









# Curriculum Board Workshop

November 6, 2024

# Fall 2024 Curriculum Workshop

1. Current Curriculum Overview & Key Items
2. Competency-Based Learning
  - a. What, When, and How
3. ELA Resource Review

LEARNING/WORK	PHASE 1	PHASE 2	PHASE 3
IDENTIFY STANDARDS			
DEVELOP COMMUNICATION PLAN			
CREATE/ANALYZE/EDIT PROFICIENCY SCALES			
ANALYZE/ALIGN ASSESSMENTS			
UTILIZE SCALES FOR INSTRUCTIONAL DESIGN			
UTILIZE SCALES WITH STUDENTS			
SHARE SCALES WITH FAMILIES			
REPORT ACADEMIC PROGRESS WITH SCALES			



**Define  
Competencies**

**Shared Vision**

**Supportive  
Culture**

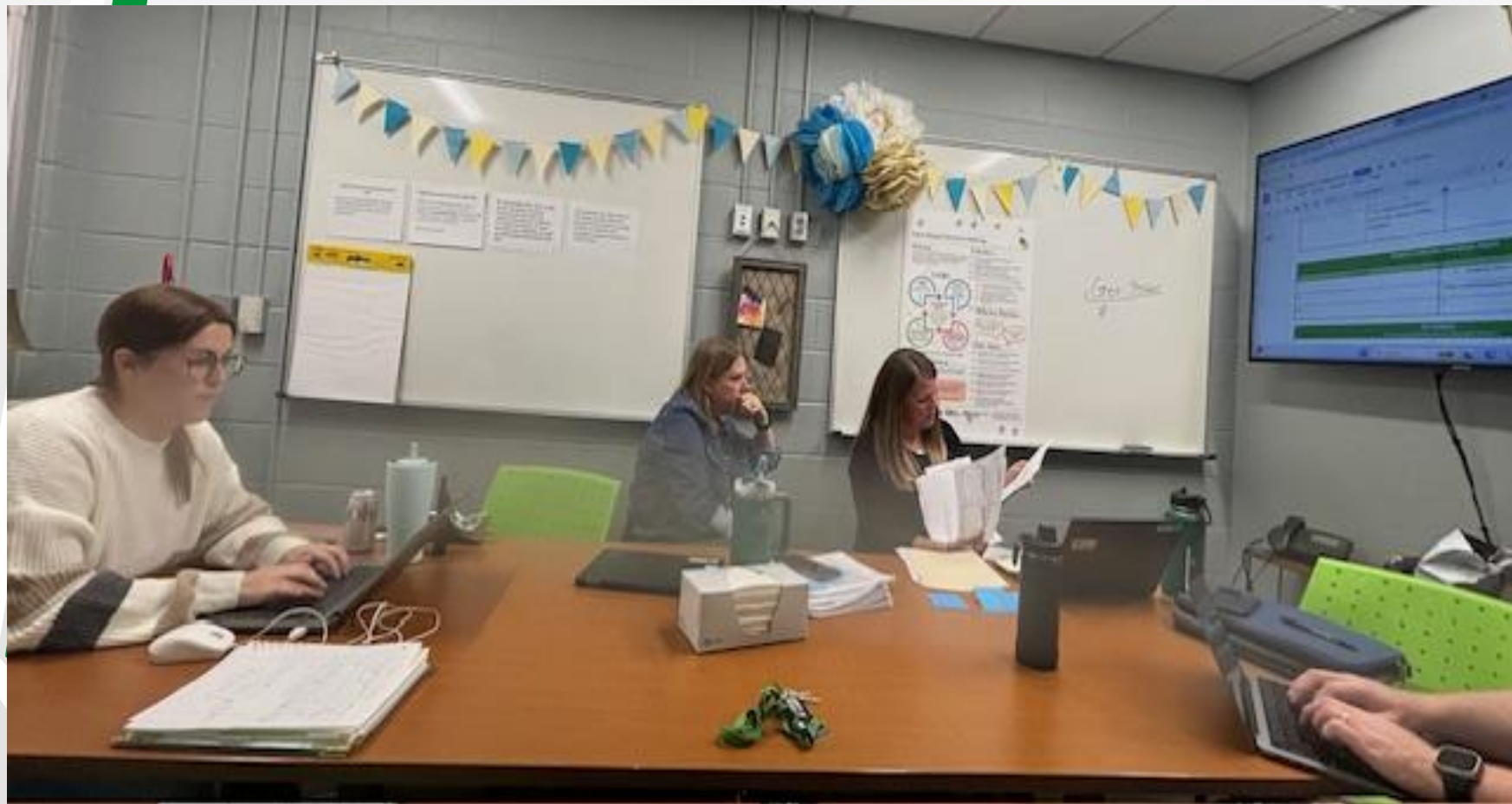
# Guaranteed

All students enrolled in the same class, course, or grade level be exposed to the same rigorous curriculum **regardless of the teacher to whom they are assigned.**

# Viable

The curriculum can be taught in the **allotted amount of time in which to teach it.**

**"To cover all this content, you would have to change schooling from K-12 to K-22."  
-Marzano**



# Priority Standards

A carefully selected **subset** (10-15) of the total list of the grade-specific and the course-specific standards within each content area that **students must know and be able to do by the end of the school year**, so they are prepared for the next grade or course.



# SSD Curriculum & Instruction

Home

Proficiency Scales

Priority Standards

iReady Diagnostic Resources

Grade Levels

Elementary Curriculum

Secondary Curriculum

# CURRICULUM & INSTRUCTION

**Elementary Curriculum**

**Secondary Curriculum**





# Proficiency Scale

Tool that displays a collection of related learning targets and scores for determining the level of performance

**Providing proficiency scales and tracking students' progress on those scales allow for the celebration of two types of success: status and growth. –Marzano**

SSD 5 <sup>th</sup> Grade English Language Arts	
Unit:	Content/Grade Level 5th Grade English Language Arts
Standard: 5.R.2.A.b	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama Fiction  <b>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</b>
4.0	Independently met the learning target and demonstrated in-depth applications beyond what was taught.
3.5	Independently met learning target and demonstrated in-depth applications beyond what was taught with partial success.
3.0	Independently met the learning target for the concept or skill being taught. The student exhibits no major errors or omissions.  <ul style="list-style-type: none"> <li>Explain the <u>theme</u> or <i>moral lesson</i> in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> <li>Explain the <u>conflict</u> in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> <li>Explain the <u>resolution</u> in a story of novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> </ul>
2.5	Demonstrates understanding of most concepts or skills; however, errors or omissions are evident.
2.0	Demonstrates understanding of simpler concepts or skills; however major errors or omissions are evident.  <ul style="list-style-type: none"> <li>Identify the theme using details from the text</li> <li>Connect the problem in the story to what the character learned or what the author wants the reader to learn to determine theme</li> <li>Analyze character traits and motivations</li> <li>Make connections among events or details</li> <li>Make inferences supported with textual evidence</li> <li>Use cause and effect to understand the connection between past and future events.</li> </ul>
1.5	Even with help, the student is substantially behind in terms of meeting the learning target. Unable to recall most fundamental concepts without prompting.
1.0	Even with help, no understanding of skill demonstrated.
0	No evidence

3.0	Independently met the learning target for the concept or skill being taught. The student exhibits no major errors or omissions.  <ul style="list-style-type: none"> <li>Explain the <u>theme</u> or <i>moral lesson</i> in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> <li>Explain the <u>conflict</u> in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> <li>Explain the <u>resolution</u> in a story of novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> </ul>
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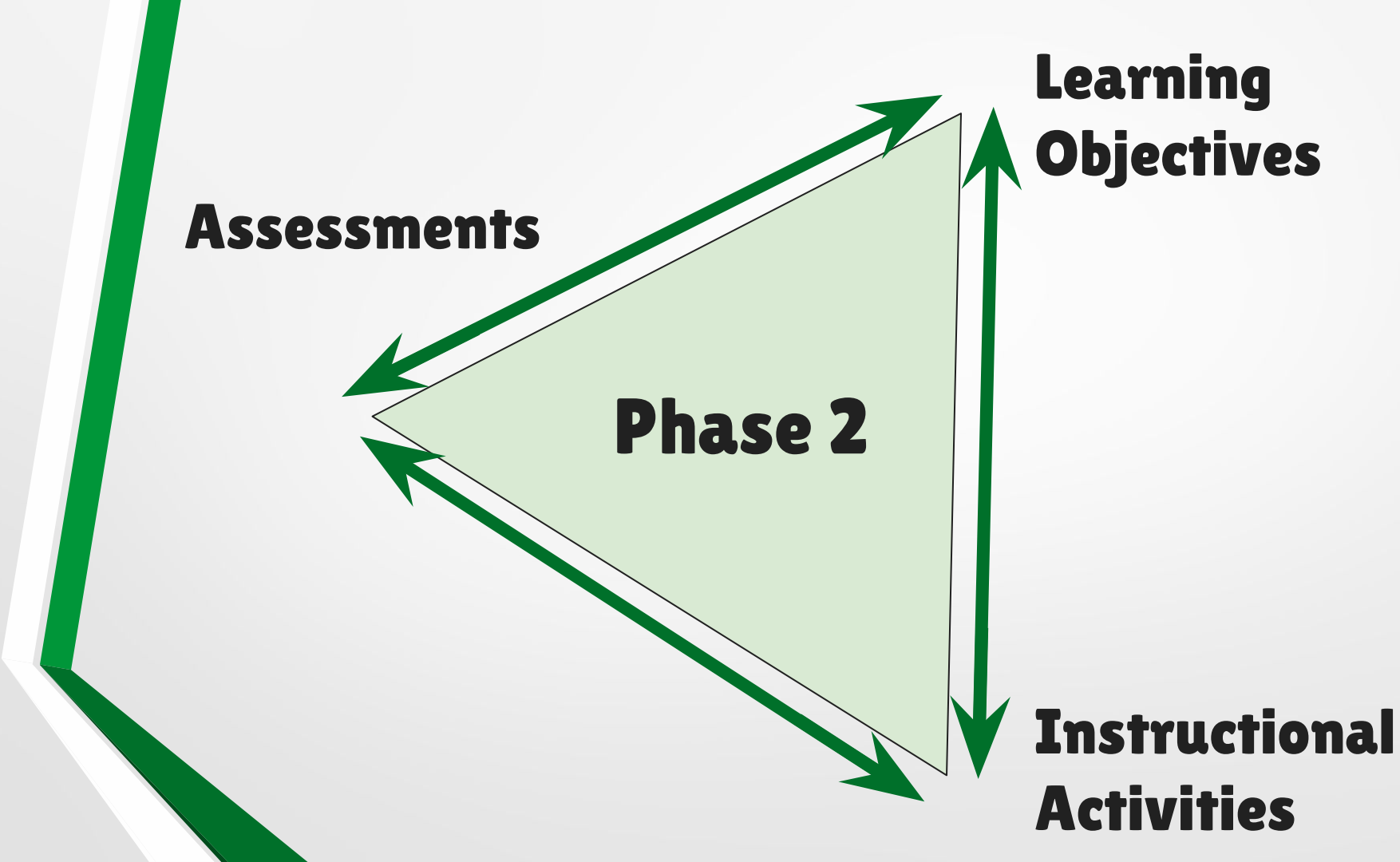
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**Student  
Learning**

**Assessment**

**More  
Learning**



**Assessments**

**Phase 2**

**Learning  
Objectives**

**Instructional  
Activities**



**Student  
Learning**

**Self-  
Assessment**

**Reporting**

# Intended Outcomes

- Clarity - Transparency - Alignment
- Student Ownership and Agency
- Accurate Reporting of Learning

## **ELA Resource Review 24–25**

- It has been over ten years since the literacy department of Smithville School District has conducted a Resource Review.
- It is best practice to review our instructional practices to ensure we are meeting the needs of our learners.
- The current practice of balanced literacy does not allow for the systematic and explicit instruction that research and evidence state is needed for impactful literacy instruction.
- The need of access to instructional materials and resources to obtain a guaranteed and viable curriculum.
- Literacy instruction is multifaceted.

# Learning

Educate teachers on what research says about strong instruction.

- Book study
- Collaboration with the University of Missouri
- Choice books

# Decision

Blend the research and our knowledge of the students in our classroom to design literacy instruction that will ensure all learners are successful.

- Analyze resources
- Pilot in selected classrooms
- Plan for 25-26 rollout



## **Intended Outcome**

- Create an instructional model for literacy instruction
- Guaranteed and viable curriculum
- Support all learners
- Select high quality instructional resources



**Thank you!**