

Grades 6-8 English/Language Arts

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: 6-8 ELA

Link to Missouri Learning Standards for English/Language Arts ([Grades 6-12](#))

Curriculum Committee Meetings This Year: 2 full-day meetings

October 22 (NKMS)

- Review Research & Program Evaluation
- Construct Units & Essential Questions

December 3 (with 9-10 English)

- Summative Assessment Guide & Rubrics
- Scope & Sequence

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. How can I read and study texts to help build my skills and strategies as a writer and thinker?
2. How do I read, question, and collect ideas from texts to make sense of myself and the world?
3. How can I use my voice in writing and speaking to communicate ideas and experiences?

Grade 6

- *Narrative Writing Power Standards*
- Research Writing
- Reading Informational & Literary Text
- Speaking & Listening
- Collaborating & Presenting

Grade 7

- *Expository Writing Power Standards*
- Research Writing
- Reading Informational & Literary Text
- Speaking & Listening
- Collaborating & Presenting

Grade 8

- *Argumentative Writing Power Standards*
- Research Writing
- Reading Informational & Literary Text
- Speaking & Listening
- Collaborating & Presenting

Next Steps and Meeting Dates

- January 22 (ASC)
 - Pacing Guide/Scope & Sequence
 - Summative Assessment Guide & Rubrics
 - Review & Select Resources

Grades 9-10 English

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: 9-10 English

Link to Missouri Learning Standards for English/Language Arts ([Grades 6-12](#))

Curriculum Committee Meetings This Year: 3 full-day meetings

October 29

- Essential Questions

November 19

- Score & Sequence

December 3 (with 6-8 ELA)

- Summative Assessment Guide & Rubrics

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

9th grade: Inquiry and Expression

- Who am I as a reader, writer and thinker?
- What is ethical?
- What is moral?
- What do I wonder?
- How do I express my opinion?
- How do I understand myself through stories?
- How do I draw upon my knowledge and experiences to make a contribution?
- How can I use reading and writing to live an examined life?

10th grade: Power and Change

- How do I evolve as a reader, writer and thinker?
- When do ethics change?
- When do morals change?
- How do I use logic to question?
- How do I navigate conflict with integrity?
- How can stories change me, my community and the world?
- How do I use power to create change?

Next Steps and Meeting Dates

- January 14 - Review Resources

Contemporary Issues and Project-Based Historical Inquiry

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: Contemporary Issues and Project-Based Historical Inquiry

Links to [Missouri Learning Standards for Social Studies \(Grades 6-12\)](#) and [College, Career, and Civic Life \(C3\) Standards](#)

Course Description: This semester course is meant for students interested in writing, research, history, literature, film production, theater, humanities (philosophy, sociology, psychology, anthropology, etc.), journalism through a historical lens. Throughout the semester students will develop research projects of their choosing based upon a common theme while at the same time practicing historical thinking skills in the examination of contemporary issues. Students will develop a thesis, research and analyze source material, and express this work through a summative final project that is clear, persuasive, and creative.

Grade Level: 10-12

Curriculum Committee Meetings This Year: 2 full-day meetings

- October 28 (Full Day)
- November 18 (Full Day)

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. Developed a curricular scope & sequence of three different units within the semester course.
2. Examined national standards, state standards, and C3 standards and used them to inform course development.
 - **Scope & Sequence:**
 - Unit 1: Students examine relevant contemporary issues while practicing critical inquiry and research on relevant topics.
 - Unit 2: Students take ownership of the topics covered and the research they decide to conduct. During this unit, students will create annotated bibliographies specific to their individual or group topic.
 - Unit 3: Dedicated to student work on their individual/group projects. In this unit, students will take the work from Unit 2 and begin to apply it by communicating conclusions and taking informed action. Students will collaborate with others and communicate and critique their conclusions in public venues.
3. Developed essential questions and big ideas for the course:
 - **Essential Questions:**
 - For what end(s) should we analyze source materials to inform our perception of contemporary events?
 - To what extent does the past influence the present?
 - Is it possible to use historical inquiry to impact the contemporary world?
 - What is the most effective way to convey historical context and understanding?
 - In what ways does bias/perspective drive historical narrative?
 - **Big Ideas:**
 - EVIDENCE: Deconstruct sources of evidence to generate an informed conclusion/construct meaning.
 - RESEARCHED EVIDENCE: Independently select, evaluate, and organize varied sources of evidence to generate an informed conclusion/construct meaning.
 - ARGUMENT: Create reasoned arguments using critical thinking
 - Compare/Contrast
 - Draw a Conclusion
 - Cause/Effect
 - Continuity & Change Over Time
 - ACTION: Generate a plan to take informed action to impact their community and/or participate in the problem-solving process.

Next Steps and Meeting Dates

- February 18: Continue to create & align assessments; examine curricular resources and/or training necessary to support curriculum development.

Economics

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: Economics

Links to [Missouri Learning Standards for Social Studies \(Grades 6-12\)](#) and [College, Career, and Civic Life \(C3\) Standards](#)

Course Description: This course introduces students to basic economic concepts associated with our free enterprise/capitalistic economy. Basic principles included in the course include scarcity, production, distribution, consumption, supply/demand, inflation, recession, business, labor, and banking. Students will have the opportunity to learn through independent research and discussion.

Grade Level: 10-12

Curriculum Committee Meetings This Year: 2 full-day meetings

- October 28 (Full Day)
- November 18 (Full Day)

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. Developed a curricular scope & sequence of four different units within the semester course.
 - **Scope & Sequence:**
 - Unit 1: Understanding Elements of the Economy
 - Unit 2: Market Economies
 - Unit 3: Measuring Performance in the United States Economy
 - Unit 4: International Trade & Global Markets
2. Examined national standards, state standards, C3 standards, and Federal Reserve standards and used them to inform course development.
3. Developed unit essential questions and determined unit enduring understandings.
 - **Essential Questions:**
 - How are resources best allocated?
 - Who determines what should be produced?
 - How do you measure the success of the economy?
 - What role does government play in the economy?
 - Why do countries trade?
 - **Enduring Understandings:**
 - Economic decision-making requires making choices about cost, benefits, and allocation of resources.
 - Economic institutions evolve in a market economy to help individuals and groups accomplish their goals.
 - There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs.
 - Economic systems vary from country to country.

Next Steps & Meeting Dates

- February 18: Continue to develop assessments and examine curricular resources and/or training necessary to support curriculum development.

Psychology

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: Psychology

Links to [APA National Standards for High School Psychology](#) and [College, Career, and Civic Life \(C3\) Standards](#)

Course Description: This course is designed to introduce students to fundamental psychological concepts including theoretical perspectives, brain, behavior, personality, and development and abnormal psychology.

Grade Level: 10-12

Curriculum Committee Meetings This Year: 2 full-day meetings

- October 28 (Full Day)
- November 18 (Full Day)

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. Developed a curricular scope & sequence of six different units within the semester course.
2. Examined national standards and C3 standards and used them to inform course development.
 - **Scope & Sequence:**
 - Unit 1: History, Perspectives, and Research Methods
 - Unit 2: Social Psychology
 - Unit 3: Personality
 - Unit 4: Learning
 - Unit 5: Abnormal Psychology & Treatment
 - Unit 6: Thinking/Memory
3. Developed course goals & objectives, unit & lesson essential questions, and unit & lesson enduring understandings aligned to national and C3 Standards.

Next Steps & Meeting Dates

- February 18: Continue work on overarching essential questions for the course, continue to create & align assessments, and examine curricular resources necessary to support curriculum development.

Sociology

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: Sociology

Links to [American Sociological Association's National Standards](#) and [College, Career, and Civic Life \(C3\) Standards](#)

Course Description: Sociology is the study of human behavior in groups which range from two people to societies of millions of people. Students will gain an understanding of important sociological concepts such as culture, socialization, status, role and group dynamics. Students will use the tools and techniques of sociology along with audiovisuals, group discussions, and simulations to investigate and analyze human relationships.

Grade Level: 11-12

Curriculum Committee Meetings This Year: 2 full-day meetings

- October 28 (Full Day)
- November 18 (Full Day)

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. Developed a curricular scope & sequence of four different units within the semester course.
2. Examined national standards and C3 standards and used them to inform course development.
 - **Scope & Sequence:**
 - Unit 1: The Sociological Perspective and Methods of Inquiry
 - Unit 2: Social Structure: Culture, Institutions, and Society
 - Unit 3: Social Relationships: Self, Groups, and Socialization
 - Unit 4: Stratification and Inequality
3. Developed course goals & objectives, essential questions & enduring understandings
 - **Course Goals and Objectives:**
 - Students will understand and apply knowledge of major sociological ideas and processes in positive relationships with friends, family, coworkers and citizens.
 - Students will understand and evaluate interactions between social groups on racial, ethnic, religious, gender, political and other issues.
 - Students will learn how to conduct a sociological scientific research project.
 - Students will understand how we both create and are created by society.
 - Students will understand the concept of multiple perspectives and examine major social issues and problems from different frameworks.
 - **Essential Questions:**
 - What is the value of the sociological perspective?
 - To what degree does social interaction determine who we are?
 - Why do we act the way we do in social settings?
 - What is the relationship between the sociological perspective and other social sciences such as economics, psychology?
 - What are the scientific foundations of sociology?
 - What are some applications of sociological thought?

Next Steps & Meeting Dates

- February 18: Continue defining unit essential questions, create & align assessments, and examine curricular resources necessary to support curriculum development.

Black Experience in America

Curriculum Review Council – Progress Summary
December 17, 2019

Title of Course: Black Experience in America

Links to [Missouri Learning Standards for Social Studies \(Grades 6-12\)](#) and [College, Career, and Civic Life \(C3\) Standards](#)

Course Description: This course will provide a challenging, in-depth study of the Black American experience. Studies will highlight the early Black culture and the African Diaspora around the world. Students will gain a greater understanding of the diverse political, social, economic, and religious heritage that people of African descent share, as well as special obstacles Black Americans have had to overcome in their pursuit of opportunity and identity in America.

Grade Level: 11-12

Curriculum Committee Meetings This Year: 2 full-day meetings

- October 28 (Full Day)
- November 18 (Full Day)

Summary of Work Completed (Big Ideas, Essential Questions, Scope & Sequence)

1. Developed a curricular scope & sequence of four different units within the semester course
2. Examined national standards, state standards, & C3 standards to inform course development
 - **Scope & Sequence:**
 - Unit 1: Migration and the Beginnings of the African American Identity (Identity & Geography)
 - Unit 2: Socio-Economic Contributions to the Development of the African American Identity (Identity/Culture-Economics)
 - Unit 3: Political and Legal Contributions to African American Identity (Government)
 - Unit 4: Movements Leading to Continuity and Change in the African American Identity (History)
3. Developed unit essential questions, unit learning goals, and big ideas for the course
 - **Big Ideas:**
 - EVIDENCE: Deconstruct sources of evidence to generate an informed conclusion/construct meaning.
 - RESEARCHED EVIDENCE: Independently select, evaluate, and organize varied sources of evidence to generate an informed conclusion/construct meaning.
 - ARGUMENT: Create reasoned arguments using critical thinking
 - Compare/Contrast
 - Draw a Conclusion
 - Cause/Effect
 - Continuity & Change Over Time
 - ACTION: Generate a plan to take informed action to impact their community and/or participate in the problem-solving process.

Next Steps & Meeting Dates

- February 18: Continue work on overarching essential questions for the course, create & align unit assessments, and examine curricular resources necessary to support curriculum development.