriculum teams of all teachers affected by the new adoption will:

- Unpack essentials into component parts to determine appropriate pacing across the quarterly scope and sequence.
- Compare this pacing against the program scope and sequence and WYTOPP blueprint to determine where each essential should be assigned (Q1, Q2, Q3, Q4).
- Assessment tools are reviewed to determine what student learning will need to be measured at the district, building, and individual level. All district level learning (the essentials) are assessed through common assessment tools that are deliberately separated from program assessments, but are modeled to reflect structures, content, and formats that mirror reputable summative assessment tools such as SBAC, WYTOPP and PARCC.