



Grandview R-II School District Curriculum Handbook

Table of Contents

<u>Section</u>	<u>Page Number</u>
Introduction and Rationale	3
District Mission, Vision, and Values	3
MSIP 6 Curriculum Standards and Indicators	4
Common definition for curriculum and parts of the Process	4
Using a Curriculum Guide in SMCAA District	6
Curriculum Development Information	6
Required Curriculum Elements	7
Unit Development	7
Review Process	9
Implementation Process	9
Revision Process	10
Guidelines for Choosing Curriculum Materials	10
Appendix A: Curriculum Development Cycle	
Appendix B: Curriculum Leadership Teams	
Appendix C: Blank Curriculum Templates	
1 Curriculum Pacing Template	
2 Unit of Instruction Template	
Appendix D: Content Curriculum Rubric	
Appendix E: District Board-Adopted Curriculum Policy	
Appendix F: Curriculum Materials Rating Tool	

Introduction and Rationale

The purpose of this Handbook is to clearly explain and define the development, use, and importance of curriculum in the Grandview R-II School District. The curriculum development in our district is a process involving teachers, parents, community members, students, administrators, and board members. District curriculum is essential to the instruction in the district and is required by DESE in accordance with MSIP 6. Simply put, curriculum is what we want our students to know and be able to do.

Curriculum development is a continuous process and as a district, we want this process to be clear and transparent to all involved and affected. We want the curriculum to always meet the needs of our students and to align 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 through the review process, so will all other stakeholders in the district or community. This handbook seeks to set out the guidelines for development of the curriculum, use of curriculum, evaluation of curriculum and revision of curriculum.

District Mission, Vision, and Values

The Grandview R-II community is dedicated to relevant, challenging learning, which ensures individualized student growth.

Grandview R-II will be a learning community that pursues excellence where students are productive citizens prepared for lifelong challenges.

The Grandview R-II School District will provide educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to be successful in the classroom.

MSIP 6 Curriculum Standards and Indicators

The Missouri School Improvement Plan (MSIP) is updated approximately every 5-6 years. The following are the Standards for Curriculum in the MSIP 6 comprehensive guide. A-F are the indicators for meeting the standard. As a district, we have developed our curriculum units and accompanying materials to meet the MSIP 6 requirements as well as the District Policy on Curriculum (see appendix D).

Viable Curriculum Aligned to Missouri Learning Standards

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.

Common definition for curriculum and parts of the Process

The Grandview R-II School District believes that using common definitions is important for district-wide conversations and planning.

Curriculum-A set of aligned components, including clear learning targets based on state standards/competencies with assessments, engaging learning activities and research based instructional strategies organized into units. These units provide a plan for learning for all students.

Our process for curriculum development has 3 basic phases as defined below:

Planning and Writing-Starting with the standards, curriculum authors will identify priority standards and supporting standards, develop learning targets, units with teaching activities, assessments, and additional components. This process occurs when no curriculum is currently in place or if standards have been updated.

Reviewing-This process occurs after the 1st rough draft of the curriculum is written and includes additional teachers who would be using the curriculum. Also, a vertical review will occur. Any suggestions made by the reviewers will be considered and then another review by stakeholders such as community members/parents. All suggestions will be considered, and a final draft form will be completed.

Revising-This phase occurs after a year of implementation and will include teachers who used the curriculum submitting additional strategies that they had to use as well as suggestions for changes to the assessments, if needed. If the Grandview R-II School District already has a curriculum in place and it is a writing/adoption year, some content areas might start at this phase rather than the writing phase. The review and adoption phase still must occur.

Using a Curriculum Guide in the Grandview R-II School District

It is expected that the curriculum guides written, reviewed, and adopted are to be used to plan lessons by teachers. A new teacher should be able to pick up the curriculum guide and develop their weekly lessons. All teachers are expected to use the adopted curriculum in their classes. The guides should include multiple

teaching activities and strategies that teachers can choose from when planning lessons. If additional strategies are needed and are not in the curriculum, they can be added to the curriculum during the revision process. Strategies should only be used if they are research-based and data shows that students would benefit from an additional strategy.

Administrators will be monitoring the use of the curriculum guides during walk-throughs and during more formal evaluations. Collaboration discussions will also center on the curriculum, including the activities and assessment data associated within each unit of instruction.

Curriculum Development Information

Planning and Writing Phase

Committee formation and purpose: Each year, our curriculum development committees are formed and a calendar for meetings are developed. The Grandview R-II School District has a standing committee for all 4 core content areas (Language Arts, Math, Science and Social Studies). Committees for all other areas will come together the year prior to planning and writing their curriculum and stay in place through the review and adoption process and the revision process. Committee members include one teacher from each grade level K-8 (including a special education teacher, when possible) from each building and one teacher per course from the High School level. We also have one administrator on each committee as well as a community member during the review and revision process. The committee, along with the curriculum director, will also help determine any professional learning that needs to occur as the curriculum is being planned, written, and implemented.

Required Curriculum Elements

Each curriculum developed must have a few upfront documents as well as units. The Grandview R-II School District requires the following curriculum upfront documents:

Course Description: describes the general scope of the course and the large concepts students should learn during the course. It should summarize the course in a concise manner.

Course rationale: describes how the course fits into the district plan for all student learning, including why it is important and its purpose.

Scope and Sequence: describes the content (units, topics) that will be taught within the course as well as the order in which the content should be taught for the best learning within a grade level and across grade levels.

Pacing Guide: A map of the content taught over the period of the calendar year (see template in appendix)

Units: Created as a complete curricular plan to introduce and address the Missouri Learning Standards or Competencies.

Unit Development: Units can be topical, skills-based, or thematic in nature and should be written with the following elements included:

Priority Standards: Standards chosen from the entire [MLS](#) documents, or competencies and/or from the [State Priority Standards](#) (if applicable) which will be the main focus for the year within the course. These standards should be the standards that the students must master to be proficient within the course prior to moving to the next grade level/course. These standards will be in bold in the Curriculum Units to make it easy to see for all stakeholders involved in the educational process.

Supporting Standards: Standards that support, connect to or enhance the Priority standards. These are taught along with the priority standards but will not receive the same amount of instruction or assessment emphasis as the Priority Standards.

Essential Questions: Broad questions that focus the learning within the unit.

Learning Targets: These are what students will need to know and do within the unit and should be a working product of unwrapping the standards. These should be measurable or observable and will be communicated to students either at the beginning of the class period or when applicable within the teaching activity. The targets should be the basis of a teacher's daily lesson plans. The Grandview R-II School District prefers that targets are written from the student perspective, so students can measure their mastery and take ownership of their own learning so we are asking that they start with "I can" or "Students will."

Assessments: Assessments should be developed from the standards and for the learning targets. Teachers can develop their own instructional formatives but common formatives and summatives (where applicable) should be developed as the curriculum is written and reviewed by other teachers. The common formatives and summatives will be the basis of discussion during data team meetings and will also be used to revise the curriculum.

Vocabulary: Tier-3 Content Based vocabulary words for the unit. These should be based on what students need to know within the unit.

Teaching Activities: A list (with links if available) of the possible activities that could be used in the unit tied to the standards/learning targets. Activities should be based on research-based strategies. Over time, additional strategies will be added as well as activities for differentiated instruction.

Materials and Resources: Any materials or resources a teacher would need to have on hand for unit instruction.

Comprehension Checks: Small assessment with 5-10 questions that check for student understanding of materials that have been instructed. These check-ups should be cold for the students meaning that there is not a study guide for the short assessment; however, the material should be part of the instructional activities including possible use in bell ringers and exit tickets.

Comprehension Checks Spreadsheet: This spreadsheet will track student mastery of the material that should be the main focus of the course. The spreadsheet gives insight to the overall performance of students throughout the course and also the mastery of individual learning standards. When a comprehension check shows that the students are not mastering a standard, that standard should be revisited in a future comprehension check after re-teaching of the standard has occurred.

Review Phase

There are multiple steps in the review process:

1. Vertical review of the prioritized standards and learning targets in the units developed.

2. Review of draft units by other teachers who will be using the curriculum but were not on the planning and writing team.
3. Review of draft units, after changes are made from the first two reviews, by a group of administrators, community members and parents.
4. Final version review using Content Curriculum Rubric (Appendix D)
5. Adoption by School Board

Implementation Phase

This phase occurs when a new or revised curriculum is used in the classroom by teachers. Teachers use the curriculum to plan daily lessons using the learning targets, assessments, teaching activities and resources in the units developed and adopted. Throughout the year, notes are taken for any additional activities, vocabulary or assessments that need to be changed or added.

Monitoring of curriculum use will occur through walkthroughs, data discussions and monthly meetings of the curriculum committee. Data Team Decision Making will occur in our Collaborative Group meetings and will use the following steps:

1. The teachers will examine the data in the comprehension checks and summative assessments and interpret the data with a focus on the instruction used prior to the assessment.
2. Teachers will determine the next steps for intervention as indicated by the data analysis as well as how feedback will be shared with students and the group. Notes will also be taken to add to the curriculum at the end of the year in the revision process.
3. Teachers will come back to the collaborative group meeting to discuss the impact of the instructional interventions and plan for next steps.
4. This cycle will repeat throughout the unit and the school year.

Revision Phase

There are two types of revision that occur during the curriculum development process. The first type is revising existing curriculum during the writing year when no new standards/competencies have been added. The second type is after the first year of implementation and involves adding any new assessments, learning

activities, or adding to any of the components based on teacher input and collaborative team decisions.

Guidelines for Choosing Curriculum Materials

The evaluation of curriculum materials should be a collaborative process undertaken by a team of reviewers. The materials should be selected based on criteria and using a scoring guide. If applicable, [EdReports](#) will be utilized as an initial screener of materials. If possible, we will pilot multiple materials. The scoring guide for choosing curriculum materials is Appendix F.

Appendix A: Curriculum Development Cycle-this document is district specific

Appendix B: Curriculum Leadership Teams-include your teams with names for the year

Appendix C: Blank Curriculum Templates-we have included SMCAA designed examples for the following:

C1-Curriculum Pacing Template

C2-Unit of Instruction Template

Appendix D: Content Curriculum Rubric-SMCAA designed

Appendix E: District Board-Adopted Curriculum Policy- individual based on district

Appendix F: Curriculum Materials Rating form-we have included a sample.

Appendix A: Curriculum Development Cycle

Content	Curriculum	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ELA	K-12	Curriculum Review	Plan and Resource	Implementation	Implementation	Curriculum Review	Plan and Resource
Math	K-12	Implementation	Curriculum Review	Plan and Resource	Implementation	Implementation	Implementation
Social Studies	K-12	Plan and Resource	Implementation	Implementation	Implementation	Curriculum Review	Plan and Resource
Science	K-12	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation	Implementation
Fine Arts	K-12	Implementation	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation
Practical Arts	K-12	Curriculum Review	Plan and Resource	Implementation	Implementation	Implementation	Implementation
Physical Education	K-12	Implementation	Implementation	Implementation	Curriculum Review	Plan and Resource	Implementation
Curriculum Review			Plan and Resource		Implementation		
*Review State and National Standards			*Develop Pacing Guide and Units		*Continue to develop Pacing Guide and Units		
*Ensure Vertical Alignment			*Review District Data		*Revise Curriculum Based on Student Data		
*Update Published Documents			*Research Materials/Adoption				
*Update Curriculum as Needed and BOE approval			*Create Common Assessments				

Appendix B: Curriculum Leadership Teams

This area would need to be amended on an annual basis. It would include the key personnel from a district wide perspective when it comes to curriculum. It would also include building level administration and teachers that work with the subject from each building. Lastly, the committee would have at least one Board Member and a Community member be part of the process.

List Members Below

Appendix C 1: [Pacing Guide Template](#)



Pacing Guide Template

Grandview R-2



Grade Level:

Subject:

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Appendix C 2: [Unit Template](#)



Curriculum Unit Template

Grandview R-2

Grade Level:

Subject:

Unit Title:

Standards Addressed Priority Standards in Bold	Essential Questions <i>Learning Targets</i>	Tier-3 Vocabulary	Activities/Resources	Summative/ Formative Assessments

Appendix D: Content Curriculum Rubric

Area	Statement	Exceeds Standard	Meets Standard	Below Standard
Overall Curriculum Foundation	Standards Prioritized and Unpacked	In addition to Meets Standard: Prioritized standards represent knowledge and skills necessary to enter the next level of learning. Standards can be leveraged for use in other content areas (interdisciplinary).	All standards have been reviewed and prioritized to reflect the critical learning outcomes needed for students to progress through the course to its logical grade level learning conclusion. DESE priority standards included.	Standards are not prioritized or in logical order for instruction and assessment.
	Unpacked Targets/Goals	In addition to Meets the Standard: Targets/goals are articulated to ensure all knowledge and skills are taught before progressing to the next grade or course.	Unpacked targets/goals are assigned within and among units of study in a <i>meaningful and sequential order</i> as to allow learning to flow logically through the course. Targets/goals can be directly connected back to the priority standards.	Targets/objectives do not directly connect to a chosen standard or in meaningful or sequential order.
	Topics/Units	In addition to Meets Standard: Units are placed in logical and sequential order for learning and represent a clear beginning and ending to learning before matriculation to the next grade or course.	Units of study are present and directly connected to the prioritized standards. Material presented in the Unit is in logical and sequential teaching order. Units provide enough information to plan appropriate instruction. Unit content is “guaranteed” (content is at grade level).	Units are few or not present or are not directly related to the priority standards. Units are not in logical teaching order.
	Unit Assessments	In addition to Meets the Standard: A process is in place for teachers to review common assessment results as a grade level/span group for the	MAP/EOC alike assessment(s) are provided for each unit that are <i>appropriate (SR, CR, PE)</i> to gauge progress toward the competency of the priority standards.	Few or no assessments are present within the units. Or assessments are not appropriate or provide an accurate picture of knowledge and skills. Or assessments do not

		purpose of instructional change and improvement. Formative assessments are placed within the unit.	Assessment(s) provides the needed accuracy as to what the student knows and is able to do.	address the priority standards.
	Statement	Exceeds Standard	Meets Standard	Below Standard
Alignment/ Content Support	Vertical Alignment	In addition to Meets the Standard: Learning progressions are evident in writing within Units and among standards in the curriculum (Curriculum maps).	Standards and learning outcomes are vertically aligned from grade to grade to represent a logical progression of knowledge and learning throughout the grades.	There is little evidence of vertical alignment of standards or learning outcomes within the written curriculum.
	Horizontal Alignment	In addition to Meets the Standard: Units of study within the course are written to support the learning needed to progress to the next grade or course.	Each Unit of study within the course is written to support the knowledge and skills needed to progress to the next logical unit in sequential order. Units directly reflect the priority standards through teaching and assessment.	Units are not in logical order or show little evidence of supporting learning in sequence. Or units do not support competency in priority standards as a whole.
	Vocabulary	In addition to Meets the Standard: Vocabulary is embedded in units of instruction	A researched, thorough, grade level specific Tier Three list of vocabulary is provided for each grade level and core content area.	Insufficient or no vocabulary is available.
	Pacing Guide	In addition to Meets the Standard: Guide provides the Comprehension Check Spreadsheet and Priority Standard Checklist in subjects that these items are applicable.	Guide provides unit titles in teachable order and number of instructional days needed to teach a complete unit. Pacing denotes “viability” (could be reasonably expected to be taught in the instructional time/days available)	No pacing guide available.

	Statement	Exceeds the Standard	Meets the Standard	Below the Standards
	Activities and Resources	Meets the standard and includes a process for regular review and possible changes to standardized resources (adoption schedule, review committee).	Resources are standardized by content and grade level to provide equal access for students and teachers. Resources support the direct instruction of the priority standards.	Resources are not standardized or not available for teachers or students to have equity of access.
	Additional Content Requirements			

Appendix E: District Board-Adopted Curriculum Policy

Policy 6110

The Board of Education recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board of Education directs the Superintendent to continuously carry out the curriculum development and implementation process to assure curriculum is aligned to the state standards. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in District schools.

However, the Board of Education is responsible for the approval and adoption of curriculum used by the District.

Similarly, the Board may adopt the District's own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain and do not conflict with the standard adopted by the State Board of Education.

Policy 6111

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the District shall satisfy moving District students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

Policy 6113

The design of District curriculum shall follow curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Show-Me-Standards.

Other Board Policies related to Curriculum and Instruction may be found in the 6000s of the Board Policies [Table of Contents](#)

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. The Grandview R-II School District curriculum model is established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent, with assistance from various administrative and instructional staff at building and district levels. Individuals from within and outside of the Grandview R-II School District who are qualified in a designated area of study may be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process, the committee will solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

- ▶ Articulates the curriculum content on a districtwide basis, K-12.
- ▶ Is written in specific terms and can be used by the respective professional staff members.
- ▶ Uses effective methods for presenting the materials to the students.
- ▶ Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
- ▶ Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Appendix F: Curriculum Materials Rating form

Directions: Please read and discuss the criteria outlined below for the materials/program you are evaluating. Carefully consider each question before indicating your rating on the scale of 0-3. Note: "Resource" includes textbooks, printed materials, electronic resources, eBooks, and software.

Completed by: _____ Date: _____

Title: _____ Course/Subject: _____

Level(s): _____

Publisher: _____ Copyright Posted Date: _____

RATING SCALE: 0-Does Not Meet Criteria 2-Partially Meets Criteria 3-Fully Meets Criteria NA-Not Applicable to the course

Criteria #1

The materials and content are research-based with supporting evidence. _____

Criteria #2

The materials support the standards in the MLS or National Standards. _____

Criteria #3

The materials support essential questions, learning targets, assessments and learning activities in the curriculum. _____

Criteria #4

The materials allow teachers to differentiate learning for varying interests and abilities (e.g. multiple presentation styles including the appropriate use of graphics and sound). _____

Criteria #5

Supplemental materials are provided and are well organized to support teaching and learning for challenge as well as remediation of gaps. _____

Criteria #6

The materials include opportunities for technology integration. _____

Criteria #7

Formative and summative assessment materials are available and aligned to MLS or National Standards. _____

Criteria # 8

The materials support equity in society and do not contain stereotypes in regard to race, color, gender, sexual orientation, religion, national origin, disabilities, age, or homelessness. _____

Criteria # 9

The resource adheres to research-based instructional strategies. _____

Criteria # 10

The teacher materials are “user friendly.” _____

Criteria # 11

The materials are cost-effective when compared with other vendors. _____