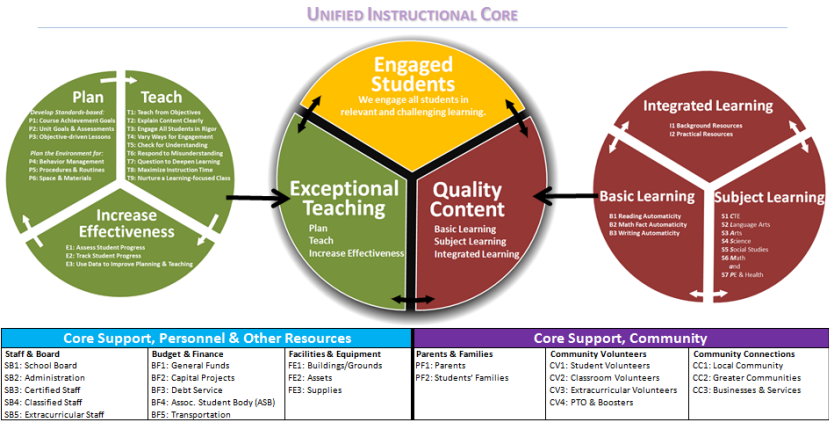


COLUMBIA SCHOOL DISTRICT

CURRICULUM GUIDE



Revised
July 2016

COLUMBIA SCHOOL DISTRICT CURRICULUM GUIDE

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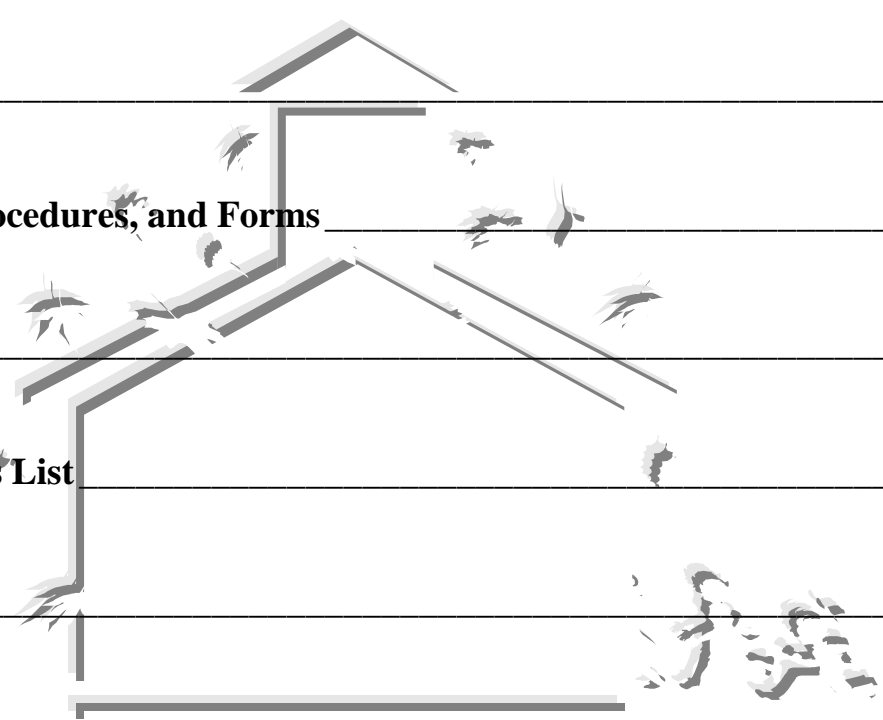


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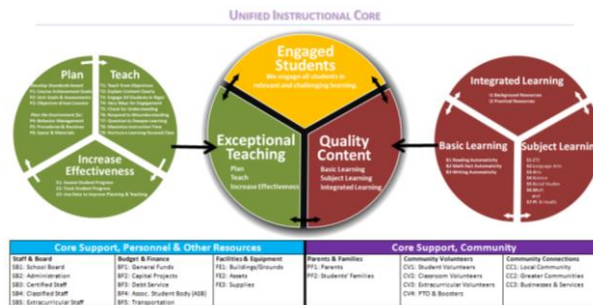
INTRODUCTION

This Columbia School District *Curriculum Guide* is divided into five sections:

- Section 1: Selecting Curriculum Materials
- Section 2: The Adoption Cycle
- Section 3: Kindergarten through 12th Grade Curriculum
- Section 4: C-Terms 360
- Section 5: Fingertip Resources

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 year of the last adoption of the curriculum and what is planned for adoption; the third section lists the adopted basals for each class; the fourth section describes the C-Terms that weave the warp and woof of the curriculum throughout the grades; and the last section briefly describes *Fingertip Resources* that provide additional instruction resources beyond the adopted curriculum.

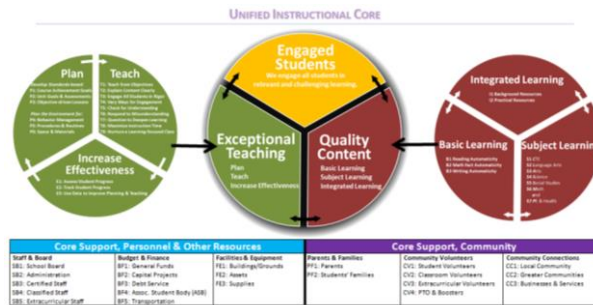
This Guide is intended to be a useful, dynamic document for our veteran teachers and new ones alike, school administrators, the board, and the community. While the interests of these groups vary, each one can use the *Curriculum Guide* to understand how and what curriculum the board approved over the past several years.



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, including 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).

Course Design, Selection 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 course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design

The superintendent or designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

The superintendent, or designee, will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in-person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References: 2027 - District Ownership of Staff-Created Work

Legal References: RCW 28A.150.230 District school directors' responsibilities
RCW 28A.320.230 Instructional materials — Instructional materials committee
RCW 28A.320.170 Tribal history and culture[as amended by SSB 5433]
RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias

Management
Resources: 2015 – December Issue

Columbia School District

Adopted: April 25, 2016

Classification: **Essential**
Revised Dates: **04.99; 06.11; 04.15; 12.15**

Procedure Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

Course Design

Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student need, changing demographics and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

Social studies curriculum review or adoption

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies curriculum, it will incorporate history, culture and government of the nearest federally recognized Indian tribe or tribes utilizing curriculum available on the OSPI website. The district may modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The district will collaborate with the office of the superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school’s college and career pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources

When instructional materials are technology based, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Material Selection

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The committee will consist of: *[District Note: Describe the membership of the committee here.]* Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

Members will be appointed by the superintendent or designee through the district's committee process. Membership must be approved by the Board of Directors. The chairman and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;

- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The *Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:

<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

Core material will be approved by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and, formal recommendation for board adoption.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

[College in the High School](#), AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

The superintendent or designee may consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material Selection

The superintendent, or designee, will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While

supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Temporary Supplemental Material Selection

Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
 - a. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent or designee requesting review by the Instructional Materials Committee and a written decision.
 - b. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the superintendent, complainant, and affected staff within ten (10) school business days.

Adoption Date:

Classification:

Revised Dates: **10.98; 06.11; 04.15; 12.15**

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
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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	—	—	—	—

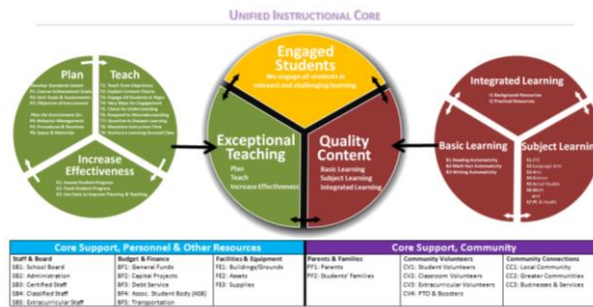
	<u>3</u>	<u>2</u>	<u>1</u>	<u>N/A</u>
13. Stimulation of critical thinking and problem solving skills, etc.	—	—	—	—
14. Stimulation of students toward self-evaluation and formulation of their own goals	—	—	—	—
15. Stimulation of learner involvement	—	—	—	—
16. Quality of learning activities	—	—	—	—
17.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

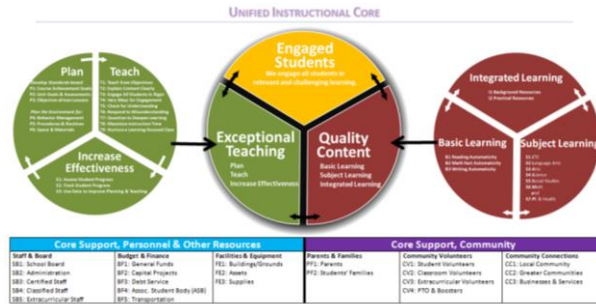


COLUMBIA SCHOOL DISTRICT CURRICULUM ADOPTION CYCLE															
SUBJECT	DATE ADOPTED	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2104	2013-2014	2014-2015	2015-2016	2016-2017
MATH															
> PreCalculus/Trig	2011	•	•	•	•	•	•	•	2011	•	•	•	•	•	•
> Geometry	2011	•	•	•	•	•	•	•	2011	•	•	•	•	•	•
> Algebra I & II	2010	•	•	•	•	•	•	2010	•	•	•	•	•	•	•
> Math, 6-8	2009	•	•	•	•	•	2009	•	•	•	•	•	•	•	•
> Calculus	2011	•	•	•	•	•	•	•	2011	•	•	•	•	•	•
> Math, K-5	2008	•	•	•	2008	•	•	•	•	•	•	•	•	•	•
SCIENCE															
> Chemistry	2005	•	2005	•	•	•	•	•	•	•	•	•	•	•	•
> K-5	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Biology (10)	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Biology, Honors (9-12)	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Earth Science (10-12)	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Physics (11-12)	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Physical Science (10-12)	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Earth Science (6)	2007	•	•	•	2007	•	•	•	•	•	•	•	•	•	•
> Physical Science (7)	2007	•	•	•	2007	•	•	•	•	•	•	•	•	•	•
> Life Science (7)	2007	•	•	•	2007	•	•	•	•	•	•	•	•	•	•
HEALTH & FITNESS															
> Prosocial Skills (K-5) (Course Outline)	2015	•	•	•	•	•	•	•	•	•	•	•	2015	•	•
THE ARTS															
> Art, Visual (6-8)	2012	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Art, Visual (9-12)	2012	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Art, Visual (K-5)	N/A	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Music (6-8)	2012	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Music (9-12)	2012	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Music (K-5)	2012	•	•	•	•	•	•	•	•	2012	•	•	•	•	•
> Theater (9-12)	N/A	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SOCIAL STUDIES															
> Social Studies (K-5)	2013	•	•	•	•	•	•	•	•	•	2013	•	•	•	•
> WA History (4)	OSP1	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> World History (6)	2015	•	•	•	•	•	•	•	•	•	•	•	2015	•	•
> WA History (7)	2012	•	•	•	•	•	•	•	•	•	2012	•	•	•	•
> Medieval & Early Modern History (7)	2015	•	•	2006	•	•	•	•	•	•	•	•	2015	•	•
> World History (8)	2015	•	•	•	•	•	•	•	•	•	•	•	2015	•	•
> US Government (11)	2015	•	•	•	•	•	•	•	•	•	•	•	2015	•	•
> World Geo & Anct Civilizations (12)	2015	•	•	•	•	•	•	•	•	•	•	•	2015	•	•
LANGUAGE ARTS															
> Foreign Language Spanish I & II	2011	•	•	•	•	•	•	2011 (2000)	•	•	•	•	•	•	•
> Foreign Language Spanish III	N/A	•	•	•	•	•	•	•	•	•	2013	•	•	•	•
> Language Arts, Writing (6-8)	2007	•	•	•	2007	•	•	•	•	•	•	•	•	•	•
> Language Arts, Literature (9-12)	2016	•	•	•	•	•	•	•	•	•	•	•	•	•	2016
> Reading/LA (K-5)	2016	•	•	•	•	•	•	•	•	•	•	•	•	•	2016
> Handwriting	None	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> Language Arts, Spelling (K-5)	See Reading	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Career and Technical Education (CTE)															
> Welding (Text/Course Outline)	As Needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> Woodworking (Text/Course Outline)	As Needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> Horticulture	2000	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> Accounting I & II	2003	•	•	•	•	•	•	•	•	•	•	•	•	•	•
> Agriscience	2006	•	•	2006	•	•	•	•	•	•	•	•	•	•	•
> Computer Applications (9-12)	2007	•	•	•	2007	•	•	•	•	•	•	•	•	•	•
> Consumer Math (11-12)	2008	•	•	•	•	2008	•	•	•	•	•	•	•	•	•
> Success	2008	•	•	•	•	2008	•	•	•	•	•	•	•	•	•
> Consumer Economics	2011	•	•	•	•	2008	•	•	•	•	•	•	•	•	•
> Clothing & Fashion	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•
> Consumer Economics	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•
> Foods	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•
> Interior Arts	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•
> Adv. Interior Arts	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•
> Child Development	2011	•	•	•	•	•	•	2011	•	•	•	•	•	•	•

Section 3

ADOPTED MATERIALS LIST

The Adopted Materials List includes the board-adopted 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 but may be found in the *Finger Tip Resources* described under Section 5. The adopted materials list follows.



COLUMBIA ELEMENTARY SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
K	LA, Reading	Reach for Reading K	Nat Geo Lrng/Cengage Lrng	2016	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	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	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	Reach for Reading 1	Nat Geo Lrng/Cengage Lrng	2016	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	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	Y
1	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
1	Soc. Stu.	A Child's View	Houghton Mifflin Harcourt	2012	Y
2	LA, Reading	Reach for Reading 2	Nat Geo Lrng/Cengage Lrng	2016	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	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	Y
2	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
2	Soc. Stu.	People We Know	Houghton Mifflin Harcourt	2012	Y

Grade	Subject	Title	Publisher	Copyright	Required?
3	LA, Reading	Reach for Reading 3	Nat Geo Lrng/Cengage Lrng	2016	Y
3	LA, Writing	Step Up To LA, Writing (Supplemental)	Sopris West	2002	Y
3	Math	Accelerated Math	Renaissance Learning	N/A	Y
3	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
3	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	Y
3	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
3	Soc. Stu.	Our Communities	Houghton Mifflin Harcourt	2012	Y
4	LA, Reading	Reach for Reading 4	Nat Geo Lrng/Cengage Lrng	2016	Y
4	Math	Accelerated Math	Renaissance Learning	N/A	Y
4	Math	Math Connects	Macmillan McGraw-Hill	2009	Y
4	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	Y
4	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
4	Soc. Stu.	States and Regions	Houghton Mifflin Harcourt	2012	Y
4	WA History	OSPI Website	OSPI	Ongoing	Y
5	LA, Reading	Reach for Reading 5	Nat Geo Lrng/Cengage Lrng	2016	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	Prosocial	Second Step: Child Protection Unit	Committee for Children	2014	Y
5	Science	LASER Inquiry Science	SW WA LASER Alliance	2006	Y
5	Soc. Stu.	US: Making a New Nation	Houghton Mifflin Harcourt	2012	Y
5	Art, Music	Making Music	Pearson	2005	Y

COLUMBIA MIDDLE SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
6-8	Art, Band	Standards of Excellence	Neil A. Kjos	Varies	N
6-8	Art, Visual	Explorations in Art	Davis Publications	2009	N
6-8	Art, Visual	The Visual Experience	Davis Publications	2005	N
6	LA, Reading	Literature 6	McDougal Littel	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	Holt McDougal	2012	Y
7	LA, Reading	Literature 7	McDougal Littel	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	The Washington Journey	Gibbs	2010	Y
7	Soc. Stu., World	World Geography	Holt McDougal	2012	Y
8	LA, Reading	Literature 8	McDougal Littel	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.	US Hist. Beginnings to 1877	Holt McDougal	2006	Y

COLUMBIA HIGH SCHOOL

Grade	Subject	Title	Publisher	Copyright	Required?
9	LA, English I	HMD Literature 2012	Houghton Mifflin Harcourt	2012	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
9	Soc Stu., Geography	Geography	Holt McDougal	2012	Y
9	Science, Natural Resources	Managing our Natural Resources	Delmar	1991	N
10	Soc. Stu., Foreign Policy	Modern World History	McDougal	2007	N
10	Math, Geometry	Holt Geometry	Houghton Mifflin Harcourt	2011	Y
10	LA, English I	HMD Literature 2012	Houghton Mifflin Harcourt	2012	Y
10	Science, Biology	Biology	Prentice Hall	2006	Y
11	LA, English III	“They Say/I Say” by Graff and Birkenstein	Norton	2014	Y
11	LA, English III	Everyone’s an Author by Lundsford, et. al.	Norton	2014	Y
11	Soc Stu., US History	The American Pageant	Cengage Learning	2013	Y
12	LA, English IV	Everyone’s an Author by Lundsford, et. al.	Norton	2014	Y
12	LA, English IV	The Little Seagull Handbook by Bullock, et. al.	Norton	2014	Y
12	Math, Calculus	Calculus	Prentice Hall	2011	N
12	Soc Stu., Am. Government	United States Government	Holt McDougal	2012	Y
12	Voc, Accounting II	Century 21 Accounting	SouthWestern	2003	N
12	Voc., Advanced Agriculture	Teacher generated	N/A	N/A	N
9-12	Art, Band	Standards of Excellence	Neil A. Kjos	Varies	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, Visual	Explorations in Art	Davis Publications	Varies	N
9-12	Art, Visual	The Visual Experience	Davis Publications	Varies	N
9-12	Elect., Study Skills	Teacher generated	N/A	N/A	N
9-12	LA, Spanish I	En Espanol Un	Houghton Mifflin	2000	N
9-12	Resource, English	Teacher generated	N/A	N/A	N

Grade	Subject	Title	Publisher	Copyright	Required?
9-12	Resource, Life Skills	Teacher generated	N/A	N/A	N
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
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
9-12	CTE, Interior Arts	Homes and Interior	Glencoe	2007	N
9-12	CTE, Child Development	The Developing Child	Glencoe	2010	N
9-11	Voc., Fam & Consumer Sci.	Teacher generated	N/A	N/A	Y
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
10-12	CTE, Adv. Interior Arts	Homes and Interior	Glencoe	2007	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

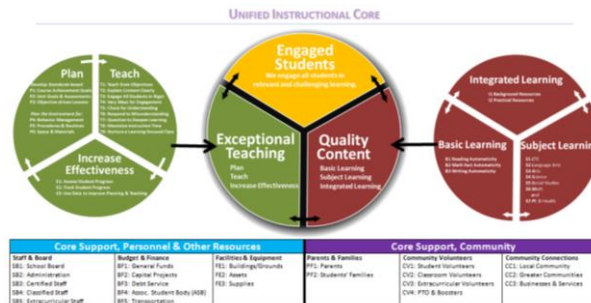
Grade	Subject	Title	Publisher	Copyright	Required?
11-12	Math, Pre-Calculus	Pre-Calculus	Prentice Hall	2011	N
11-12	Science, Physics	Physics	Prentice Hall	2006	N
11-12	Soc. Stu., Economics	Economics	McDougal	2007	N
11-12	Soc. Stu., Law	Teacher generated	N/A	N/A	Y

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*.

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



Section 5

FINGERTIP RESOURCES

The District developed what is termed the Unified Instructional Core (UIC)—a unification of (1) Engaged Students, (2) Exceptional Teaching, and (3) Quality Content. The UIC builds upon the work of CSD’s school board, staff, and others, including Schlechty’s work that places student engagement (Schlechty, *Engaging Students*, 2011) as the cornerstone of its work, and Elmore’s work that identifies just three interdependent components” that rest within the instructional core (1) “*teacher’s* knowledge and skill”, (2) “*student’s* engagement in their own learning”, and (3) “*academically challenging content*” (City, Elmore, Fairman and Teitel, *Instructional Rounds in Education*, 2010). In addition, the UIC couples the Washington DC Public School (DCPS) Teaching and Learning Framework with CSD’s Framework of Quality Content. In short, the UIC (1) unifies the district’s previous teaching for learning work, and (2) provides a systematic means for the uniform inclusion of current and future work. Arguably, drawing the DCPS and CSD frameworks into the UIC also positions the district well for the 2013-14 school year when the District begins to implement the new state-mandated Teacher/Principal Evaluation Protocols TPEP (<http://tpep-wa.org>).

The *Fingertip Resources* brings everyday practicality to the District’s UIC. The *Resources* deliberately draw upon web-based sources. In addition, foundation resources—Common Language of Instruction (CLOI) terms, common core standards, C-Terms, and adopted curriculum—are found in the first part of each Fingertip Resource subsection; for quick reference and sorting purposes, these key resources are preceded by AA. The foundation learning resources are followed by resources uniquely aligned to one of the subsections. Appreciation flows to the CSD staff for collaboratively identifying fingertip sites; their names accompany many of the resources.

Finally, the flexible Fingertip Resources will change as other resources become available. These future resources will add to or replace the current ones found respectively.

