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CURRICULUM

- I. **Course Priority Standards:** The term priority standards refers to a subset of learning standards that Windover educators have determined to be the highest priority or most important for students to learn in each course. While the teaching and learning will include many other skills and content, these standards will help us foster the most effective and engaging learning environment within our classrooms.
- II. **Scope and Sequence**

A. ELA

- **Standards:** https://www.michigan.gov/documents/mde/MDE_ELA_Standards_599599_7.pdf
- 1. Reading: Complex texts and growing comprehension
- 2. Writing: Text types, responding to reading, and research
- 3. Speaking and Listening: Flexible communication and collaboration
- 4. Language: Conventions, effective use, and vocabulary

a) Typical English Sequence:

9th Grade	10th Grade	11th Grade	12th Grade
English 9	English 10	English 11	English 12

b) Courses:

- (1) ENG COMP 9-10 A
ENG COMP 9-10A ELEC
ENG COMP 11-12 B
ENG LIT 9 OL
ENG LIT 9-10 A
ENG LIT 11 A
ENG LIT 10 OL
ENG LIT 11 OL
ENG LIT 12 A
ENG LIT 12 OL
ENG 9 OL
ENG 10 OL
ENG 10-2 OL
ENG 11 OL
ENG 12 OL
Basic Composition
Basic Composition Elec
Creative Writing
Survey of Literature



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B. Math

- Standards: https://www.michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7_550413_7.pdf

- Algebra I
- Geometry
- Algebra II
- 4th Year Math Course taken during the “senior year”

a. Typical Math Sequence

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Pre-Algebra	→ Algebra 1	→ Geometry 1	→ Algebra II	(A) Math, Senior Advanced (Option to move to A, B, or E)
Algebra 1 (A)	→ Algebra 1 (B)	→ Geometry 1	→ Algebra II	(B) Pre-Calculus (Option to move to A, B, or E)
Algebra 1 AC	→ Geometry	→ Algebra II	→ Math Advanced/Pre-Calculus	(C) Calculus AB, AP (Option to move to C or E)
Algebra 1 AC	→ Geometry AC	→ Algebra II AC	→ Pre-Calculus	(D) Calculus AB, AP (Option to move to C, D, or E)
				(E) See Electives

b. Courses:

Pre-Algebra
Algebra Foundations
Algebra IA (Summer)
Algebra IB (Summer)
ALG I OL
ALG II OL
Cons Finance OL
Culinary Arts Math
Geometry OL
INTEG Math 1A
INTEG Math 1A IND STUDY
INTEG Math 1B
INTEG Math 2A
INTEG Math 2B



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Math Courses Continued:

INTEG Math 2B IND STUDY
 INTEG Math 3A
 INTEG Math 2 SURVEY
 INEG Math 3 SURVEY
 INTEG Math 3A IND STUDY
 INTEG Math 3B
 INTEG Math 3B ELEC
 Math Lab
 Probability & Statistics OL

C. Science:

- **Standards:** https://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf
 1. Asking questions & defining problems
 2. Developing & using models
 3. Planning & carrying out investigations
 4. Analyzing & interpreting data
 5. Using mathematics & computational thinking
 6. Constructing explanations & designing solutions
 7. Obtaining, evaluating & communicating information

a. Typical Science Sequence

9th Grade	10th Grade	11th Grade	12th Grade
Biology	Earth Science Geophysical Science	Chemistry Physics	Physics Environmental Science Science Electives

a. Courses

Anatomy & Physiology 1
 Anatomy & Physiology 2
 Anatomy & Physiology 2 ELEC
 BIO 1
 BIO 1 ELEC
 BIO 1 OL
 BIO 2
 BIO 2 ELEC
 BIO 2 OL
 CHEM 1
 CHEM 1 OL
 CHEM 2 OL



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Science Courses Continued:

Earth Science OL
 Environmental Science
 Environmental Science ELEC
 Life Science
 Physical Science 1
 Physical Science 2
 Physical SCI-AOL
 Physics 1 OL
 Physics 2 OL
 Survey of Chemistry 1
 Survey of Chemistry 2

D. Social Studies

- **Standards:** https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf
 1. Core Disciplinary Knowledge
 2. Critical Thinking Skills
 3. Democratic Values
 4. Citizen Participation

a. Typical Social Studies Sequence

9th Grade	10th Grade	11th Grade	12th Grade
World History and Geography	History and Geography, U.S. American Studies US History and Geography	Government Economics	Microeconomics Macroeconomics

b. Courses

Civics
 Civics OL
 ECON OL
 US HIST 1
 US HIST 1 OL
 US HIST 2
 US HIST 2 OL
 US HIST 2 IND STUDY
 World HIST 1 OL
 World HIST 2 OL

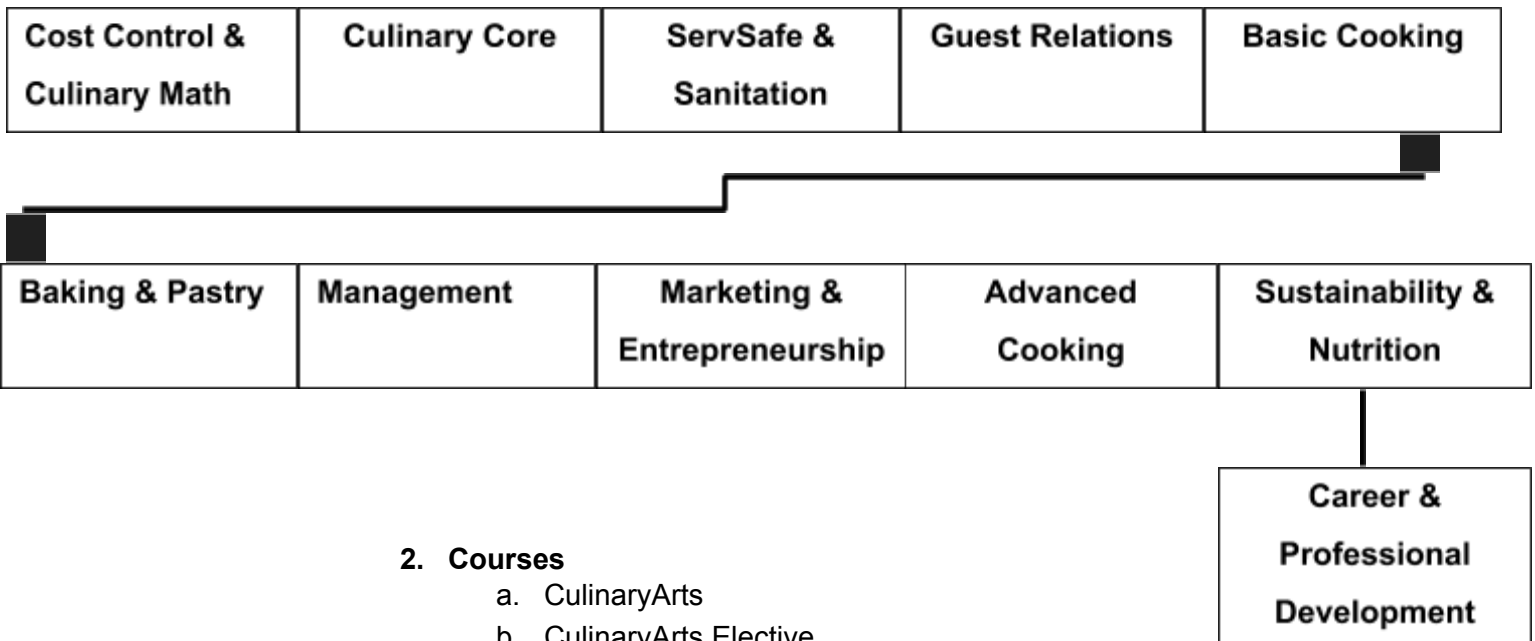


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E. CTE Program

- Standards: <http://ctenavigator.org/resources>
 1. Culinary and Hospitality
 - a. Technical and occupation-specific skills
 - b. Principles of technology
 - c. Labor and community issues
 - d. Health and safety issues
 - e. Environmental issues
 - f. Opportunities for advanced education/training
 - i. Typical Culinary Arts Sequence



2. Courses

- a. CulinaryArts
- b. CulinaryArts Elective
- c. Culinary Arts Math
- d. CTE Customer Relations
- e. CTE Business Math
- f. CTE Baking and Pantry

Arts Program

- Standards: https://www.michigan.gov/documents/mde/VPAA_Standards_Accessible_Final_599577_7.pdf

1. Courses

- a. Beginning Art
- b. Interactive Art
- c. Art 1 - Drawing
- d. Art 2 - Painting
- e. Art Sculpture - 1



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- f. Art - Mixed Media 1
- g. Art - Mixed Media ELEC
- h. Art - Advanced 1
- i. Intro to Art ELEC
- j. Intro to Art - 1 OL

Jobs For Michigan Graduates

1. Courses

- a. Career Exploration
- b. Career Exploration - 2

Electives & Other Courses Offered

- **Foreign Languages Standards:** [Michigan Merit Curriculum: World Languages Standards and Benchmarks](#)
- **Physical Education Standards:** [k-12 physical education standards](#)

1. Courses

- a. Career Exploration OL
- b. Current Events ELEC
- c. Health
- d. Health OL
- e. Leadership 1
- f. PE OL
- g. Psychology OL
- h. Psychology ELEC OL
- i. Skills Development ELEC
- j. Spanish 1A OL
- k. Spanish 1B OL
- l. Spanish 2A OL
- m. French 1A
- n. French 1B
- o. Chinese 1A
- p. Chinese 1B
- q. Student Success ELEC
- r. Strategies for Academic Success OL
- s. Study Skills
- t. Study Skills OL



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III. Lesson Planning

A. Best Practices for Instructional Strategy

1. Programs

- a) Thematic and product related
- b) Integrate the curriculum and use a multi-disciplinary approach
- c) Devise curriculum strategies and follow them
- d) Provide opportunities for Service Learning Projects

B. Instructional Strategies

- a) Provide instruction based on appropriately determined grade level(s) of students
- b) Recognize and reward achievement and growth using incentives and feedback
- c) Assist students in transitions internally (interpersonal relationships) and externally (transitioning from program to program)
- d) Use community services for mentoring, peer helpers, tutoring, volunteers, etc.
- e) Provide cultural enrichment sessions for staff and students
- f) Be innovative and developmental in instructional approach
- g) Use portfolios, hands-on demonstrations, real-life experiences
- h) Establish and enforce standards and rules for behavior
- i) Identify learning styles and differentiate instruction according to the needs of students
- j) Provide necessary attention and one-to-one interaction with students
- k) Utilize Personal Education Plans (PEPs)
- l) Use technology to enhance instruction
- m) Provide flexible scheduling

C. Tiered Interventions: <http://www.rtinetwork.org/>

1. Tier I/Core Instruction: At Tier 1 (i.e., primary prevention/intervention), universal (i.e., school-wide) prevention efforts are established to promote learning for all students, anticipating that most students (e.g., 80%) will respond to these strategies and will not require additional intervention.
2. Tier 2/Group Interventions: (secondary prevention or strategic intervention), students who are identified as being at-risk of experiencing problems receive supplemental or small-group interventions.
3. Tier 3/Intensive Interventions: At Tier 3, the goal is remediation of existing problems and prevention of more severe problems or the development of secondary concerns as a result of persistent problems.



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- a) <http://www.interventioncentral.com/>
- b) <http://www.free-reading.net/>
- c) <http://ies.ed.gov/ncee/wwc/>

D. Assessments

1. **Diagnostic (Before):** Diagnostic assessments occur before instruction and help to identify skill strengths and weaknesses.
2. **Universal Screening:** Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.
3. **Formative Assessment (During):** Occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance
 - a) Exit slips
 - b) White boards
 - c) 20 word summary
 - d) Quiz
 - e) Very interactive class discussion
 - f) Warm-up
 - g) Closure
 - h) On the spot performance
 - i) Progress Monitoring: Progress monitoring is a system for monitoring student progress and the effectiveness of the support provided to students. Research has demonstrated that when teachers use progress monitoring for instructional decision making, students learn more, teacher decision making improves, and students are more aware of their own performance (e.g., Fuchs, Deno, & Mirkin, 1984). The purpose of progress monitoring is to monitor students' responses to primary,



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secondary, and tertiary instruction. Progress monitoring data can be used to estimate the rates of improvement, which allows for comparison to peers identify students who are not demonstrating or making adequate progress so that instructional changes can be made to compare the efficacy of different forms of instruction—in other words, which instructional approach or intervention led to the greatest growth among students.

- j) **Interim Assessment:** takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate. Interim Assessments tend to be more formal, using tools such as projects, written assignments, and tests. The learner should be given the opportunity to re-demonstrate his/her understanding once the feedback has been digested and acted upon. Interim Assessments can help teachers identify gaps in student understanding and instruction, and ideally teachers address these before moving on or by weaving remedies into upcoming instruction and activities
 - (1) Chapter test
 - (2) Extended essay
 - (3) A project scored with a rubric
4. **Summative Assessment (After):** takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard (MStep/MME) or to a group of students (usually a grade-level group, such as all 11th graders nationally). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.
 - a) Pre/Post Course assessments
 - b) Standardised Testing: SAT, PSAT, MStep, MME, Workkeys
 - c) Major cumulative projects, research projects, and performances



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Core Curriculum

Accessibility

A copy of the Core Curriculum will be available at www.windover.org.

Implementation

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize a wide range of literature, short stories, and supplemental reading material.

Research-based Instruction: The following strategies that are used in the ELA curriculum are support in research by

Marzano:

1. Comparison/Contrasting: identifying similarities and differences using comparing, classifying, analogies, and metaphors/similes; a lesson would include modeling, verbal instructions, graphic organizer, guided practice, and independent practice.
2. Summarizing/NoteTaking: I teach specific note-taking skills, using graphic organizers and note-taking guides/fill-in structures. The focus is close and critical reading, identifying the important info or concepts, and then putting into your words (synthesizing). Verbatim note-taking is ineffective and avoided.
3. Recognition of Effort + Organization: Students know what is expected. (Week at a Glance posted onboard) Fair and credible evaluations are used. (rubrics)



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The curriculum is geared to standards.

- Student responsibility for work is emphasized. (students maintain a weekly planner with a reflection section) Results are fixed, time varies. (rubrics, opportunities for revision)
 - Recognition of accomplishment is utilized. (verbal praise, posting of quality work, publishing in Bulldog Weekly, token prizes, food, privileges)
4. Practice: (in other schools known as homework) reading and writing “workshop” time provided in class for independent and partner practice of skills.
 5. Non-Linguistic Representations: vocabulary assignments (weekly) include the requirement to draw a symbol/logo/picture of the term, posters, models, collages, “can you see it, can you draw it” activities, comic strips, brochures, graphic organizers, etc.
 6. Cooperative Learning: manageable group sizes, explicit rubrics, and division of workload, literature circles, project-based learning).
 7. Advance cues/questions: pre-reading strategies and writing assignments, advance organizers (i.e. guided reading questions - go over questions before reading, read and answer as you go along, utilize answers to formulate interpretive question responses.)

Includes note-taking formats/graphic organizers provided by the teacher, journal entries/quick writes, quote examination. Strategies such as K.W.L. (know, would like to know, learned), SQ3R (survey, question, read, recite, review)

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the McDougal Littell Concepts and Skills series of textbooks as a major guide in our math curriculum in the areas of Algebra I, Algebra II, and Geometry. The Concepts and Skills series was written by Ron Larson, the profession of mathematics at Penn State University; Laurie Boswell, a math teacher and recipient of the Presidential Award of Excellence in Mathematics Teacher; Timothy Kanold is a superintendent in Illinois, and is the recipient of the Presidential Award of Excellence in Mathematics and Science Teaching; and Lee Stiff, a professor of mathematics education in the College of Education and Psychology of North Carolina State University, and is a recipient of the W.W. Rankin Awards for Excellence in Mathematics Education. The material was also reviewed by a panel of Michigan educators to ensure it aligns with Michigan standards. The McDougal Littell



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series of textbooks were reviewed and accepted by the Windover Board of Directors in 2007. The material is in alignment with the Michigan Merit Curriculum. In addition, the math department will pilot ALEKS as part of the math curriculum during the 2012-13 school year.

Remedial math needs are met using the Number Power series of textbooks, published by Contemporary Books.

Science

The Science curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Prentice Hall series of science textbooks in that core area. The Science curriculum was last approved by our local Board of Education in 2008.

Social Studies

The Social Studies curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Prentice Hall Michigan version of the World History textbook, the History Alive series by Teacher's Curriculum Institute, and the Economics Today & Tomorrow series by Glencoe. The Social Students curriculum was last approved by our local Board of Education in 2007.