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Purposeful instructional planning is essential for ensuring student achievement of established concepts and skills specified in the K-5 curricula located in the Curriculum Engine. Each teacher is responsible for establishing long- and short-range instructional expectations based on the standards and implementing instructional procedures, strategies, and resources which support student learning of the identified concepts and skills. Instructional planning is the process by which teachers use the K-5 curricula to identify the standards students are expected to learn; to align the instructional strategies and resources with identified standards; and to determine the assessments for monitoring student achievement, progress, and needs. The primary purpose of instructional planning is to develop and implement student learning experiences which lead to achievement of the expected concepts and skills.

Information and procedures included in this instructional planning section include:

- Instructional Plans
- Instructional Design
- Integrated Curriculum
- Instructional Assessment
- Allocation of Academic Time (Elementary Course of Study)
- Weekly Instructional Program Schedule (CCF-109 Sample Form)

Instructional Plans

The Clark County School District Policy 6121 and Regulation 6122 outline expected requirements for teacher development of long-range (trimester/year) and short-range (daily/weekly) instructional plans. Expected requirements are as follows:

- The K-5 curricula located in the Curriculum Engine will serve as the basis of instruction for each teacher. The appropriate concepts and skills identified in each assigned content area are to be included in instructional plans.
- Instructional planning for long-range and short-range plans can be created by using the instructional planning tools located in the Curriculum Engine. School principals may designate alternate lesson plan formats for teacher use.
- Long-range plans must be developed by the semester or year. Daily, weekly, or unit plans are to be developed from the long-range plans.
- Daily instructional plans must be prepared at least one week in advance and, at a minimum, must include:
 - ✓ Statement of instructional standards in terms of concepts and skills.
 - ✓ Description of procedures, materials, and resources to be used for the lesson.
 - ✓ Indication of student grouping patterns and independent activities, when applicable.
 - ✓ Adequate specificity and direction to a substitute teacher.
 - ✓ Assessment measures as appropriate.
- Teacher instructional plans may be requested for review at any time by responsible administrators.

Effective classrooms are ones in which students know the expected standards and receive frequent feedback on their progress toward achieving expected standards. The instructional process is purposeful

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and goal directed. Identified standards and purposes support high expectations for student learning.

Instructional standards should:

- ✓ Support high expectations for student learning.
- ✓ Be clearly stated in terms of student learning.
- ✓ Provide for ongoing, informal, and formal assessment.
- ✓ Be appropriately adjusted to meet the needs of individual students or groups of students.
- ✓ Reflect a balance of student learning of concepts and skills.

Student achievement is enhanced if instructional planning focuses on:

- Providing for student mastery of the Common Core State Standards and in some content areas the Nevada State Standards located in the Curriculum Engine.
- Aligning curriculum, instructional practices, resources, and assessment strategies to support student achievement of concepts and skills.
- Developing student understanding and mastery of concepts and skills in the K-5 curricula located in the Curriculum Engine through purposeful and meaningful learning experiences.
 - ✓ Concept: A general idea that is formed by combining its characteristics. Concepts are the ideas, understandings, and principles which are developed by combining experiences and knowledge of skills. Knowledge of concepts can be demonstrated in many ways, such as an act of classification, making a comparison, or forecasting from data.
 - ✓ Skill: Specific knowledge. Skills are what students should know and be able to do. Knowledge of skills can be demonstrated in many ways, such as application of a procedure or process or performance of a demonstration and/or presentation.
 - ✓ Experience: A particular event or process of observing or encountering something. Experiences are planned learning events that help students develop concepts (understandings) and skills (knowledge).
- Integrating curriculum when appropriate so students experience and learn authentic connections and relationships.
 - ✓ Integrated Curriculum: Combining studies of two or more content areas that have *authentic connections and relationships*. Through an integrated curriculum, students apply concepts and skills from one content area to another and develop understanding of content area connections and relationships.
- Aligning instruction to ensure student mastery of the essential concepts and skills.
 - ✓ Aligned Instruction: The purposeful connection of teaching the expected instructional objectives outlined in the K-5 curricula , pre-assessment of student learning needs in relation to identified standards, implementation of related instructional plans and practices, and ongoing assessment of student learning.
 - ✓ The purpose of aligned instruction is to connect curriculum (standards, concepts, and skills), instruction (strategies, resources/materials, experiences) and assessment (formative and summative measures) to ensure student achievement of the content standards and academic expectations.

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Instructional Design

Teachers are responsible for managing and monitoring student progress through effective instructional design and progress monitoring. Instructional design includes the identification of appropriate instructional strategies, resources, and student learning experiences that support student achievement of content standards outlined in the K-5 curricula located in the Curriculum Engine. The K-5 curricula is the basis for all instruction and states specifically what is to be learned by students. Classroom teachers are expected to design instruction aligned with specified concepts and skills identified by the content standards and ensure student achievement.

Professional research regarding effective instructional practices indicates student learning and achievement will be enhanced through:

- Clear instructional goals, precise learning expectations, and specific instructions for meeting the expectations, are established and communicated to students.
- Instructional strategies ensure a high degree of student engagement and time on task.
- Strategies are appropriately varied to support identified instructional goals.
- Appropriate academic time is allocated for student mastery of concepts and skills.
- Learning activities and student grouping strategies are based on data, appropriately varied, and balanced to meet the learning needs of students.
- Instructional materials and resources are purposefully aligned with the concepts and skills to engage students in meaningful learning experiences.
- Instructional units are coherent, with a well-defined content structure, providing multiple learning tasks.
- Learning activities are clear and precise.
- Instructional processes include frequent review of previously taught concepts and skills.
- Instructional processes support student understanding of the interrelationships of facts, concepts, and principles.
- Instructional plans include assessment strategies for monitoring and evaluating student progress in relation to identified instructional standards.
- Instructional approaches are varied to support student learning of essential concepts and skills.
- Instructional approaches provide for effective questioning strategies including clear questions; appropriate wait time for student response; and teacher follow-through using the response as a base for clarification, correction, or extension.
- Instructional processes provide for frequent, constructive feedback to students regarding their learning.

Teachers acknowledge students develop knowledge and understanding over time. Thus, effective instructional planning must involve a cyclical approach implemented over time. Some lessons must consistently target initial concepts, skills, and experiences to create student awareness. Other lessons must focus on further development of conceptual understanding and practice to gain skill proficiency, and/or require student application and transfer of concepts of skills to other content areas in order to demonstrate advanced understanding and proficiency.

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Integrated Curriculum

The K-5 curricula located in the Curriculum Engine may assist teachers in planning thoughtful integrated curriculum practices in the classroom. Integrated curriculum combines studies of two or more content areas that have authentic connections and relationships.

Why Plan for Integrated Curriculum?

- Content areas are taught and learned in relationship to other subjects rather than in isolation.
- Relating meaningful concepts and skills assists learning and remembering more than fragmented and isolated pieces of information.
- Application and use of essential concepts and skills in one area strengthens the attainment of concepts and skills in other areas.
- Concepts are learned in all content areas and real-world situations.
- Students simultaneously learn concepts and skills from different content areas.
- Allocated instructional time is maximized when appropriate integrated learning experiences are provided.

Instructional Assessment

Why is Assessment Included in Instructional Planning?

- Ongoing assessment is necessary to monitor student achievement of standards.
- Assessment results are continuously used by teachers to plan for future standards and student learning experiences.

Student achievement and learning will be enhanced with the following practices:

- Identified standards are assessed in a variety of ways.
- Established standards of achievement are clear, measurable, and communicated to students and parents in a timely manner.
- Assessment strategies are varied to appropriately address different types of concepts and skills.
- Subsequent instruction is modified based upon student assessment results.

Allocation of Academic Time – Elementary Course of Study

General Guidelines

The safekeeping and effective use of student instructional time must be a major consideration for administrators and teachers. **Allocation of time at schools must be accomplished in a manner beneficial to student achievement. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. How best to meet this expectancy should be determined at each grade level within the building, taking into account the need for allocation of appropriate time to academic areas in need of improvement, the overall organization of the instructional day, and the schedules of assigned specialists.**

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Recess Breaks – Short breaks may be provided for students to take care of personal needs (restroom, drinks, etc.). In addition to the recess periods before school and during the lunch break, time allocated for breaks should total no more than approximately ten (10) minutes daily. Lunch and breaks should not exceed 45 minutes daily. When students transition from physical education periods, a minimum break should be allowed, taking the place of any otherwise scheduled break for that day.

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Allocation of Academic Time for Grades K-5

HALF-DAY KINDERGARTEN		
Daily Allocations:		
Student Day	150 minutes	
Breaks, Passing	10 minutes	
Available Academic Time:	140 minutes	
Weekly Academic Time:	700 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
Reading/Language Arts	80	400
Mathematics	36	180
Integrated Academics	Minimum	
Science/Health		35
Social Studies		35
	Minimum	
Specialist Period(s)		50

FULL-DAY KINDERGARTEN		
Daily Allocations:		
Student Day	371 minutes	
Lunch	30 minutes	
Breaks, Passing	31 minutes	
Available Academic Time:	310 minutes	
Weekly Academic Time:	1,550 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
Reading	120	600
Language Arts	40	200
Mathematics	70	350
	Minimum	
Science/Health		75
Social Studies		75
	Minimum	
Specialist Period(s)		250*

GRADES 1, 2, 3, 4, 5, (6)		
Daily Allocations:		
Student Day	371 minutes	
Lunch	30 minutes	
Breaks, Passing	25 minutes	
Available Academic Time:	316 minutes	
Weekly Academic Time:	1,580 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
Reading	110	550
Language Arts	48	240
Mathematics	70	350
	Minimum	
Science/Health		110
Social Studies		80
	Minimum	
Specialist Period(s)		250*

*100 Minutes of Physical Education, 50 Minutes of Library, 50 Minutes of Music, and 50 Minutes of Art.