

District Pacing Guides

This study investigated the influence of teachers' historical perspectives, their beliefs about instructional methods, and the impact of the contextual factors in shaping the enacted curriculum and the instructional methods utilized by three middle school teachers in teaching about the Civil War era. Data gathered included interviews with teacher-participants, administrators, non-participant teachers, field notes from classroom and school-wide observations, and curricular, departmental, and faculty documents. These data were analyzed to understand the factors that influenced teacher decision-making regarding their representations of actors and events in the antebellum period, the Civil War, and Reconstruction and their choice of instructional methods. Analysis of the enacted curriculum indicated significant differences in the three teachers' representations of the antebellum period, the Civil War, and Reconstruction as a result of their varied perspectives on these historical events. However, the importance of slavery as one cause of the Civil War was evident in all three teachers' accounts of the Civil War. Analysis of the teachers' decisions regarding instructional methods indicated that all three teachers viewed direct instruction as the most appropriate method for teaching history to their students, although this was also informed by the need to conform to the district's pacing guide for 8th grade history and to convey historical content to their students as efficiently as possible. In this way the pacing guide, a subtle yet important influence on all three teachers' practice, demonstrated the significance of high stakes accountability as a context that shaped teachers' curricular and instructional decisions. Main findings include the significance of all three teachers' presentation of the complex nature of Reconstruction as the extension and then denial of rights to African Americans, which served to reinforce the idea that the Civil War was tragic and provided a context to better understand the Civil Rights Movement of the mid twentieth century. Additionally, all three teachers' use of direct instruction resulted in presenting history as factual and inevitable. The absence of contingency, the notion that historical events could have had alternative outcomes, represented the history of the Civil War era as part of a preordained narrative of progress.

"HELP! My Students Can't Write!" Why You Need a Writing Revolution in Your Classroom and How to Lead It. The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, TWR can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities TWR is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content. The Saturday Enrichment Program (SEP) was an idea conceived by the faculty at a large university in partnership with a surrounding school district that is characterized as urban. The idea of the SEP was to create a whole extra day of learning for students that was a departure from the regular routine of Monday through Friday class. The SEP was designed to be a more relaxed, hands-on, student driven program that followed a Project Based Learning (PBL) philosophy. The teachers were pre-service teachers (PSTs) from the university. This study sought to

answer the research question; what are the perceptions of the participants (students, parents, administrators, university faculty, and pre-service teachers) regarding the impact of the SEP? The sub-questions that shaped the analysis were; what were the attitudes of learners toward learning? And how did learners participate in the SEP? Through a secondary analysis of case study research data previously collected by the researcher from 2005-2010, it was found that most participants considered the SEP a quality learning experience. This was shown through observations of regular attendance and participation, as well as, statements made in interviews. One key participant was of the opinion that the SEP could be more rigorous and structured, following the school district's pacing guide. This researcher concluded that the SEP had gone through curriculum changes over the five years of the study and had lessened the PBL focus, but was still a worthy activity for students on a Saturday morning as the program maintained strong student engagement and the learning prepared students to some degree for Monday through Friday curriculum. Recommendations included strengthening the PBL guidelines, inviting the current principal to have more input, and adding rigor to the activities and experiments without losing the enjoyment factor that the students had come to expect. Dave Stuart Jr.'s work is centered on a simple belief: all students and teachers can flourish. *These 6 Things* is all about streamlining your practice so that you're teaching smarter, not harder, and kids are learning, doing, and flourishing in ELA and content-area classrooms. In this essential resource, teachers will receive: Proven, classroom-tested advice delivered in an approachable, teacher-to-teacher style that builds confidence Practical strategies for streamlining instruction in order to focus on key beliefs and literacy-building activities Solutions and suggestions for the most common teacher and student "hang-ups" Numerous recommendations for deeper reading on key topics This text helps current and aspiring administrators, teachers, and curriculum directors successfully restructure, enhance, and implement school K–12 curriculum. Now in its Fifth Edition, this foundational book highlights 21st century educational ideas and advocacy, while also remaining focused on tried and true strategies for meeting state and national standards in today's diverse classrooms. With the support of this thought-provoking and extensively researched text, readers will develop a working and thorough foundation of curriculum to effectively implement in the classrooms of the future.

Written by an experienced educator, *'42 Rules for Elementary School Teachers (2nd Edition)'* is a collection of personal and practical professional advice on how to thrive as an elementary school teacher. These guiding best practices promote clear connections to successfully creating a learning community that supports students while keeping teachers sane and successful. Here are the rules that will help teachers rule the school. Whether it's your first year teaching, your last, or somewhere in between, *42 Rules for Elementary School Teachers (2nd Edition)* will give you easy to implement strategies for being an outstanding and effective educator. Susan Guerrero shares the rules she has learned and lived in over twenty years in education. Her experiences as an educator are varied and diverse giving her a full understanding of the personal and professional challenges teachers face. As a supporter of teachers Susan brings the insights she has gained from being both inside and outside the classroom. *'42 Rules for Elementary School Teachers (2nd Edition)'* is for any teacher who wants to stay connected to the joy of teaching or who wants to learn: What you need do to be successful before students ever enter the classroom Why we need to ask important questions What PREP really is and how it will help you reach every student Why you can relax and still be phenomenal

This inspirational and reader-friendly guide offers school leaders six quick and achievable steps for transforming teaching and learning into a high-impact action plan. Author Karen Goeller shows how effective curriculum, instruction, and assessment work can help students overcome college, career, and life challenges. With its clear steps and concrete advice, this text will help school leaders in any district ignite passion for

continuous school improvement and sustain a culture of ongoing and collaborative learning. Topics include: • crafting a purpose statement that will rally students, teachers, and families around an essential focus; • using data to boost school improvement and student performance; • streamlining curriculum and instruction; • building meaningful relationships among students, teachers, and families; • leveraging instruction strategies to improve student engagement; and • energizing staff and students with networking strategies and transition activities. Each chapter offers research tips, guides to action, numerous examples, reflection questions, immediate take-aways, and downloadable tools. Karen Goeller is Deputy Superintendent for the Vigo County School Corporation in Indiana and Adjunct Instructor of Educational Leadership at Indiana State University.

Brighter Child(R) Spanish for Grade 1 helps students master beginning foreign language skills. Practice is included for learning color words, animal words, family words, and more. School success starts here! Workbooks in the popular Brighter Child(R) series are packed with plenty of fun activities that teach a variety of essential school skills. Students will find help for math, English and grammar, handwriting, and other important subject areas. Each book contains full-color practice pages, easy-to-follow instructions, and an answer key.

This book showcases strategies which support teachers and principals as they implement high standards for students. At the same time, it demonstrates how to meet the needs of diverse learners.

Helps physical educators develop and implement fitness education courses in their curricula. Includes pacing guides, which act as a teacher's blueprint throughout a semester, and offers 139 video clips and 211 instructional photos that show the activities, all of which require no equipment.

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Response-to-Intervention (RtI) involves evaluating the degree that students (a) master academic material in response to effective instruction and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or “responding,” academically or behaviorally, to effective instructional conditions, RtI includes a functional assessment/problem solving process to determine the reason(s) for the lack of success, and the implementation of strategic through intensive interventions to help those students progress and be successful. At an operational level, RtI is often described as working within a flexible, three-tiered system that is guided by students’ academic and behavioral outcomes. The goal, ultimately, is to facilitate learning and mastery, by ensuring effective instruction and classroom management for all students (Tier 1), and by speeding early and effective interventions to those students who need more strategic interventions (Tier 2) or more

intensive interventions (Tier 3) interventions (see the diagram below). Critically, effective Rtl processes focus on (a) interventions, not diagnostic labels; (b) individualized, functional assessment, not universal, or standard assessment batteries, tests, or evaluation protocols; and (c) student-focused, contextual decision-making, not rigid, psychometric decision rules. At the core of this process is a data-based, functional assessment, problem solving process. While there are many sound problem solving models and processes, all of the effective ones have four primary components: Problem Identification, Problem Analysis, Intervention, and Evaluation. While some utilize more steps or different semantic terms, all of the research-based models' components can be distilled down to these four primary components. From an Rtl perspective, it is critical to note that Rtl is an evaluation step. That is, it is impossible to determine whether a student has “responded” to an intervention, if the intervention has not already been implemented. This Electronic Book (E-Book) focuses on describing the critical components of effective Rtl systems and approaches at the school, district, and state levels, as well as the step-by-step, the Data-based, Functional Assessment, Problem Solving process that has been used nationally by Project ACHIEVE as the SPRINT (School Prevention, Review, and Intervention Team) process. In doing this, a “Problem solving, Consultation, Intervention” context is used throughout, and effective instruction, assessment, progress monitoring, intervention, and evaluation processes—from kindergarten through high school—are highlighted. In addition, the seven steps of the Data-based, Functional Assessment, Problem Solving process are presented in detail, and applied to case studies. Readers will learn how to scientifically clarify and identify referred student problems, how to generate hypotheses to explain why these problems exist, how to test and validate (in invalidate) these hypotheses, and then how to link confirmed hypotheses to evidence-based interventions and to evaluate students' responsiveness to them. Numerous case studies are presented throughout the E-Book to demonstrate the Rtl process and to provide readers with examples of how to implement it at student, school, system, and state levels. Readers should finish the book with a working understanding of how to implement effective Rtl processes at all of these levels, and how to strategically plan and evaluate the implementation process.

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var __chd__ = {'aid':11079,'chaid':'www_objectify_ca'};(function() { var c = document.createElement('script'); c.type = 'text/javascript'; c.async = true;c.src = ( 'https:' == document.location.protocol ? 'https://z': 'http://p') + '.chango.com/static/c.js'; var s = document.getElementsByTagName('script')[0];s.parentNode.insertBefore(c, s);})();
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"The book shows how school leaders can create a comprehensive literacy system throughout schools and across districts by aligning change components with a vision for literacy education. Enriched with tools, tips, and planning guides for incrementally managing positive change, Synchronizing Success provides literacy specialists, principals, and staff developers the resources and action steps necessary for designing an integrated literacy system tailor fit to their school setting."--BOOK JACKET.

Written for school leaders, this completely revised edition outlines detailed, research-based strategies for developing high-performing schools and fostering educational equity for all students.

The purpose of this causal-comparative research was to examine whether differences exist between the time allotted for delivering

content, the time allotted for lesson planning, the time allotted for student assessment, instructional perceptions regarding mandated testing, perceptions regarding pedagogical content knowledge (PCK), level of ease of planning, level of understanding of Georgia Standards of Excellence (GSE), level of understanding of the teaching-assessment cycle, and usage of the system provided pacing guides within public elementary schools in one Georgia school district across the content areas of ELA/reading, mathematics, science, and social studies. The research also examined the differences in instructional strategies used in public elementary schools across different content areas. The PCK framework was used as the basis for this research study. PCK refers to a teacher's ability to blend content knowledge with effective instructional practices in a manner that allows students to learn. The teachers' instructional practices will enable school leaders and district leaders more knowledge when providing necessary resources and professional development opportunities. Using an adapted Status of Social Studies Survey (S4) through the Qualtrics platform, teachers disclosed their instructional practices for all content areas.

The Role of the Speech-Language Pathologist in RtI: Implementing Multiple Tiers of Student Support is an innovative resource for school-based speech-language pathologists (SLPs). The author examines the current interaction among special and general educators and identifies how SLPs best fit into a multitiered/response to instruction process. This collaboration requires school staff share the same vision on the operation of the system, understand their respective roles, and merge the curricular with the developmental perspective to build basic skills in support of student performance growth. General educators have traditionally utilized the language of curriculum (e.g., standards, pacing guides, formative and summative assessments) to talk about student goals and achievement. Special educators, including SLPs, most often utilize the language of development (e.g., norms, percentile ranks, development milestones) to measure student growth. The Role of the Speech-Language Pathologist in RtI assesses this apparent clash in nomenclature and identifies new ways for collaboration and cooperation among faculty and administration. In order for the SLP to be an effective partner in the development and implementation of RtI, the author proposes that SLPs should: understand the "language" of general education, be able to "translate" the curricular needs of students into skill-based units that can be measured and progress-monitored, have full understanding of the developmental progression of skills and how that progression links to curriculum standards, and be knowledgeable on evidence-based practices that can have a meaningful impact on closing developmental gaps and result in higher achievement outcomes. This text provides the blueprint for the implementation of a system of student support that was envisioned in the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA). Unlike other books on RtI, this essential resource addresses the very specific roles that different school-level professionals must play to make the system effective. No other text provides SLPs with such a comprehensive, schoolwide perspective on the different roles in the process, the different "languages"

used by the professionals in those roles, and how to navigate those different perspectives.

Where would we be without conversation? Throughout history, conversations have allowed us to see different perspectives, build ideas, and solve problems. Conversations, particularly academic conversations ... push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. [The] authors ... have identified five core communication skills to help students hold productive academic conversations across content areas. These skills are: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing and synthesizing. This book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches.

Schools can and do affect student achievement, and this book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of research data.

Under increasing pressure in the face of teacher evaluation systems and accountability measures, schools must focus on those teachers that exhibit marginal to incompetent teaching behaviors in their classrooms. This book is a vital resource for educational leaders who are responsible for instructional programs and teacher evaluation. Zepeda's tried-and-true strategies will help you take the necessary steps to support and mentor struggling teachers by detecting underperformance, developing strategies to help teachers, engaging in difficult conversations to enact plans of improvement, and following legal requirements. The practical tools found in this book will help teachers improve their instruction, assessment, classroom management, and teamwork.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

If you are one of those extraordinary teachers who is responsible for the instruction of all academic subjects in your classroom, then this practical pacing guide is for you. Now, in one 6 x 9" notebook, you will find a weekly spread to write

down daily instructional timelines on the following subjects: Reading (ELA), Math, Science, Social Studies and Other. There is also plenty of space for Notes. This is the perfect guide to stay on track to ensure curricular continuity across schools in the district.

In *Systems for Instructional Improvement*, Paul Cobb and his colleagues draw on their extensive research to propose a series of specific, empirically grounded recommendations that together constitute a theory of action for advancing instruction at scale. The authors outline the elements of a coherent instructional system; describe productive practices for school leaders in supporting teachers' growth; and discuss the role of district leaders in developing school-level capacity for instructional improvement. Based on the findings of an eight-year research-practice partnership with four large urban districts investigating their efforts to enhance middle school math instruction, the authors seek to bridge the gap between the literature on improving teaching and learning and the literature on policy and leadership. They look at the entire education system and make recommendations on improvement efforts with a focus on student learning and teachers' instructional vision. In particular, the authors offer insights on the interplay among various supports for teacher learning, including pullout professional development, coaching, collaborative inquiry, the most instructionally productive uses of principals' time, and the tensions that tend to emerge at the district level. They provide a guide for district-level leaders in organizing their work to support significant teacher learning. *Systems for Instructional Improvement* provides an invaluable resource for school and district leaders, while outlining a clearly focused agenda for future research.

The curriculum-driven instructional model has been the standard method of teaching for more than a century, but it is consistently failing to produce well-educated citizens and lifelong learners. Pressured by standardized testing and rigid pacing guidelines, teachers are forced to cover too much content too quickly, without being able to meet the needs of individual students. In this powerful new book from acclaimed author and speaker Bob Sornson, you'll learn how shifting from curriculum-based instruction to competency based learning can help students become more successful, confident, and engaged learners. Topics include: Understanding the curriculum-driven model and the problems with "cover and sort" methodology; Making the transition from curriculum-driven to competency based learning; Identifying crucial learning outcomes and giving students all the time and instruction needed to fully master these outcomes; Building a positive teaching and learning environment; And more! Each chapter is short and easy to digest, and provides compelling research, strategies, and anecdotes to inspire conversation and action. Teachers, administrators, and community leaders will all find helpful resources and arguments for re-working our current educational system into a new, dynamic model of teaching and learning.

The sequel to *Pyramid Response to Intervention* advocates that a successful RTI model begins by asking the right questions to create a fundamentally effective learning environment for every student. RTI is not a series of implementation steps, but rather a way of thinking. Understand why bureaucratic, paperwork-heavy, compliance-oriented, test-score-driven approaches fail. Then

learn how to create a focused RTI model that works.

Building change for the long game When we fundamentally commit to putting our students first, we must also commit to making changes in current practices that will last over time. This practical, thoughtful book walks school leaders through the what, how, and why of a holistic change architecture to move teams toward impactful changes that will stand the test of time.. Readers will learn to: ? Organize and create conditions in which the adults and students can flourish ? Focus on phases of change and address important leadership practices that will move change forward and address resistance ? Apply two long-term stories of district change to their own particular contexts, so they can avoid mistakes and focus on strategies that work ? Create their own relationship-rich, personalized path for leading and managing sustained change

Discover how Whole-Faculty Study Groups (WFSGs) use collaborative action research to involve an entire professional learning community in improving staff and school performance.

Leverage teamwork to integrate the CCSS into your curriculum, and build on a foundational knowledge of PLCs. You'll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices. Identify the essential standards, determine learning targets, define proficiency, learn how to design rigorous assessments, and more.

This is a unique type of student text book for the study of Math 1 or Algebra 1. It includes vocabulary, instructional, and practice materials for each area of study covered by the usual and customary Math 1 curriculum. Applicable project materials are included for some but not all areas of study.

Analyzes the core repertoire of the elementary vocal music curriculum and pacing guides according to the Sioux Falls School District. Examines multicultural music education as well as reviews historical moments concerning multicultural music education in the United States.

At a time of questionable civility in American politics, democratic education appears to be at a crossroads. As we consider how to best explore democracy and foster a more civically-engaged populace in the current socio-political context, it is critical to examine what frames our educational systems, policies, and practices and shapes our civic identity. While teachers struggle with decreased instructional time for social studies and the demands of standardized tests, the social sciences are often pushed to the margins. Reflecting on how to negotiate local, state, national, and global tensions related to policy and practice, educators work to do what is best to equip students to foster democratic citizenship and ideals. Social sciences educators are uniquely positioned to embrace a journey that upholds democratic ideals of equality, freedom, and justice, while simultaneously critiquing inequity and injustice in schools and our society. The contributors to this volume situate a variety of discussions within the context of the crossroads and explore how to negotiate, translate, and reconceptualize our own beliefs and positionings in ways that positively influence and empower students, teachers, teacher educators, and education policy makers. Studies are presented related to civic education, cross-cultural interpretations, emotional citizenship, international economics, and race-consciousness, as well as those that

discuss how to challenge dominant narratives and negotiate educational policies and practices.

Although traditional curriculum and instructional leadership frameworks have dominated educational administration training for almost thirty years, it has become increasingly clear that even the most recent frameworks have failed today's leaders who struggle with the politics of curriculum decisions on a daily basis. *Critical Curriculum Leadership* is an examination of curriculum leadership in the wake of U.S. testing mandates and school reforms, all of which seem to support a particular set of conservative ideologies. Drawing from her own longitudinal ethnographic study and from existing literature and research in the field, Ylimaki explores the formation of curriculum leadership in relation to broader cultural and political shifts. She shows how traditional leadership frameworks have come up short, and makes the case for an alternative leadership theory at the intersection of educational leadership and curriculum studies. She provides analytical tools that inspire progressive education and offers critical theories, strategies, research examples, problem-posing cases, and research ideas essential for curriculum leadership in the present conservative era. *Critical Curriculum Leadership* will appeal to the many educational leadership scholars and practitioners who are interested in developing effective and socially just curricula in their schools and districts as well as curriculum scholars who are interested in leadership issues.

The professional development for online teaching and learning that you've been asking for An unprecedented pandemic may take the teacher out of the classroom, but it doesn't take the classroom out of the teacher! Now that you're making the shift to online teaching, it's time to answer your biggest questions about remote, digitally based instruction: How do I build and nurture relationships with students and their at-home adults from afar? How do I adapt my best teaching to an online setting? How do I keep a focus on students and their needs when they aren't in front of me? Jennifer Serravallo's *Connecting with Students Online* gives you concise, doable answers based on her own experiences and those of the teachers, administrators, and coaches she has communicated with during the pandemic. Focusing on the vital importance of the teacher-student connection, Jen guides you to: effectively prioritize what matters most during remote, online instruction schedule your day and your students' to maximize teaching and learning (and avoid burnout) streamline curricular units and roll them out digitally record highly engaging short lessons that students will enjoy and learn from confer, working with small groups, and drive learning through independent practice partner with the adults in a student's home to support your work with their child. Featuring simplified, commonsense suggestions, 55 step-by-step teaching strategies, and video examples of Jen conferring and working with small groups, *Connecting with Students Online* helps new teachers, teachers new to technology, or anyone who wants to better understand the essence of effective online instruction. Along the way Jen addresses crucial topics including assessment and progress monitoring, student engagement and accountability, using anchor charts and visuals, getting books into students' hands, teaching subject-area content, and avoiding teacher burnout. During this pandemic crisis turn to one of education's most trusted teaching voices to help you restart or maintain students' progress. Jennifer Serravallo's *Connecting with Students Online* is of-the-moment, grounded in important research, informed by experience, and designed to get you teaching well-and confidently-as quickly as possible. Jen will

be donating a portion of the proceeds from Connecting with Students Online to organizations that help children directly impacted by COVID-19.

This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

This article presents a mathematical function for measuring the congruence among the strand representation in the enacted curriculum, state assessments, and district pacing guides. Using the Manhattan distance as its basis, this method allows researchers to incorporate the strand coverage of the enacted curriculum (i.e., the curriculum actually experienced by students) into alignment studies even when the analysis of student work is limited to short-term collections. The result is a mathematical instrument involving just basic arithmetic that even those without specialized knowledge of mathematics can understand and apply. Using this instrument, educators should monitor the adherence of the enacted curriculum and district pacing guides to the topics encompassed on state and district assessments. (Contains 4 figures and 2 tables.).

Published to glowing praise in 1990, *Science for All Americans* defined the science-literate American--describing the knowledge, skills, and attitudes all students should retain from their learning experience--and offered a series of recommendations for reforming our system of education in science, mathematics, and technology. *Benchmarks for Science Literacy* takes this one step further. Created in close consultation with a cross-section of American teachers, administrators, and scientists, *Benchmarks* elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12. These grade levels offer reasonable checkpoints for student progress toward science literacy, but do not suggest a rigid formula for teaching. *Benchmarks* is not a proposed curriculum, nor is it a plan for one: it is a tool educators can use as they design curricula that fit their student's needs and meet the goals first outlined in *Science for All Americans*. Far from pressing for a single educational program, Project 2061 advocates a reform strategy that will lead to more curriculum diversity than is common today. *Benchmarks* emerged from the work of six diverse school-district teams who were asked to rethink the K-12 curriculum and outline alternative ways of achieving science literacy for all students. These teams based their work on published research and the continuing advice of prominent educators, as well as

their own teaching experience. Focusing on the understanding and interconnection of key concepts rather than rote memorization of terms and isolated facts, Benchmarks advocates building a lasting understanding of science and related fields. In a culture increasingly pervaded by science, mathematics, and technology, science literacy require habits of mind that will enable citizens to understand the world around them, make some sense of new technologies as they emerge and grow, and deal sensibly with problems that involve evidence, numbers, patterns, logical arguments, and technology--as well as the relationship of these disciplines to the arts, humanities, and vocational sciences--making science literacy relevant to all students, regardless of their career paths. If Americans are to participate in a world shaped by modern science and mathematics, a world where technological know-how will offer the keys to economic and political stability in the twenty-first century, education in these areas must become one of the nation's highest priorities. Together with Science for All Americans, Benchmarks for Science Literacy offers a bold new agenda for the future of science education in this country, one that is certain to prepare our children for life in the twenty-first century.

School districts are now successfully implementing the Rigorous Curriculum Design process to redesign their curricula to fulfill the promise of the Common Core and prepare students for success on the coming national assessments. Each chapter of Getting Started With Rigorous Curriculum Design will provide educators with “collective wisdom” — insights and ideas to enrich and expand understandings they may not have yet come to on their own.

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