

LINCOLN PARISH

Science

6-12 Curriculum, Instruction, and Assessment Guidelines

Lincoln Parish Curriculum Guidelines (LSS for Science – LDOE)

➤ **Science**

- ✓ Grades 6-8 - Teaching OpenSciEd units as written (adapt remaining units to mirror OpenSciEd format)
- ✓ Physical Science - use district approved curriculum
- ✓ Biology - Use units linked in LDOE Scope and Sequence Document
- ✓ Chemistry & Physics - use district approved curricula
- ✓ Using LA Student Standards for Science

➤ **General Guidelines**

- ✓ Standard code and performance expectation must be written on all lesson plans
- ✓ Use the high quality units provided by LDOE
- ✓ Follow the LDOE Scope and Sequence

Lincoln Parish Instructional Guidelines

➤ **Science**

- ✓ LDOE High Quality Units and Scope and Sequence
- ✓ Talk Moves
- ✓ Use questions and science tasks to:
 - Teach students to demonstrate conceptual understanding
 - Teach students to apply understanding to real-world examples (require real-life application and conceptual understanding)
 - Teach students to demonstrate scientific reasoning by explaining, critiquing, and justifying how they arrived at their answer verbally (student-teacher, student-student) and written
- ✓ Implement the Instructional Shifts as outlined by LDOE
 - Students investigate and apply content knowledge to explain scientific phenomena (Disciplinary Core Ideas)
 - Students engage in the Science and Engineering Practices consistently throughout instruction
 - Students make connections across the domains of science (Crosscutting Concepts)

➤ **General Guidelines for All Courses**

- ✓ Reading, including informational texts and writing has to occur in all classes
- ✓ Rigorous learning tasks (use tasks provided by LDOE in teacher toolbox)
- ✓ Differentiated instruction included in lesson plans
- ✓ Objectives written and shared with student in student friendly terms
- ✓ Purposeful talk occurs and Talk Moves (student-teacher, student-student) are utilized to facilitate discussions
- ✓ RTI plan in place and implemented daily (specific to individual student's needs)
- ✓ Edgenuity and A+ used for credit recovery and Edgenuity used to offer initial credit for courses that schools cannot offer face-to-face on campus
- ✓ High school students are instructed to earn IBC in applicable classes
- ✓ Special Ed. inclusion students receive core instruction in regular classroom

Lincoln Parish Assessment Guidelines

➤ Science

- ✓ Exit Tickets (used to informally assess student learning and plan for future instruction and/or remediation)
- ✓ Assessments need to include tasks that assess the student's ability to:
 - Demonstrate conceptual understanding
 - Apply understanding to real-world examples (require real-life application and conceptual understanding)
 - Make connections across science domains
 - Demonstrate scientific reasoning by explaining, critiquing, and justifying how they arrived at their answer (verbally and written)

➤ General Guidelines

- ✓ Standard codes must be written beside all items on major assessments
- ✓ Assessments must be rigorous and aligned to the standards
- ✓ Assessments are to reflect state assessments (LEAP, PARCC, EOC) or other assessments specific to a course (AP, IBC assessment, proficiency test)
- ✓ Use new comprehensive assessment-delivery platform (formally EAGLE) to develop assessments
- ✓ Culminating writing activities are required at the end of each unit in ELA, science and social studies
- ✓ Use rubrics for grading tasks and writing activities
- ✓ EAGLE

➤ Benchmark Assessments (to be developed once a Tier 1 Curriculum is identified)

➤ Assessment to Guide Instruction

- ✓ Model Tracker
- ✓ Student Journals
- ✓ Exit Tickets
- ✓ Written Explanations of Phenomena
- ✓ Analogies
- ✓ Models/Explanations that connect to related phenomena

➤ Assessments Used to Assign Student Grades

- ✓ Assessments are aligned to high quality units
- ✓ Use a variety of assessment techniques
- ✓ Formative and summative assessments, informal observations, checklists, rubrics, and conferencing

➤ Student Grades

- ✓ Grades 6 - 12 instruction and assessment should align with the assessment guides for Science
- ✓ Grades are based solely on grade-level standards and should reflect individual student achievement
- ✓ Grades should not be inflated with bonus or extra credit work
- ✓ Avoid the use of Zeroes, when at all possible by use of RTI time
- ✓ Students should have the opportunity to make up missed work and retest areas of deficiency
- ✓ Standards not mastered should be retaught and retested as needed
- ✓ Academic and behavior interventions are necessary to ensure success for all students

