

Preface

In response to the federal *No Child Left Behind* legislation, the Louisiana Department of Education published Grade Level Expectations (GLEs) that further define the standards and benchmarks for each grade level in the core curriculum. The state educational agency then developed *Model Curriculum Frameworks* and finally expanded the frameworks into the *Louisiana Comprehensive Curriculum* to help build a bridge between instruction and the standards, benchmarks and GLEs.

The Lafayette Parish School System elected to implement the *Louisiana Comprehensive Curriculum* in English language arts, beginning in the 2005-06 school year. Through the adoption of this curriculum, along with continued professional development, the system continues its efforts to promote the alignment of core content, instruction, and assessment, all of which are key to the academic success of Lafayette Parish students.

After receipt of the *Louisiana Comprehensive Curriculum* at the end of March 2005, Lafayette Parish convened committees of teachers at each grade level to review and modify the state-developed curriculum. Additionally, as required by the state, the district correlated its locally adopted English language arts resources with the model frameworks and ultimately with the *Comprehensive Curriculum*. The district created curriculum calendars or pacing charts to help teachers to pace the activities of each unit and to identify assessment dates built in to the curriculum monitoring plan. The district also summarized – for each unit at each grade level – the major skills and major products or tasks in the targeted instruction.

Again in the spring and summer of 2006, the district convened committees of teachers to review and modify the English language arts curricular documents for grades six through twelve. Having taught the curriculum for a year, teachers were better able to judge the appropriateness of activities, the length of instructional time required, and the practicality of the order of units. In terms of feedback on the curriculum, the public school administration and the State Department of Education continue to value not only student products, performance and test scores, but also the input of thoughtful teachers and other practitioners in the field. To this end, the district provides a feedback template in this document. Teachers are also encouraged to provide feedback to the Louisiana Department of Education prior to its October 2006 deadline for input. Teachers may do so using the web address http://www.louisianaschools.net/lde/ssa/compcurr/cc_main.aspx or by simply clicking on the comprehensive curriculum feedback button on the homepage of the LDOE, <http://www.louisianaschools.net>.

In this publication, the district provides four documents at each grade level, 6-12:

- the district-modified *Louisiana Comprehensive Curriculum*
- correlations to locally adopted resources
- curriculum calendars or pacing charts
- lists of major skills and products or tasks for each unit.

This document also provides a protocol for teachers to use when preparing to teach each unit, or when “unpacking” the unit for instruction. This protocol, or process, is recommended for collegial work at all grade levels throughout the year. Additional guidance for teachers includes a Louisiana Department of Education document depicting the relationship between a unit’s activity

and a teacher's daily lesson. Directions for teachers in selecting or writing equivalent activities are also additions to this document for the 2006-07 academic year.