

CORE CURRICULUM

A curriculum cycle has been developed to ensure each of our content areas receive both time, to examine the effectiveness of the curriculum, and funding, to maintain the excellence of our instructional materials. Implementation status of each core curricular area within the cycle is shown.

Subject	Elementary	Middle School	High School
Art	II	I	III
Business	N/A	N/A	II
Career Education	N/A	N/A	III
Communication Arts	III	II	III
Health/PE/Wellness	III	III	III
Industrial Technology	N/A	II	II
Life Management	N/A	N/A	II
Mathematics	I	II	III
Media	II	II	II
Performing Arts	III	II	III
Science	I	III	II
Social Studies	II	II	III
Student Support Services	II	II	II
World Languages	III	N/A	III

- Phase I: Research
- Phase II: Curriculum Development
Selection of Resources
- Phase III: Implementation of Plan
Monitoring and Evaluating

Certain activities fall within each phase. In phase I, research is taking place. In phase II, there is curriculum development, selection of resources and development of an implementation plan. In phase III, the curriculum is implemented, monitored and evaluated. Curriculum work is ongoing.

The state of Michigan Department of Education has introduced some new Grade Level Content Expectations or GLCEs. These GLCEs tell us the expectations the state has for students in the core curriculum areas. During the 2004-2005 school year, districts received the English Language Arts and Mathematics GLCEs for elementary and middle school. Extensive work was completed during the school year to ensure our curriculum matched the GLCEs. In 2005-2006, the state Board of Education has released the new high school content standards for English Language Arts and Mathematics.

District Curriculum

Each curriculum subject has a well-defined plan, approved by the Board of Education, and it consists of a mission or purpose, objectives, assessment strategies and instructional resources.

Curriculum is the driving force behind the district's mission. Each curriculum subject has a well-defined plan, approved by the Board of Education, and consists of:

- a mission or purpose identifies the guiding principles that teachers use to focus the instruction
- essential objectives each student should master through classroom instruction
- set the expectations for mastery of content
- assessment strategies that describe the various ways teachers measure what students have learned and help determine appropriate instructional methods
- textbooks and other instructional materials selected to enhance the learning process. During the past year, L'Anse Creuse Public Schools has reviewed its evaluation plan to ensure the district's curriculum is aligned with instruction and assessment.



Tenniswood Science Olympiad team

