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## Curriculum Review Plan

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- **Curriculum Teams**

Teams will consist of teachers [usually one from each department (TK-2, 3/4, 5/6, 7/8)], in addition to relevant co-curricular or resource teachers, possibly the head of school, and the director of learning. The director of learning will chair curriculum teams, with a secretary being chosen to record activities and decisions.

- **Process of Curriculum Review and Revision**

1. Review the **foundational statements** key to all curricular areas:
  - philosophy of education
  - statement of purpose
  - mission statement
  - Teaching for Transformation
2. Review/revise the **purpose or role of teaching the specific area** at Sioux Center Christian School, the **biblical truths** in the curricular area, and the **philosophy** for teaching the curricular area, making sure all statements are in alignment with the board policy manual.
3. Review/revise the **TK-8 standards** for the curricular area, making sure they align with chosen national standards and/or the Iowa Core Curriculum.
4. **Survey teachers** to see what they are actually teaching in this curricular area.
5. Research and share current **best practices for teaching and learning** in the curricular area.
6. Review/revise our **scope and sequence**, aligning it with our standards and suggested current best practices in the curricular area.
7. Review **textbook and/or other support materials** that will help teach the concepts of the curricular area.
8. Select **textbook and/or support materials** for teaching the curricular area.
9. Provide **professional development**, if necessary, to assist teachers with implementing the updated curriculum.
10. Present updated **scope and sequence** to teachers, along with support materials for teaching. (Teachers will have seen the updated scope and sequence as it was being revised to ask for their input.)
11. Implement the **updated scope and sequence** using the materials selected. Review and revise after one year.

**Curricular areas will be reviewed and revised approximately every 7 years.**

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## Classroom and Library Learning Commons Materials, Challenged Materials

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All materials used by students shall contribute to the advancement of the school's mission, academic educational goals, graduate characteristics (throughlines), and Teaching for Transformation framework. Materials include textbooks, workbooks, audio-visual materials, technology, and other supplemental classroom materials.

In selecting materials, the following will serve to focus and guide the selection process and should be considered goals to be met each time the use of materials is considered. Faculty and staff are required to ensure that materials meet the following goals, with the head of school and director of learning overseeing the faculty and staff in this area:

- To provide materials that help students explore all of creation.
- To provide materials that help students explore how humankind has responded obediently or disobediently to that creation. This will include Christian authors and materials as well as non-Christian authors and materials.
- To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of students.
- To provide materials that reflect a variety of genres that support student recreational reading.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- To provide materials of the highest quality.
- To provide materials that meet the educational standards adopted by the school.
- To provide materials that are current, relevant, and applicable to the curriculum adopted by the school.

Curriculum selection (textbooks, workbooks, technology, online resources, and other materials) is overseen and approved by the director of learning. Material selection for the library learning commons is the responsibility of the teacher librarian and is overseen by the director of learning. Supplemental classroom materials are selected by the faculty and staff and overseen by the director of learning. All videos and other audio-visual materials are selected by the faculty and staff and overseen by the director of learning.

The following criteria will serve as a guide when selecting materials. Consideration should be given to all of the following, as appropriate:

- Educational significance
- Age appropriateness
- Alignment with school policies, perspective statements, philosophies, and views
- Alignment with adopted school curriculum standards

- Contribution the material makes to the curriculum and to the interests and abilities of students
- Favorable reviews found in professional selection tools
- Factual accuracy
- Favorable recommendations based on preview and examination of materials by professional personnel
- Reputation and significance of the author, producer, and publisher
- Valid, relevant, current, and appropriate material
- High degree of potential user appeal
- High artistic quality and /or literary style
- Quality
- Complements existing materials, providing variety
- Lasting value

Gifts or donated materials will be subject to the same selection criteria as purchased materials. These materials will be accepted with the understanding that, if not suitable, they will be returned or disposed of, at the discretion of the faculty, staff, director of learning, and/or head of school.

### Challenged Materials

Occasional objections concerning the appropriateness of some of the classroom and library learning commons materials may emanate from parents, faculty members, staff members, or society members, despite the care taken to select the materials. No parent has the right to determine the materials for students other than their own. If a complaint is made, the parent must contact the director of learning and outline his or her complaint in writing, including the following information:

- Parent name
- Parent contact information (phone number and email address)
- Title of the material
- Author (if applicable)
- Confirmation that he or she has read or observed the entire material
- Reason for objection (with specifics)
- Requested actions to be taken by the school

The director of learning shall handle all complaints as he or she sees appropriate.

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### Curriculum Offerings

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<b>Transitional Kindergarten</b>	science, math, handwriting, phonics, social studies, Bible, reading, music, art, physical education, library, social and personal development, fine motor skills, speaking, listening, health, social-emotional learning and guidance, financial literacy
<b>Kindergarten</b>	science, math, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, physical education, library, health, , social-emotional learning and guidance, financial literacy
<b>1<sup>st</sup> Grade</b>	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, physical education, library, health, social-emotional learning and guidance, financial literacy
<b>2<sup>nd</sup> Grade</b>	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, physical education, library, health, , social-emotional learning and guidance, financial literacy
<b>3<sup>rd</sup> Grade</b>	science, math, spelling/vocabulary, grammar, handwriting, writing, phonics, social studies, art, Bible, reading, music, orchestra, Internet safety and use, keyboarding, physical education, library, health, , social-emotional learning and guidance, financial literacy

<b>4<sup>th</sup> Grade</b>	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, music, orchestra, physical education, library, keyboarding, health, , social-emotional learning and guidance, financial literacy
<b>5<sup>th</sup> Grade</b>	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, music, band, orchestra, technology, physical education, choir, health, , social-emotional learning and guidance, financial literacy
<b>6<sup>th</sup> Grade</b>	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, technology, reading, music, band, orchestra, physical education, choir, health, , social-emotional learning and guidance, financial literacy
<b>7<sup>th</sup> Grade</b>	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, choir, band, orchestra, jazz band, music, physical education, exploratories, health, , social-emotional learning and guidance, financial literacy
<b>8<sup>th</sup> Grade</b>	science, math, spelling/vocabulary, grammar, writing, social studies, art, Bible, reading, choir, band, orchestra, jazz band, music, physical education, exploratories, health, social-emotional learning and guidance, financial literacy

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### Supported and Enriched Curriculum

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The general curriculum is supported through these offerings, depending on student need and ability:

- Resource teachers
- Academic interventionist
- Paraprofessionals
- Sensory/OT specialist
- Behavior specialist
- Behavior interventionist
- School counselor
- School nurse
- Teacher librarian
- Co-curricular teachers (music, physical education, art)
- Discovery support (talented and gifted)
- Reading Room (Title I Reading)
- Speech therapist
- All Belong and/or NWAEA support

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### Extra-Curricular Offerings

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- TK-4 musical
- Jazz band
- Honor orchestra
- Chapel leaders/helpers
- OPUS state honor choir
- Honor band
- Honor choir
- Middle school musical/play
- Middle school athletics: girls' volleyball, girls' and boys' cross country, girls' and boys' basketball, girls' and boys' track, girls' and boys' soccer
- Middle school enrichment/exploratory courses/service learning
- Math bee

- Geography bee
- Destination Imagination
- Spanish club
- Blazer Academy