PREFACE

A planned course is required by the State Board of Private Academic Schools Regulations, Chapter 51.52 - Program of Instruction and subsequent chapters concerning the nursery, kindergarten, elementary, secondary and special education programs. A planned course is to be developed for each subject in each grade under the programs of instruction. It is meant to serve as an administrative document and not intended to be a course of study. Planned course outline is to be typed.

PLANNED COURSE COMPONENTS

There are four planned course components. Since planned courses should not include short-term objectives nor shall they be based on a table of contents from a commercial text, the following definition of the four components should provide an understanding of their requisites.

LEARNING OBJECTIVES. List the learning objective for each subject expected to be achieved by the student. Write them in a style understood by the student, teacher, parent and administrator; statements about what students should know or be able to do. Statements should not describe daily activities of students, but rather their expected achievements, over the period covered by the unit. Objectives may include skills, attitudes and expectations of students. Objectives should be comprehensive, student focused and capable of being evaluated.

CONTENT, METHODS and MATERIALS. This component should identify the major areas of study and relate directly to the planned course objectives. Convey the nature of the learning activity, class discussion, writing centers, independent study, and group or team activity. The component should identify materials and resources, i.e. equipment, library, greenhouses and laboratories.

STRATEGIES FOR EVALUATION. All procedures for evaluation should clearly indicate how well students have achieved what they were expected to achieve. For each evaluation devise, the names of test or procedures should be stated when they are used to determine the student level of achievement.

EXPECTED LEVELS OF ACHIEVEMENT. Include teachers criteria for determining students' level of achievement. Include more than one standard for heterogeneous groups. Convey a direct relationship between the expected levels of achievement and planned course learning objectives.

INSTRUCTIONAL TIME. For each planned course, the amount of instructional time allocated must be defined to include the following:

- Frequency of sessions (daily, weekly, two periods per week, etc.).
- Duration of sessions (time allotted for each session -- 30 minutes, one hour, etc.).
- Course length (year, semester, etc.).

Secondary only:

- Unit(s) of credit to be awarded.
- Total amount of course time expressed in clock hours.

Information defining instructional time may be included in Planned Course headings which also include title of course and grade level(s), taught.

Time requirements: 120 clock hours per unit of credit and 30 clock hours minimum for fractional planned courses apply to the secondary level only. No time allocations for elementary planned courses are specified in Chapter V; private schools determine time requirements at the elementary level.

Length of Period: 30 minutes
Periods per week: 5

Grade: Kindergarten
Course Title: Cognitive Development

LEARNING OBJECTIVES	CONTENT/METHOD/MATERIALS	STRATEGY FOR EVALUATION	EXPECTED LEVELS OF ACHIEVEMENT
The students will be able to practice intellectual abilities (show parents they can print their names, etc.).	Allow students to initiate the use of art, music, book and manipulative centers in the exploration and classrooms to practice intellectual skills.	Teacher observation.	100% achievement of practicing intellectual abilities.
The students will be able to comprehend size and quantity words such as: half, whole, big, little, more, less, tallest, shortest, etc.	Use manipulatives (cuisinaire rods, unifix cubes, etc.), cooking, baking and measurement devices (rulers, scales, weights, etc.) to enable students to comprehend size and quantity words.	Teacher observation and participation.	60% achievement of comprehension of size and quantity words.
The students will be able to see relationships between capacity of different shaped containers.	Use different objects (pine cones, marbles, coins, blocks, etc.) to fill different sized and shaped containers (bins, cans, tubs, cups, etc.) to show the relationships.	Teacher observation, modeling and participation.	50% achievement of seeing relationships between capacity of different shaped containers.
The students will be able to understand the relationship between written and spoken numbers.	Post a number chart in the classroom at the eye-level of the children. Use flashcards, the dates on the calendar, picture books, counting materials for art and number bingo games to enable the students to connect the relationships.	Teacher observation, modeling and participation.	100% achievement of understanding the relationship between written and spoken numbers.
The student will be able to sort objects by size, color, shape and relationship.	Use flashcards, unifix cubes, cuisinaire rods, teddy bear counters, flannel board and pieces and various lotto and bingo games to allow students to sort objects.	Teacher observation and participation.	100% achievement of sorting objects by size, color, shape and relationship.
The students will be able to complete association group games such as picture dominoes and lotto games.	Use picture dominoes, lotto, bingo and concentration games to enable students to complete games.	Teacher observation and participation.	90% achievement of completing association games.

SAMPLE

Length of Period: 20 minutes
Periods per week: 5

Grade: Nursery
Course Title: Mathematics

LEARNING OBJECTIVES	CONTENT/METHOD/MATERIALS	STRATEGY FOR EVALUATION	EXPECTED LEVELS OF ACHIEVEMENT
The students will be able to rote count to 30.	Provide the date on the classroom calendar to be counted during circle time.	Teacher observation and participation.	60% achievement of being able to rote count to 30.
The students will be able to identify numbers 0-10.	Teacher will provide various learning centers directed at matching numerals with the corresponding number of dots. Use flashcards with numerals and corresponding pictures, counting books and computer programs to also achieve this goal.	Teacher observation, modeling and participation.	50% achievement of being able to identify numbers 0-10.
The students will be able to recognize the shapes: square, circle, triangle and rectangle.	Use lotto, shape bingo games, flannel board with various shapes and various shapes for art projects to aid in students' recognition of shapes. Classrooms will also be decorated with shapes.	Teacher observation and participation.	80% achievement of being able to recognize a square, circle, triangle and rectangle.
The students will be able to identify differences in size (small, smaller, smallest).	Use flannel board with pieces, stacking buckets, balls, etc. to identify differences in size.	Teacher observation, modeling and participation.	75% achievement of identifying differences in size.
The students will be able to categorize objects by shape, color, size and texture.	Provide the above mentioned objects for the children to separate according to shape, color, size and texture.	Teacher observation, modeling and participation.	75% achievement of categorizing objects by shape, color, size and texture.
The students will be able to demonstrate a sense of time (morning, afternoon, evening, time for bed, etc.).	Each classroom will have a schedule that all of the children follow. Students will discuss or act out activities which are common for each time period (morning, afternoon, etc.). Also the daily discussion at circle time will reinforce a sense of time.	Teacher observation and participation.	50% achievement of demonstrating a sense of time.

SAMPLE

Length of period: 30 minutes
Periods per week: 5

Grade: Kindergarten
Course Title: Science

LEARNING OBJECTIVES	CONTENT/METHODS/MATERIALS	STRATEGY FOR EVALUATION	EXPECTED LEVELS OF ACHIEVEMENT
The students will be able to understand the concept of space.	Use various sized containers (buckets, cups, spoons, etc.) and items such as counters, marbles, acorns, etc. to understand the concept of space.	Teacher observation and participation.	75% achievement of understanding the concept of space.
The students will be able to understand the meaning of living and non-living.	Use different kinds of seeds, seedlings, animals and insects with items needed to make things grow. Use various non-living items such as toys, rocks and crayons to perform simple experiments that enhance the meaning of living and non-living things.	Teacher observation , discussions and participation.	85% achievement of understanding the meaning of living and non-living.
The students will be able to group things into categories.	Use various counters (teddy bears, shapes, colors, etc.), outside items (flowers, rocks, plants, leaves, etc.) and insects (ants, flies, bees, etc.) to group things.	Teacher observation and participation.	100% achievement of grouping items by category.
The students will be able to perform simple experiments.	Use water, food coloring, magnifying glasses, microscopes, shells, rocks, tree bark, seeds, soil, etc. to perform simple experiments.	Teacher observation, discussions and participation.	85% achievement of performing simple experiments.
The students will be able to understand cause and effect.	Use big books, story books, flannel board stories, and simple experiments to demonstrate cause and effect.	Teacher observation and discussions.	85% achievement of understanding cause and effect.
The students will be able to understand the concept of weather.	Use the weather chart daily to observe the weather. Take walks to observe the different weather forms.	Teacher observation , discussions and participation.	100% achievement of understanding the concept of weather.
The students will be able to understand the concept of weight and measurement.	Use different types of scales, rulers, tape measure, yard stick, yarn, etc. to demonstrate different weights and measurements.	Teacher observation and participation.	85% achievement of understanding the concepts of weights and measurements.

SAMPLE

Length of Period: _____
Periods per week: _____

PLANNED COURSE OUTLINE

(Please Type)

Grade: _____
Course Title: _____

LEARNING OBJECTIVES	CONTENT/METHODS/MATERIALS	STRATEGY FOR EVALUATION	EXPECTED LEVELS OF ACHIEVEMENT