

# Snake River District Curriculum Alignment and Definitions

To ensure Snake River School District courses are aligned to state and national standards and to ensure vertical and horizontal alignment common definitions are necessary. When more than one teacher is teaching a particular class the syllabi and curriculum maps are to be identical (horizontal alignment ensured). Only through a curriculum coordinator and department agreement are the syllabi and curriculum maps to be altered (vertical alignment ensured).

**A Syllabus** (reflective of a college syllabus) is required of all courses, 6-12. A syllabus includes the course description and a brief scope and sequence. Students should receive a syllabus the first day of class 6-12<sup>th</sup> grade.

1. Course Title
2. Course Description; A one paragraph description that describes the major content of the course. This description should reflect the description in the registration guide and school website.
3. Textbook (if applies)
4. Scope and Sequence; a list of the sequence of major topics, assignment, labs, and activities that are to be completed in the course. Additional activities or labs do not have to be listed in the syllabus.
5. Additional material- not to exceed two pages

**Curriculum Maps are required of all courses K-12. Although the format may vary to meet the needs of the department or grade level, all maps should contain the following:**

- **Standards, including unpacked language**
- **Learning Activities**
- **Assessments**
- **Materials/resources**
- **Timeline**
- **Mathematical Practices (Math only)**

**Sample formats below**

## Sample Syllabus

### Course Title; Biology B

**Course Description;** the diversity of life on the Earth is studied beginning with the organization of taxonomy and classification. The different domains are studied with a strong emphasis on the evolutionary mechanisms which resulted in the change in biological form and function of organisms.

**Textbook;** Biology, Glencoe

### Scope and Sequence;

Virus

Taxonomy/Classification; Classification activity

Domain Eubacteria; Gram staining

Domain Archaeobacteria

Domain Eukaryea

Protist Kingdoms; Live observations

Kingdom Fungi

Midterm

Kingdom Plant; Transition from aquatic to terrestrial life, Transpiration lab

Kingdom Animal; Transition from aquatic to terrestrial life, Frog dissection

**Additional Materials;** (if needed)

Snake River School District No. 52 \_\_\_\_\_ Grade \_\_\_\_\_ **Math Curriculum Map**

course name

Domain					
<u>Standards</u> What do your students need to be able to DO?	<u>Mathematical Practices</u>	<u>Unpacking</u>	<u>Assessment</u> How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?	<u>Learning Activities</u> HOW will you teach it? *Include how you will differentiate your instruction (low, middle , high).	<u>Materials / Resources</u> Alignment with textbooks, and any other resources available.

## Reading: Literature

<u>College and Career Readiness Standards-Anchor Standards</u>  <u>Reading Literature</u>	<u>CCSS</u>  <b>RL1-10</b>	<u>Unpacking</u>	<u>Assessment</u> How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?	<u>Learning Activities</u> HOW will you teach it? *Include how you will differentiate your instruction (low, middle , high).	<u>Materials / Resources</u> Alignment with textbooks, and any other resources available.
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions about key details in a text.				
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.				
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters, settings, and major events in a story, using key details.				
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				
6. Assess how point of view or purpose shapes the content and style of a text.	6. Identify who is telling the story at various points in a text.				

Domain					
<u>Standards</u> What do your students need to be able to DO?		<u>Unpacking</u>	<u>Assessment</u> How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?	<u>Learning Activities</u> HOW will you teach it? *Include how you will differentiate your instruction (low, middle , high).	<u>Materials / Resources</u> Alignment with textbooks, and any other resources available.