

**Glencoe School District 35  
OFFICE of CURRICULUM, INSTRUCTION, ASSESSMENT**



**2008 – 2011  
Curriculum Action Plan**

**This document outlines curricular goals and  
timelines for a three-year period.**

## **Curriculum Action Plan for 2008-2011**

The Glencoe School District 35 Action Plan includes Staff Development, Curriculum Review and Revision, and Technology Integration as major considerations. This document outlines curricular goals and timelines for a three-year period. Included in each curricular area are the following considerations:

### **A thorough review of current research-based practices**

The professional committees review research, exemplary programming and practical experience from national, state, regional, and local perspectives. Members determine what is best in the areas of curricular content, instruction, assessment, and resources.

### **An investigation of our own District current practices**

What are our students' needs? What component of this curricular area is in need of revision? How do we compare to outside programs and latest research? Are the expectations in one District grade level classroom aligned to others within the same grade level? Do we have the resources that will allow our students to thrive as learners? Have we made time for professional reflection? These are the types of questions we continue to ask ourselves as we support change within realistic expectations.

### **An examination of all instructional supports**

Textbook, technological, print and non-print resources are all carefully contemplated.

### **A reflection of student assessment and program evaluation practices**

With the end in mind...How will student success be measured? What data can help us make decisions about programming? What are the expected outcomes? These questions are pondered as instructional programs and expectations for student achievement are designed and evaluated. Illinois mandates and standardized student achievement data are considered. Curriculum based measures are incorporated. New technologies and changing instructional practices influence this study.

### **Support for instructional changes through staff development**

Planning for strong professional support is essential to the success of any reform effort. The District is committed to follow-through and support of its teachers as they implement improved instructional techniques. Experts in the field within and outside of the district are utilized to meet routinely with teachers and administrators for easing into new initiatives. Lesson study groups offer sensitive perspectives. On going staff development is key.

### **Link instruction to technological tools**

The use of updated technological tools is examined. Suggested links between content and technology are encouraged in each area of the curriculum.

# LITERACY

## 2008-2011

### **Guiding Principles**

All children can learn to read and write.

Children learn about written language in an environment that is print rich.

Learning is a social process.

Learning is a constructive process.

An organized environment supports the learning process.

Powerful demonstrations are an important part of the learning process.

Children learn best when they are responsible for their own learning.

### **Goals**

We will provide the range of experiences and the instruction necessary to help children become good readers early in their school careers.

We will provide a balanced literacy program for reading and writing. *Students will read a variety of genres and appreciate the different purposes for reading. They will use writing as a tool to make sense of what they read and extend the quality of their reading.*

It is essential to keep up with new information and research regarding how children learn language and become literate. *Students will appreciate the power that reading and writing can have in their lives.*

We will teach students effective strategies they need to become independent. *Students will become strategic readers with a full range of strategies for figuring out words and understanding text.*

It is professional to take time as educators to reflect on curricular programming, instructional strategies, and student outcomes. We will continue to collect periodic writing samples and utilize them as samplings for instructional decision-making and professional development.

We will formulate cross-curricular writing expectations.

<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<p style="text-align: center;"><b>Reading</b></p> <p>The LANGUAGE! Program, in its second year of implementation, continues to offer a research-based literacy curriculum for students with special needs. CBM data for reading fluency will be collected for third year comparisons at all three buildings, all nine grade levels. Pearson's GRADE assessment will be examined by district administration.</p>	<p style="text-align: center;"><b>Reading</b></p> <p>CBM data collection in the area of reading fluency will be completed three times during the year. It will be the fourth year for collecting such data, and comparisons among cohort groups will be more meaningful. The Literacy Committee may wish to examine current curriculum and materials for a formal review. In the next review, a "whole" balanced literacy program is recommended for grades K-6.</p>	<p style="text-align: center;"><b>Reading</b></p> <p>A formal review of curriculum and materials may continue, as literacy committee members revise programming to fit a balanced literacy approach for K-6. Literature selections should also be addressed in K-8, as particular books are "protected" for specific grade level instruction. Support for any new materials may come from an educational consultant from publishers. Summer support might also be planned for 2011-2012 implementation.</p>
<p style="text-align: center;"><b>Writing</b></p> <p>Periodic writing samples will be collected from students three times yearly. Building grade level/subject area teams will meet with Dr. Heggerty, in the fall after the first collection, to concentrate on meeting state standards. Teams will cross grade levels to examine and review samples. In grades K-2, "Handwriting Without Tears" will be implemented. A new curriculum guide is available on line to practitioners. 6+1 Traits of Writing will be added to K-6 teachers' tools.</p>	<p style="text-align: center;"><b>Writing</b></p> <p>Periodic writing samples will continue to be analyzed by building grade level/subject area teams. Training will be arranged for authentic experiences through articulation, modeling of lessons, or consulting. A district articulation for writing is recommended for all teachers of writing. "Handwriting Without Tears" may be implemented in grades 3 and 4. Dr. Heggerty is utilized when needed by specific teaching teams.</p>	<p style="text-align: center;"><b>Writing</b></p> <p>Periodic writing samples will continue to be analyzed by cross building grade level/subject area teams. Training will be arranged for authentic experiences through articulation, modeling of lessons, or consulting. Grade level coupling for articulation will occur during this school year.</p>
<p style="text-align: center;"><b>Word Study</b></p> <p>The Houghton Mifflin 2006 "Spelling and Vocabulary" authored by Drs. Bear and Templeton will be implemented in grades 3-6. Parents will receive information at Open Houses and through a fall parent chat.</p>	<p style="text-align: center;"><b>Word Study</b></p> <p>In its second year of implementation, the spelling and vocabulary programming in grades 3-6 may need additional support for grade level consistency. Teachers will be provided opportunities for articulating instructional strategies that are working.</p>	<p style="text-align: center;"><b>Word Study</b></p> <p>Through the Literacy Committee and team meetings, identify needs and revise programs as necessary.</p>

# MATHEMATICS

## 2008-2011

### **Guiding Principles**

Mathematics is coherent and well articulated across the grade levels.

Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

Problem solving, investigation, reasoning and communicating will be balanced with computation and fact recall experiences.

Metacognitive strategies will be encouraged.

### **Goals**

We will teach the mathematics curriculum utilizing a spiral approach. *Students will have numerous opportunities to become secure with each concept.*

We will teach for increased meaning and real world connections. *Students are guided to understand the underlying principles of the mathematics taught. They are led to understand their own problem solving choices.*

Learning goals for each grade level will provide guidance for instructional timelines. *Students will revisit concepts as prescribed by teacher-selected programs, which include follow-up and review.*

Meeting varying needs of students is important. *Students will have opportunities to extend their experiences when appropriate.*

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<p data-bbox="305 312 532 348"><b>Mathematics</b></p> <p data-bbox="235 357 597 936">The 2007 edition of <i>Everyday Mathematics</i> will be implemented in grades K-5, and continued in grade 6. Support for new materials will come through institute day instructional planning and summer inservices. A parent education program is planned for September. ISAT analysis continues. The math committee will share instructional strategies in dealing with the updated version of <i>Everyday Mathematics</i>.</p>	<p data-bbox="695 312 922 348"><b>Mathematics</b></p> <p data-bbox="625 357 987 909">Seventh and eighth grade staff may need to select new materials, based on availability of the <i>Gateways</i> edition being used. The math committee may plan a district wide family math event that can be hosted at each building, or in one location. The program should utilize components of the new math program edition and include a differentiated learning approach. Including K-8 in this effort is a primary goal.</p>	<p data-bbox="1084 312 1312 348"><b>Mathematics</b></p> <p data-bbox="1015 357 1377 699">The math committee, under the direction of the curriculum administrator, will monitor the affects of <i>Everyday Mathematics</i> in K-6, enrichment programs at all levels, and the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum/materials as needed.</p>

# SOCIAL STUDIES

## 2008-2011

### **Guiding Principles**

An interdisciplinary approach for learning content is utilized.

The Social Studies program helps students become thinking, decision-making, concerned citizens of the world.

A broad based curriculum is offered that includes the five strands of social studies: politics, economics, history, social science, and geography.

Yearly themes are maintained as essential questions. Students revisit essential questions to bring greater meaning to the yearly scope of study units.

Recurring problem solving issues called “impacts” will also be written into the curriculum. These questions serve as global issues pertaining to each essential question. Students will identify problems and discuss alternative solutions and their consequences throughout the yearly study as units change.

### **Goals**

Unit questions and performances will serve as organizers for academic content.

*Students will learn concepts through higher level critical questioning and thinking. They will be guided to a broad understanding of political and economic systems. They will better understand events, trends, personalities, and movements in history. They will learn local, state, national and world geography. Students will study concepts of social science to help them interpret human actions and prepare for careers and lifelong learning.*

The classroom atmosphere will be conducive to higher level questioning and discussion. Students will seek truth and meaning through safe, collaborative frameworks.

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<p data-bbox="289 281 548 317"><b>Social Studies</b></p> <p data-bbox="233 359 597 1052">The professional committee will meet as needed to share instructional strategies and review curricular frameworks. Special projects will be shared through the committee (i.e., WWII “Glencoe Remembers”) A meeting in the fall will serve to review curricular guidelines and expectations. Sixth grade unit questions and performances will be published in the fall. Summer articulation between LA and SS teachers will be shared and cross-curricular goals set.</p>	<p data-bbox="678 281 938 317"><b>Social Studies</b></p> <p data-bbox="623 359 987 737">Lesson study groups and teaming will be encouraged to see revisions and new materials in action. There are several similar units of study that could be compared from one grade level to another. The professional committee will decide what action is necessary.</p>	<p data-bbox="1068 281 1328 317"><b>Social Studies</b></p> <p data-bbox="1013 359 1377 1085">Teachers will meet again in the fall to review cross curricular expectations, especially in the areas of writing, public speaking, research, ERR, and Literature Connections alignment. The professional committee will meet as needed to share instructional strategies, materials, and to review curricular frameworks. Articulation may be key this year to keep curriculum aligned and alive. Lesson study group results should be shared publicly through Board of Education meetings and team meetings.</p>

# SCIENCE

## 2008-2011

### **Guiding Principles**

Life, physical and earth science strands are included in the K-8 program.

The program emphasizes science as inquiry and includes technological design concepts.

The program builds personal knowledge from the students' own experiences and higher-level questioning/critical thinking.

The program engages the learner in active participation through the use of discovery kits, projects and activities.

The use of current technological tools is important in bringing greater meaning of concepts to students.

Process skills form the core of inquiry-based, hands-on learning.

### **Goals**

The elements of scientific inquiry are taught through experience. *Students will make observations, ask questions, describe patterns, collect data, and communicate findings.*

Technological design is an integral part of the instruction.

*Students will use a variety of tools and explain how they help do work. They will use hand lenses, balances, thermometers, rulers, microscopes, computers, and SMARTBoards, among others.*

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<p data-bbox="347 245 490 279" style="text-align: center;"><b>Science</b></p> <p data-bbox="235 323 594 909">An Environmental Education map will be created and published for each grade to show district's concern for global issues and attention to responsible citizenship. Lesson study groups will be formed to refine instruction, especially between grades that share a curricular area. Also encouraged will be further multi-age experiences among students who study similar units in different grade levels.</p>	<p data-bbox="737 245 880 279" style="text-align: center;"><b>Science</b></p> <p data-bbox="625 323 980 737">A focus on technological tools and their uses in the science classroom will be highlighted and shared through several forums. ISAT monitoring will continue. This may be a good year for district articulation on science topics for K-8. The professional committee will meet as needed.</p>	<p data-bbox="1127 245 1269 279" style="text-align: center;"><b>Science</b></p> <p data-bbox="1018 323 1377 945">In committee, share grade level expectations to decide if more formal revision is necessary. How have the units developed in 2006 progressed? Are new teammates supported in their efforts to teach the curriculum? Do we have the technological tools for advancement in the area of science? Are our teachers comfortable with science? What's new in the field that we need to know about? What is the literature saying? Who will represent us at NSTA conventions?</p>

# PHYSICAL DEVELOPMENT and HEALTH 2007-2010

## **Guiding Principles**

Physical Education and Health make unique contributions to students' physical development and significantly contributes to their social, emotional, and intellectual needs.

Students need to learn the importance of caring properly for the body, as well as how to use the body more efficiently.

Students must prepare early for healthy lives, remain active and fit, and develop an understanding of lifetime wellness.

Daily, vigorous physical activity increases physical fitness and contributes significantly to cognitive fitness.

A positive attitude toward an active, healthy lifestyle will contribute to the development of an optimum level of wellness, now and in the future.

Emphasis needs to be placed on making activities age-appropriate, exciting, enjoyable, rewarding, and challenging within a physically and emotionally safe environment.

The learning environment must be one that motivates, encourages and contributes to the development of healthy attitudes toward wellness.

## **Goals**

### **Students who have been educated in the Glencoe School system...**

...enjoy a healthy mind and body while understanding the benefits of physical fitness and the importance of healthy choices.

...possess a positive attitude toward life and display positive leadership and role modeling.

...are team players who can successfully work or play with a wide variety of people and in many different circumstances.

...develop individual skills to enhance confidence to participate, without limitations, in activities of their choosing.

...apply decision-making skills related to self-health promotion and protection.

...can explain the effects of health related actions on the body systems.

...understand the science of the body.

...demonstrate essential skills in enhancing healthy and avoiding dangerous physical and social situations.

2008-2009	2009-2010	2010-2011
<p data-bbox="248 245 589 321"><b>Physical Education and Health</b></p> <p data-bbox="235 367 589 1016">A second annual Health Bowl Challenge is recommended to highlight this curricular area, and involve fifth and sixth graders. Health agencies will be included as a mini-health fair, infused into the existing family nights at Central. PE teachers at Central will expand their golf unit newly created last year for 7<sup>th</sup> and 8<sup>th</sup> graders. Classroom teachers will receive health instructional packets designed over the summer to target state standard alignment from K-6 in nutrition.</p>	<p data-bbox="638 245 979 321"><b>Physical Education and Health</b></p> <p data-bbox="625 367 979 884">It is recommended that a small sub-committee study the usage of K-6 nutrition health packets. Work with New Trier's PAC to focus on another of the wellness strands. A district-wide health fair may be hosted in the Fall or Winter of this school year. The professional committee continues to meet regularly to discuss issues related to curriculum, instruction, and assessment.</p>	<p data-bbox="1027 245 1369 321"><b>Physical Education and Health</b></p> <p data-bbox="1015 367 1369 709">The possibility of preparing and instituting another student survey will be explored. The professional committee will discuss public relations growth. A look at family fitness weeks and/or evenings for the possibility of expanding or revising will be encouraged.</p>

# MODERN LANGUAGE

## 2008-2011

### **Guiding Principles**

There are cognitive, academic, and social advantages for learning a foreign language early in one's school career.

Learning a foreign language may have positive affects on standardized test achievement, greater mental flexibility, and the development of a sense of cultural pluralism.

The earlier instruction begins, the better the child's success with the target language.

Children with special needs should be offered opportunities to learn a foreign language whenever possible.

Students will have exposure to modern language that will include cultural and language lessons.

To build a proper foundation, students' preparation for future study, curriculum and materials will coincide with New Trier Township High School and township schools' offerings.

### **Goals**

In grades K-4, modern language units of study and goals lay a strong foundation for upper grade instruction. Students attain language skills and shape their attitudes and responsibilities for learning another language. Instructional minutes for language learning will be optimized. Classroom teacher support is vital for maintaining academic growth.

Teachers will gather information early about their students' interests and learning needs.

Department articulation and regular meetings encourage teamwork and collaboration across the grade levels.

Fifth graders will study Spanish exclusively for greater transitioning and for a richer, more conversationally based curriculum. In sixth grade, students may switch to French or continue with Spanish.

The department works continually to build relationships among other instructors from other disciplines to offer suggestions for support of modern language instruction. The

department is committed to sharing goals and assessment with parents so that expectations are clear and concise.

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<p data-bbox="256 384 581 426"><b>Modern Language</b></p> <p data-bbox="232 464 602 911">After new hires and some change of assignments, this department will implement recommendations made last year during the intensive curricular review. Student surveys will be developed, presented, collected, and evaluated for future programming insight, twice yearly, fall and spring. Parent education and chat will be hosted in January.</p> <p data-bbox="232 915 602 1262">A smaller scale family event is recommended for grades 2,4,5,6,7 and 8 for sharing culminating language activities. K-6 classroom teacher support will begin through unit sharing, word walls, labeling of classrooms, new literature, and games available.</p> <p data-bbox="232 1266 602 1606">Goals and assessments are published. New materials are available for 5<sup>th</sup> and 6<sup>th</sup> graders. Since fifth graders now study Spanish only, materials and programming should be formally evaluated. Visits to others' classrooms will be encouraged.</p>	<p data-bbox="646 384 971 426"><b>Modern Language</b></p> <p data-bbox="621 464 992 1262">The professional committee will continue to meet on a regular basis to share instructional strategies and public relations tips. The fifth grade Spanish program will be reviewed for effectiveness and impact on French. Enrollment numbers at Central in grades 6,7, and 8 will be compared. A parent survey may be in order for more insight to programming changes. Decide whether to continue study surveys, or if those from last year gave enough information for the immediate future. Classroom support should be examined and the primary focus for summer work.</p>	<p data-bbox="1036 384 1360 426"><b>Modern Language</b></p> <p data-bbox="1011 464 1382 879">The professional committee will continue to meet on a regular basis to share instructional strategies and public relations tips. The fifth grade Spanish program will be evaluated once again for effectiveness and impact on French. Enrollment numbers at Central in grades 6,7, and 8 will be compared.</p>

# FINE ARTS

## 2008-2011

### **Guiding Principles**

Those who have received a balanced and sequential fine arts program of music and art instruction in school are able to derive far more satisfaction from the arts than those who have not.

Each student shall have the opportunity to learn to perform, create, and appreciate the arts.

Each student should become familiar with techniques and literature of the arts and should acquire a basis for developing informed musical and artistic understanding, taste, and judgment.

The study of music and art provides students a unique vehicle for achieving excellence either alone or in cooperation with others.

### **Goals**

In art, emphasis is placed on innovation and experimentation. Students will discover new ways to use existing materials, investigate new materials that could be used, find new subject matters, and evaluate process and product.

Art activities are designed to address the developmental abilities of the students and build upon past experiences. Students are encouraged to expand their expressive talents and work at their own pace within the framework of the program.

Musical experiences are varied throughout the grades. Students will develop musical skills, knowledge, understand, and attitudes to carry with them through their lives.

Musical activities are designed to introduce and reinforce musical concepts and skills. Students take part in singing, listening, reading, playing instruments, moving, analyzing, and creating.

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<p data-bbox="297 312 545 348"><b>Art and Music</b></p> <p data-bbox="235 394 594 1180">Meet periodically to share projects and activities for a connection among fine arts experiences. Discuss needs of each department at each site, and work through the professional committee whenever possible to achieve goals. In the fall, establish concert guidelines. An accompanist will be hired for choral concerts, as needed. With new art teachers, encourage meeting regularly on alternate Mondays in the various art classrooms. Assistant Supt. to attend on occasion. Summer hours will be awarded in '08 for articulation among art teachers.</p>	<p data-bbox="686 312 935 348"><b>Art and Music</b></p> <p data-bbox="625 394 997 701">Through the professional committee, identify times for meetings with each department to create a reformed curriculum guide for art and music. Utilize experiences of new staff members and experienced perspectives.</p>	<p data-bbox="1081 312 1330 348"><b>Art and Music</b></p> <p data-bbox="1019 394 1369 632">Complete the curriculum guides and publish on intranet. Continue to meet to share projects and activities for a connection among fine arts experiences.</p>