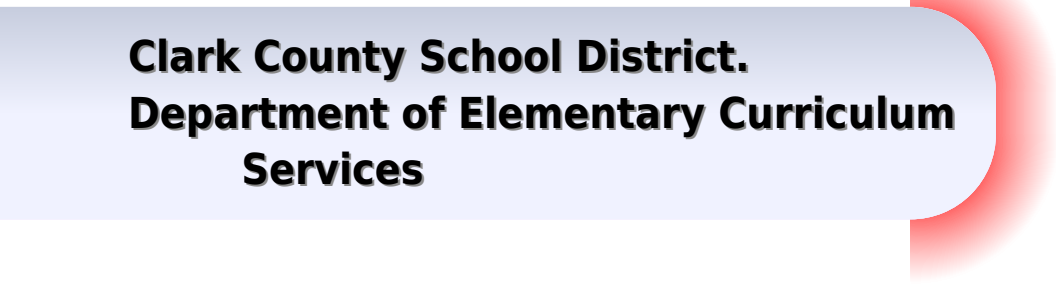


1st nine weeks

Dates	Reading (Literary OR Informational)	Math	Science	Social Studies	Theme
August 27-31	Back to School CVC-Short Vowels	OA: Word Problems 0-20	Forces and Motion: Sound	Civics: Citizenship	A Season for Chapters
September 3-7	Poppleton CVCe	OA: Number Lines 0-20	Forces and Motion: Sound	Civics: Citizenship	A Season for Chapters
September 10-14	Henry & Mudge CVCe	OA: Addition 0-20	Forces and Motion: Sound	Civics: Communities	A Season for Chapters
September 17-21	Seasons CVCe	OA: Subtraction 0-20	Forces and Motion: Sound	Civics: Communities	A Season for Chapters
September 24-28	Weather r-controlled	MD: Picture/Bar Graphs	Forces and Motion: Sound	Civics: Government	A Season for Chapters
October 1-5	Poetry r-controlled	NBT: Word Problems 0-100	Forces and Motion: Sound	Civics: Government	A Season for Chapters
October 8- 12	Magic Tree House r-controlled	NBT: Number Lines 0-100	Forces and Motion: Matter	History: Timelines	Exploring the West
October 15-19	Biographies Short Vowels	NBT: Addition 0-100	Forces and Motion: Matter	History: Timelines	Exploring the West
October 22-26	Tall Tales Short Vowels	NBT: Subtraction 0-100	Review 1 st Nine Weeks	Review 1 st Nine Weeks	Exploring the West

Lenoir County Public Schools Curriculum Pacing Guide

**Clark County School District.
Department of Elementary Curriculum
Services**



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Comprehensive Dissertation Index, 1984 *Who's Who in the South and Southwest* Marquis Who's Who, Marquis Who's Who Staff, 1998-12 Provides current coverage of a broad range of individuals from across the South and Southwest Includes approximately 17 500 names from the region embracing Alabama Arkansas Florida Georgia Kentucky Louisiana Mississippi North Carolina Oklahoma South Carolina Tennessee Texas Virginia West Virginia Puerto Rico and the Virgin Islands Because of its importance and its contiguity to the southwestern United States Mexico is also covered in this volume Promotion Standards and Curriculum Pacing Guide Cincinnati Public Schools, 1998 *A Guide to Curriculum Planning in the Dade County Public Schools* Dade County (Fla.). Public Schools, 1955 **Writing Curriculum Guides** Baltimore County Public Schools, 1990 *Curriculum Action Plan* Prince William County (Va.). Public Schools, Prince William County (Va.). Department of Instruction, 1995 *Curriculum Action Plan* Prince William County (Va.). Public Schools, 1986 Curriculum Action Plan Prince William County (Va.). Public Schools, Prince William County (Va.). Department of Instruction, 1986

Elementary Curriculum Manual Mobile County Public School System Division of Curriculum and Instruction, 1997

Curriculum Development Handbook Harford County Public Schools, 2000 **Program Description Guide, Elementary School, Kindergarten Through Fifth Grade** Wake County Public School System, 1993 Curriculum Articulation Adams County Public Schools. District #14, 1970* *Curriculum Alignment/pacing Guides, Grades 1-5* Halifax County Schools (N.C.), 199? *Teacher Perception of Pacing Guide Use in the Secondary Classroom* Donna Michele Smith Turner, 2015

Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data

collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into
pacing guide development implementation and revision process is necessary to ensure that student needs are addressed
Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful
learning experiences for their students *Clark County School District Elementary Resource Room Curriculum Guide* Clark
County School District. Department of Elementary Curriculum Services,1980 Teaneck primary education plan Teaneck
Public Schools (N.J.),1993

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