

COLUMBIA SCHOOL DISTRICT

CURRICULUM GUIDE



Revised
September 22, 2011

COLUMBIA SCHOOL DISTRICT CURRICULUM GUIDE

TABLE OF CONTENTS

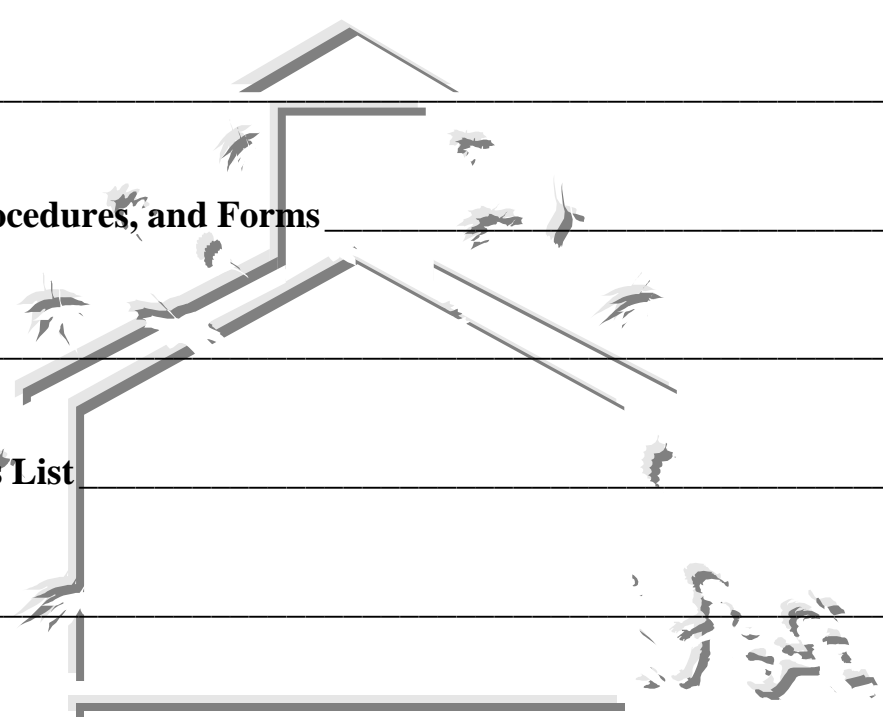


Table of Contents	2
Introduction	3
District Policy, Procedures, and Forms	Section 1
Adoption Cycle	Section 2
Adopted Materials List	Section 3
C-Terms 360	Section 4

INTRODUCTION

This Columbia School District Curriculum Guide is divided into three sections:

- Section 1: Selecting Curriculum Materials
- Section 2: The Adoption Cycle
- Section 3: Kindergarten through 12th Grade Curriculum

Each section is important to the Curriculum Guide. The first section provides the district policy (#2020), procedures (P#2020), and forms (F #2020) for adopting new curriculum. The second section, the Adoption Cycle, shows what has been adopted, which includes the date of the adoption or of the copyright of the textbook, and what is planned for adoption,. The third section lists the adopted basals for each class.

This Guide is intended to be a useful, dynamic document for new instructional staff members, administrators, the board, and the community. While the interests of each of these groups vary, each one can use the Curriculum Guide to understand how and what the board has been adopted for the District.



Section 1

SELECTING CURRICULUM MATERIALS

This section begins with the **Committee Guidelines**. This guideline will help adoption committees navigate through its myriad tasks. The guidelines are followed by school **Board Policy #2020**, “Curriculum Development and Adoption of Instructional Materials”. **Procedure #2020**, the companion to the board policy, provides the guidelines for the implementation of board policy. The guidelines include the **Textbook Screening Document**. With approval of the superintendent, the committee may substitute another checklist. The documents follow.



INSTRUCTIONAL MATERIALS COMMITTEE

COMMITTEE MEMBER GUIDELINES

Please complete all of the following sections prior to submitting this to the board requesting their adoption.

Instructional Subject for Adoption: _____

Grades: _____

Chair: _____

Secretary (meeting minutes are to be sent to district office): _____

Principal (to insure that policy & procedures followed): _____

Instructional Materials Committee Members (members, appointed by the superintendent, are to include teachers, board members, district administrators, parents or community member, and, for high school adoptions, students):

- Teachers: _____
- Board Member(s): _____
- District Administrator: _____
- Parent or Community Member: _____
- Student (for high school textbooks): _____

Who will complete the purchasing requisition(s)? _____ When? _____

Complete and attach the Textbook Screening Document (see form 2020)

As necessary, complete and attach other documents, such as a description of how this adoption (1) follows the mission of the District, (2) meets the Washington Essential Academic Learnings (EALRs), and (3) meets the Grade Level Equivalent (GLEs).

CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials shall be selected to assist students in attaining the basic skills and work skills as required by the state.

All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented. The superintendent shall establish procedures for curriculum development which provide for involvement of community representatives and staff members at appropriate times, the annual review of selected areas on a cyclical basis, and any suggested changes that should be made as a result of the curriculum study. Such review shall take place at least once during each seven year period.

Selection and Adoption of Instructional Materials

The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as all printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:

- A. Applicable state and federal laws,
- B. The stated goals and/or standards of the district, and
- C. Procedures established by the instructional materials committee.

Criteria for Selection of Instructional Material

Staff shall rely on reason and professional judgment in the selection of materials of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.
- C. Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making.
- D. Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.
- E. Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.
- F. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

Any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district. Textbooks shall be adopted by the board prior to their use in schools except for trial-use texts of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

The superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

Cross References:	Board Policy 6881	Disposal of surplus property
Legal References:	RCW 28A.405.060	Course of study and regulations
	RCW 28A.320.230	Instructional materials — Instructional materials committee
	RCW 28A.150.230	Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of Guide
	RCW 28A.640	Sexual Equality Mandated for Public Schools
	WAC 392-190-055	Textbooks and instructional materials
	WAC 180-44-010	Responsibilities related to instruction

Columbia School District #400
Adopted: October 24, 2005

Curriculum Renewal Process

The curriculum of the Columbia School District shall be reviewed and renewed on a regular basis.

Instructional Materials Committee: Scope and Schedule

The instructional materials committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district. The committee will act upon requests for instructional materials approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to insure that materials are selected in conformance to stated criteria.

Regular committee meetings will be held every other month on a schedule to be set by the committee secretary at the beginning of each school year. The district will be responsible for arranging released time for committee members. Special meetings may be called by the committee chairman if necessary.

Instructional Materials Committee Membership

This committee shall consist of: teachers from all levels, principals, directors, parents and community members. Members shall be appointed by the superintendent. The superintendent shall designate committee members to serve as chairman and secretary.

Term of Office

The chairman and the secretary shall be permanent members of the committee. Other members shall serve as long as mutually agreed by the superintendent and committee member.

Duties

The committee, with the approval of the superintendent, shall establish and monitor such procedures as may be necessary for the implementation of this policy.

Citizens Participation in the Instructional Materials Process

Should a citizen wish to make a formal protest regarding specific material used in the school system, he/she must use the form for requesting reconsideration of instructional materials. These forms are available in the district office. A request to remove an item from the schools or limit its use will be acted upon by the committee. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent within two weeks. The board will make final decisions on appeals.

Selection of Instructional Materials: Responsibilities

The principal is responsible for insuring the continuing familiarity of his/her certificated staff with the requirements this policy and procedure. The district office shall provide such technical assistance as may be necessary to accomplish this.

Initial Selection

Texts shall be initially selected by such certificated staff as the superintendent may designate. Texts are major instructional materials for a given course.

Supplementary materials shall be selected by certificated staff using such materials with the understanding that while such materials do not require item-by-item approval of the committee, they must be selected under the criteria

detailed below and are subject to normal reconsideration procedures. Supplementary materials supplement the major text of a course and are held in five or fewer copies in a given classroom.

(Trial-use texts of an experimental, pilot nature may be authorized for use by the superintendent for a period of no more than one school year prior to board approval for general use throughout the district).

Approval

Texts shall be approved by the committee. Supplementary materials shall not require committee approval.

Adoption

Instructional materials shall be adopted by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Supplementary materials shall not require board adoption.

The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule at the beginning of each school year.

Tasks and Time Lines

Textbooks can be approved at any committee meeting and sent for adoption at the next board meeting. The superintendent directs that all non-emergency requests be confined to two board meetings per year. The committee secretary will forward requests for text adoption to the board only twice per year as noted in the committee meeting schedule. Requests to deviate from this timeline should be forwarded to the committee secretary.

The following checklist is provided to help instructional material selectors follow the above criteria. Selections which receive “fair” or “poor” ratings on any items should be avoided. If materials uniquely suited to an important purpose fail to meet the above criteria, they may be used in conjunction with countervailing materials.

Bias Content:	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of counterseal issues.					
2. Presents minorities realistically.					
3. Includes contributions of minority authors.					
4. Presents non-stereotypic models.					
5. Facilitates the sharing of cultural differences.					
6. Promotes the positive nature of differences.					
7. Includes the contributions, inventions, or discoveries of minorities.					
8. Includes the contributions, inventions, or discoveries of women.					
9. Presents minorities in a manner that promotes ethnic pride.					
10. Facilitates an environment open to discovery and experimentation.					
11. Materials can easily be utilized or adapted by teachers to design engaging work for kids.					

To evaluate materials by these criteria, instructional material selectors may find the following steps helpful:

- A. Read reviews in professional periodicals through the curriculum office, state superintendent of public instruction, etc.
- B. Review copies of other available instructional materials. The district curriculum office will order samples on request.
- C. Check the reading level of the instructional materials through use of a standard readability formula.
- D. Use tentatively selected materials according to pilot-use procedures.

Conditions for Loan and Sale of Instructional Materials

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the board members, the best interests of the district will be served by such a decision. The professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current district standards for subject content, sex balance, ethnic content or are not repairable may be declared obsolete by the superintendent and disposed of per district policy.

Removal of Instructional Materials

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in “Criteria for Selection of Instructional Material.” Any instructional materials may be removed when the administration judges such removal to be in the best interests of the district. Ordinary procedures for withdrawal of materials are outlined below:

- A. **Instructional materials** shall be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.
- B. **Supplementary materials** shall be removed from collections by individual certificated staff holding such collections based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

Citizens are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials:

- A. A variety of learning materials will be available for immediate perusal at any time in each school building.
- B. Displays of learning materials may be provided in schools during P.T.A. meetings, parent-teacher conferences and public meetings during the school year.

A citizen wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office. The complainant will deliver the completed request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:

- A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing shall be within 30 days of the committee secretary's receipt of the completed request form.
- B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification shall include an invitation to present relevant information, oral or written.
- C. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a citizen's request for reconsideration shall be open to the public. The committee shall consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions shall be by majority vote of the committee. Decisions of the committee shall be delivered in writing to the complainant and affected staff within 10 days.

TEXTBOOK SCREENING DOCUMENT

Date: _____ Reviewer: _____

Subject Area: _____

Textbook Title: _____

Publisher: _____

Copyright Date: _____

After completing the text evaluation on the following two pages, rate the text by circling a rating below.

Rating:	Excellent	Good	Fair	Poor	N/A
----------------	------------------	-------------	-------------	-------------	------------

Comment: _____

ORGANIZATION AND OVERALL CONTENT

Evaluate the material and place a check in the appropriate column to indicate your judgment:

- 3 = Material meets criteria to a high degree; superior
- 2 = Material is acceptable; good
- 1 = Material is not acceptable; poor
- N/A = Criteria not applicable

	<u>3</u>	<u>2</u>	<u>1</u>	<u>N/A</u>
1. Support of course objectives	—	—	—	—
2. Support of student learning objectives	—	—	—	—
3. Contribution to the systematic and sequential program of K-12 course of study	—	—	—	—
4. Logic of unit organization	—	—	—	—
5. Organization of material to facilitate lesson planning	—	—	—	—
6. Clarity and conciseness of the explanations	—	—	—	—
7. Consistency of point of view with basic principles of subject area	—	—	—	—
8. Currency of content	—	—	—	—
9. Usefulness of illustrations in enhancing content	—	—	—	—
10. Adaptability of material to varied instructional methods, teaching strategies, modes, etc.	—	—	—	—
11. Ability of content to meet the varying abilities of individual students by providing:				
enrichment	—	—	—	—
reinforcement	—	—	—	—
remediation	—	—	—	—
12. Provision for differences in ethnic, cultural, economic, etc., backgrounds for students	—	—	—	—

	<u>3</u>	<u>2</u>	<u>1</u>	<u>N/A</u>
13. Stimulation of critical thinking and problem solving skills, etc.	—	—	—	—
14. Stimulation of students toward self-evaluation and formulation of their own goals	—	—	—	—
15. Stimulation of learner involvement	—	—	—	—
16. Quality of learning activities	—	—	—	—
17. Quantity of learning activities	—	—	—	—
18. Provision for review and maintenance of previously acquired skills	—	—	—	—

09/20/05

Section 2

THE ADOPTION CYCLE

The Curriculum Adoption is a guide for reviewing past, current and future curriculum adoptions of major textbooks and, at times, core supplementary curriculum materials. As opposed to being static, the adoption cycle offers a dynamic curriculum road map. The two primary reasons for this flexibility include (1) the adoptions are dependent upon available funding; and (2) the adoptions may need to be modified to mirror (a) the changing needs of the District, and (b) planned textbook revisions by publishers. The Adoption Cycle is found on the following page.



COLUMBIA SCHOOL DISTRICT CURRICULUM ADOPTION CYCLE

SUBJECT	DATE ADOPTED	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
MATH													
> PreCalculus/Trig	1986	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Geometry	1997	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Algebra I & II	2010	•	•	•	•	•	•	•	•	•	•	•	2010
> Math, 6-8	2009	•	•	•	•	•	•	•	•	•	•	•	2009
> Calculus	1999	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Math, K-5	2010	•	•	•	•	•	•	•	•	•	•	•	•
SCIENCE													
> Chemistry	2005	•	•	•	•	•	•	•	•	•	•	•	•
> K-5	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Biology (10)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Biology, Honors (9-12)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Earth Science (10-12)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Physics (11-12)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Physical Science (10-12)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Earth Science (6)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Physical Science (7)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Life Science (7)	2006	•	•	•	•	•	•	•	•	•	•	•	•
HEALTH & FITNESS													
> Home & Family (Text/Course Outline)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> PE (K-12) (Course Outline)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> Prosocial Skills (K-6) (Course Outline)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> Health (K-12)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> Prosocial Skills (K-12)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> PE, Bigger, Faster, Stronger (9-12)	1995	•	•	•	•	•	•	•	•	•	•	•	Future ??
THE ARTS													
> Art, Visual (6-8)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Art, Visual (9-12)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Art, Visual (K-5)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Music (6-8)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Music (9-12)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Music (K-5)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Theater (9-12)	??	•	•	•	•	•	•	•	•	•	•	•	Adopt
SOCIAL STUDIES													
> WA History (K-5)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> WA History (4 & 7)	??	•	•	•	•	•	•	•	•	•	•	•	Future ??
> WA History (7)	1998	•	•	•	•	•	•	•	•	•	•	•	•
> World History (12)	1999	•	•	•	•	•	•	•	•	•	•	•	•
> World History (6)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Medieval & Early Modern History (7)	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Economics (11-12)	2007	•	•	•	•	•	•	•	•	•	•	•	•
> US History (11)	1998 & 2007	•	•	•	•	•	•	•	•	•	•	•	•
> World History (8)	2006 & 2007	•	•	•	•	•	•	•	•	•	•	•	•
LANGUAGE ARTS													
> Foreign Language Spanish I & II	1989	•	•	•	•	•	•	•	•	•	•	•	Adopt
> Language Arts, Writing (K-5)	2002	•	•	•	•	•	•	•	•	•	•	•	•
> Language Arts, Writing (6-8)	2007	•	•	•	•	•	•	•	•	•	•	•	•
> Language Arts, Literature (6-12)	2008	•	•	•	•	•	•	•	•	•	•	•	•
> Reading (K-5)	2008	•	•	•	•	•	•	•	•	•	•	•	•
> Handwriting	None	•	•	•	•	•	•	•	•	•	•	•	•
> Language Arts, Spelling (K-5)	See Reading	•	•	•	•	•	•	•	•	•	•	•	•
Career and Technical Education (CTE)													
> Welding (Text/Course Outline)	As Needed	•	•	•	•	•	•	•	•	•	•	•	•
> Woodworking (Text/Course Outline)	??	•	•	•	•	•	•	•	•	•	•	•	•
> Horticulture	2000	2000	•	•	•	•	•	•	•	•	•	•	•
> Accounting I & II	2003	•	•	•	•	•	•	•	•	•	•	•	•
> Agriscience	2006	•	•	•	•	•	•	•	•	•	•	•	•
> Computer Applications (9-12)	2007	•	•	•	•	•	•	•	•	•	•	•	•
> Consumer Math (11-12)	2008	•	•	•	•	•	•	•	•	•	•	•	•
> Success	2008	•	•	•	•	•	•	•	•	•	•	•	•
> Consumer Economics	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Clothing & Fashion	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Consumer Economics	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Foods	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Interior Arts	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Adv. Interior Arts	2011	•	•	•	•	•	•	•	•	•	•	•	•
> Child Development	2011	•	•	•	•	•	•	•	•	•	•	•	•

Section 3

ADOPTED MATERIALS LIST

The kindergarten through twelfth grades Adopted Materials List includes what has been board adopted for the curriculum for *all* of the grades. This resource includes the title of the primary textbook, publisher, and date of publication. Clearly, this list of materials is presented as a teacher resource, rather than an all-inclusive curriculum. As appropriate, the curriculum itself should typically include within grade and between grade curriculum frameworks, the Essential Academic Learning (EALRs), and Grade Level Equivalencies (GLEs); these are not included in this guide. The adopted materials list follows.



COLUMBIA ELEMENTARY SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
K	LA, Reading	N/A	Houghton Mifflin	2008	Y
K	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
K	Math	Accelerated Math	Renaissance Learning	N/A	Y
K	Math	Investigations in Number Data and Space	Pearson, Scott, Foresman	2008	Y
K	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
K	Soc. Stu.	No Basal	N/A	N/A	Y
1	LA, Reading	Here We Go (1.1)	Houghton Mifflin	2008	Y
1	LA, Reading	Let's Be Friends (1.2)	Houghton Mifflin	2008	Y
1	LA, Reading	Surprises (1.3)	Houghton Mifflin	2008	Y
1	LA, Reading	Treasures (1.4)	Houghton Mifflin	2008	Y
1	LA, Reading	Wonders (1.5)	Houghton Mifflin	2008	Y
1	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
1	Math	Accelerated Math	Renaissance Learning	N/A	Y
1	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
1	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
1	Soc. Stu.	No Basal	N/A	N/A	Y
2	LA, Reading	Adventures (2.1)	Houghton Mifflin	2008	Y
2	LA, Reading	Delights (2.2)	Houghton Mifflin	2008	Y
2	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
2	Math	Accelerated Math	Renaissance Learning	N/A	Y
2	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
2	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
2	Soc. Stu.	No Basal	N/A	N/A	Y
3	LA, Reading	Rewards (2.1)	Houghton Mifflin	2008	Y
3	LA, Reading	Horizons (3.2)	Houghton Mifflin	2008	Y
3	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
Grade	Subject	Title	Publisher	Copyright	Required?

3	Math	Accelerated Math	Renaissance Learning	N/A	Y
3	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
3	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
3	Soc. Stu.	No Basal	N/A	N/A	Y
4	LA, Reading	Traditions	Houghton Mifflin	2008	Y
4	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
4	Math	Accelerated Math	Renaissance Learning	N/A	Y
4	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
4	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
4	Soc. Stu.	No Basal	N/A	N/A	Y
5	LA, Reading	Expeditions	Houghton Mifflin	2008	Y
5	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
5	Math	Accelerated Math	Renaissance Learning	N/A	Y
5	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
5	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
5	Soc. Stu.	No Basal	N/A	N/A	Y

COLUMBIA MIDDLE SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
6	LA, Reading	Literature 6	McDougal Littell	2008	Y
6	LA, Writing	Step up to Writing	Sopris West	2007	Y
6	LA, Writing	6 Trait Writing	N/A	N/A	Y
6	LA, Writing	6 Trait Writing	N/A	N/A	Y
6	Math	Holt Mathematics	Holt	2007	Y
6	Math	Accelerated Math	Renaissance	1998	Y
6	Science	Earth Science	Prentice Hall	2007	Y
6	Soc Stu, World History	World History – Ancient Civilizations	McDougal Littell	2006	Y
7	LA, Reading	Literature 7	McDougal Littell	2008	Y
7	LA, Writing	Step up to Writing	Sopris West	2007	y
7	Math	Holt Mathematics	Holt	2007	Y
7	Math	Accelerated Math	Renaissance	1998	Y
7	Science	Physical Science	Prentice Hall	2007	Y
7	Soc Stu, WA State History	Washington Past and Present	Dale & Laura Lambert	1998	Y
7	Soc. Stu., World	Medieval & Early Modern Times	McDougal Littell	2006	Y
8	LA, Reading	Literature 8	McDougal Littell	2008	Y
8	LA, Writing	Step up to Writing	Sopris West	2007	Y
8	LA, Writing	6 Trait Writing	N/A	N/A	y
8	Math	Holt Mathematics	Holt	2007	Y
8	Math	Accelerated Math	Renaissance	1998	Y
8	Science	Life Science	Prentice Hall	2007	Y
8	Soc. Stu., Am Hist.	Am Hist. Beginnings through Reconstruct	McDougal Littell	2006	Y

COLUMBIA HIGH SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
9	LA, English I	Literature	McDougal	2008	Y
9	Math, Algebra I	Algebra I	Holt McDougal	2010	Y
9	PE	Teacher generated	N/A	N/A	Y
9	Science, Health	Teacher generated	N/A	N/A	Y
10	LA, English II	Literature	McDougal	2008	Y
10	Science, Biology	Biology	Prentice Hall	2006	Y
11	LA, English III	Literature	McDougal	2008	Y
11	Soc Stu., American	We the People...	Center for Civic Education	1998	Y
11	Soc. Stu., US History	US History	McDougal	2007	Y
12	LA, English IV	World Literature	McDougal	2008	Y
12	Math, Calculus	Calculus	Prentice Hall	2011	N
12	Soc. Stu., World Geography	World Geography	Prentice Hall	1999	Y
12	Voc, Accounting II	Century 21 Accounting	SouthWestern	2003	N
12	Voc., Advanced Agriculture	Teacher generated	N/A	N/A	N
9-10	Soc. Stu., Foreign Policy	Modern World History	McDougal	2007	N
9-11	Math, Geometry	Holt Geometry	Houghton Mifflin Harcourt	2011	Y
9-11	Science, Natural Resources	Managing our Natural Resources	Delmar	1991	N
9-11	Voc., Fam & Consumer	Teacher generated	N/A	N/A	Y
9-12	Art, Band	Teacher generated	N/A	N/A	N
9-12	Art, Choir	Teacher generated	N/A	N/A	N
9-12	Art, Jazz Band	Teacher generated	N/A	N/A	N
9-12	Art, Speech and Drama	Teacher generated	N/A	N/A	N
9-12	Art, Visual	Teacher generated	N/A	N/A	N
9-12	Elect., Study Skills	Teacher generated	N/A	N/A	N
9-12	LA, Spanish I	En Espanol Un	McDougal Littel	2000	N
9-12	Resource, English	Teacher generated	N/A	N/A	N
9-12	Resource, Life Skills	Teacher generated	N/A	N/A	N

Grade	Subject	Title	Publisher	Copyright	Required?
9-12	Resource, Math	Teacher generated	N/A	N/A	N
9-12	Science, Honors Biology	Biology	Prentice Hall	2006	N
9-12	Voc., Agr. Mechanics	Teacher generated	N/A	N/A	N
9-12	Voc., Comp Applications	Teacher generated/Microsoft Office	Microsoft	2007	N
10-12	Agricultural Science	Agriscience	Pearson	2006	N
10-12	Elect., Foods & Nutrition	Teacher generated	N/A	N/A	N
10-12	Elect., Horticulture	Introduction to Horticulture	Interstate	2000	N
10-12	Elect., Interior Arts	Teacher generated	N/A	N/A	N
10-12	LA, Spanish I	En Espanol Dos	McDougal Littell	2000	N
10-12	Math, Algebra II	Holt Algebra 2	Houghton Mifflin Harcourt	2011	Y
10-12	PE, Fit for Life	Teacher generated	N/A	N/A	N
10-12	PE, Weights	Bigger, Faster, Stronger	Bigger, Faster, Stronger	1995	N
10-12	Science, Chemistry	Chemistry	Prentice Hall	2005	N
10-12	Science, Earth Science	Earth Science	Prentice Hall	2006	N
10-12	Science, Physical Science	Physical Science	Prentice Hall	2006	Y
10-12	Voc., Accounting I	Century 21 Accounting	SouthWestern	2003	N
11-12	Art, Video Editing	Teacher generated/adobe software	Adobe	N/A	N
11-12	Elect., Yearbook	Jostens/Teacher generated	Jostens	2007	N
11-12	Math, Consumer	HS Financial Planning	NEFE	2008	N
11-12	Math, Pre Calculus	Pre Calculus	Prentice Hall	2011	N
11-12	Science, Physics	Physics	Prentice Hall	2006	N
11-12	Soc. Stu., Advanced US	American Pageant	Heath	1991	N
11-12	Soc. Stu., Economics	Economics	McDougal	2007	N
11-12	Soc. Stu., Law	Teacher generated	N/A	N/A	Y
9-12	CTE, Success	Managing Life Skills	Glencoe	2011	N
9-12	CTE, Consumer Economics	Applying Life Skills	Glencoe	2010	N
9-12	CTE, Clothing & Fashion	Clothing, Fashion, Fabric Construction	Glencoe	2008	N
9-12	CTE, Foods	Food for Today	Glencoe	2010	N

Grade	Subject	Title	Publisher	Copyright	Required?
9-12	CTE, Interior Arts	Homes and Interior	Glencoe	2007	N
10-12	CTE, Adv. Interior Arts	Homes and Interior	Glencoe	2007	N
9-12	CTE, Child Development	The Developing Child	Glencoe	2010	N

Section 4

C-TERMS 360

Our District developed C-Terms 360 (Columbia Terms 360) to help provide the vertical and horizontal alignment of the District’s curriculum for each of the seven subject areas that is taught—(1) *the arts*, (2) *health/physical education*, (3) *language arts*, (4) *mathematics*, (5) *science*, (6) *social studies*, and (7) *career/technical education*. Compelling research suggests that the teaching of academic vocabulary improves student learning of each subject and course. In the fall of 2009, our instructional staff began the process of systemically organizing of up to 30 words per grade or course within each of the subjects that our district teaches. This systemic organization clarifies what is taught and provides a smooth transition for introducing the terms. As presented, these lists are sorted in Excel by grade level, but may be easily sorted by subjects, courses, or terms as well. Since these terms become comparatively lengthy for each subject area and since the lists may be intentionally revised from time to time, the C-Terms are presented by subject areas as attachments to this *Guide*. As of the end of October 2010, the completed lists include C-Terms 360 for *language arts*, *mathematics*, and *science*. Attachments for the other subject areas will be included upon completion.

The Arts	Attachment 1
Health/Physical Education	Attachment 2
Language Arts	Attachment 3
Mathematics	Attachment 4
Science	Attachment 5
Social Studies	Attachment 6
Career and Technical Education	Attachment 7

