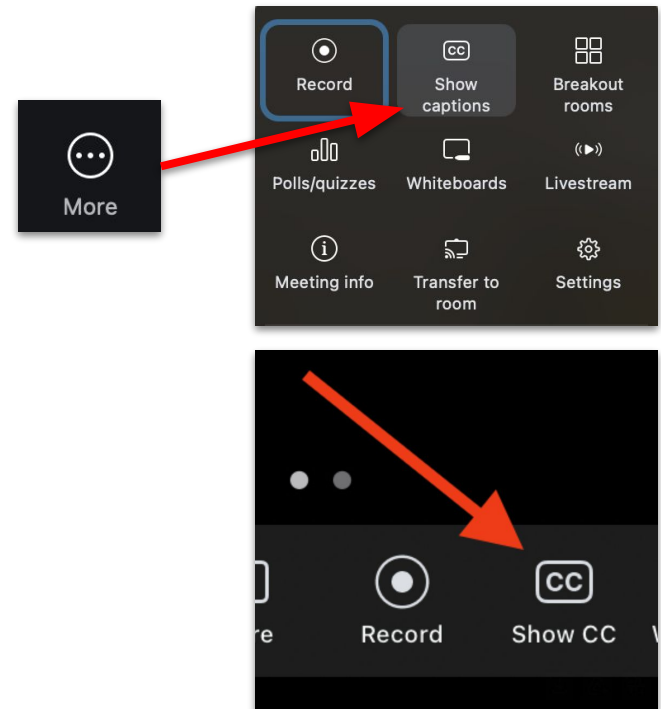

Curriculum Review Committee

**Thank you for joining the KSD
Curriculum Review Committee Meeting.**

If you need closed captioning please use the “More” icon at the bottom of your screen. Click on this icon and then navigate to the “Show captions” option, then click on this option.

If you are using an iPad the icon “Show CC” is at the bottom of your screen. Click on this option.

If you need assistance please use the chat or unmute and someone will help you. If you are joining us in person we have an iPad available with closed captioning as well.



KSD Curriculum Review Committee

April 16, 2026



K I R K W O O D
S C H O O L D I S T R I C T

Strategic Plan

2021-2026

Vision: Every student engaged, empowered, and ready for success.

Mission: To equip students with the skills, knowledge and understanding to be empathetic, successful, and to value all people.



The C&I Team

Governance & Board Policy

ACIB: Educational Equity

IF: Curriculum Development

IGA: Basic Instructional Programs

IIA: Instructional Materials

GCL: Professional Development
Opportunities

KLB-AP: Public Questions/Concerns
Regarding Materials

Local Control→Local Expertise→State Alignment

Board Appointed Committee Process

Board appointed committees are structured to assist the Board of Education and the Kirkwood School District in finding solutions to current and/or future issues as well as educating the public on the programs and services provided to students.

We welcome members of the public to attend and view the business of the district. If you are not a member of the committee, we ask that you respectfully observe the meeting in the area designated for patrons. Advisory committees do not include an opportunity for public comment, but you are welcome to visit kirkwoodschools.org/letstalk to provide feedback or start a conversation on any agenda item covered during the meeting. If you would like to request to be considered as a member of a committee, contact ksdsuperintendent@kirkwoodschools.org.

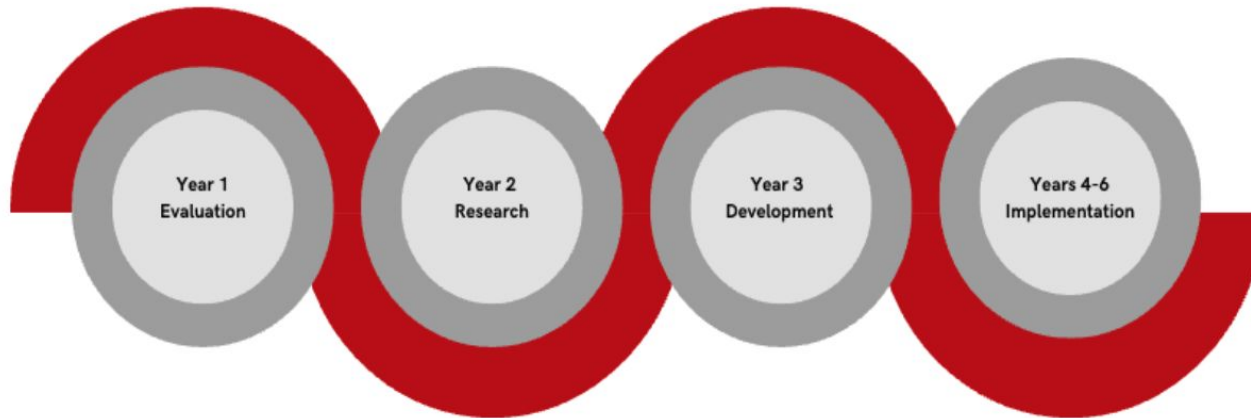
As with all KSD events, **Policy KK: Visitors to District Property/Events** will be followed.

Curriculum Defined

- Missouri Learning Standards - Department of Elementary and Secondary Education (DESE)
- Priority Standards
- Enduring Understandings
- Essential Questions
- Scope and Sequence



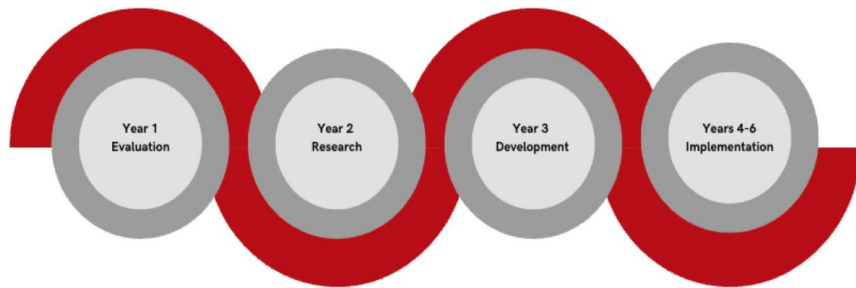
6-Year Curriculum Writing Cycle



Local Control→Local Expertise→State Alignment

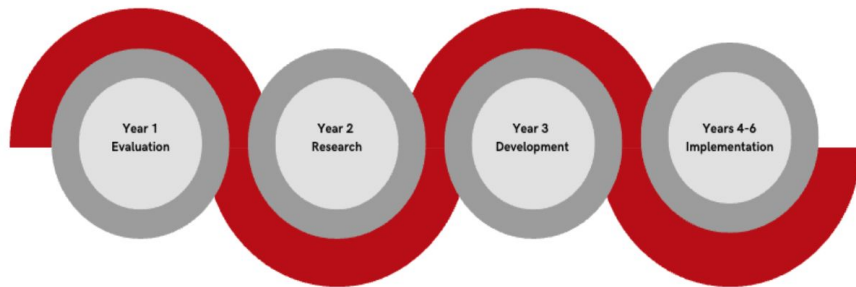
The Curriculum Writing Teams

Our Architects



Our teachers and staff develop and write the curriculum, working with district-level curriculum facilitators.

The Curriculum Review Committee



Board-approved, teachers, parents, and
community members

Meet regularly to read, review and provide
feedback on curriculum documents

Focuses specifically on the “Development”
stage of the cycle

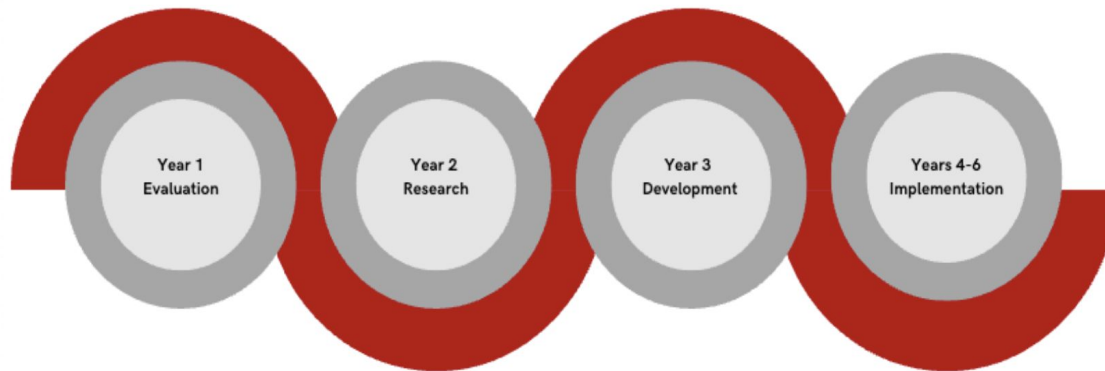
A Cycle of Continuous Improvement

Rigorous

Data-driven decision making

Local

Written by our teachers



Aligned

Missouri state standards & KSD Curriculum

Dynamic

Continuous refinement

Every student engaged, empowered and ready for success.

Board Policy IF-AP(1)

After feedback is provided, the assistant superintendent for curriculum and instruction may recommend:

- Additional review and revision by the curriculum writing team,
or
- Review and approval by the Board of Education

The Board of Education may:

- Adopt the curriculum, or
- Request further review before adoption is considered

Important Dates

Curriculum Group	CRC Meeting	Board of Education (1st Reading)	Board of Education (2nd Reading)
✓ Group A	January 22	February 2	February 23
✓ Group B	February 19	March 9	March 30
✓ Group C	April 16	April 27	May 18

Our Work Today

Curriculum Review Committee

1. Presentation of Course Overview
2. Read & Review Curriculum
3. Discuss
4. Provide Feedback

Group C

- AP Business with Personal Finance
- 9-12 ELL English
- Scope & Sequence
 - 6th & 7th Grade Physical Education

AP Business **with Personal Finance**

Bridging practical financial literacy with
collegiate business rigor

Curriculum Contributor: Robin Neff

The AP Advantage

- ✓ **College Credit Potential:** Designed to offer credit for “Introduction to Business”
- ✓ **Elevated Rigor:** Students evaluate ethical dilemmas, analyze case studies, and solve complex financial problems.
- ✓ **Exam Format:** The assessment includes traditional multiple-choice questions and a performance task submitted digitally.
- ✓ **GPA Weighting:** 0.5 weight



National Standards

- ✓ National Standards for Personal Finance Education
- ✓ National Business Education Association Standards



Course Scope & Sequence

Business Principles

- ✓ mirrors an introductory college business course
- ✓ global business environment
- ✓ entrepreneurship
- ✓ marketing dynamics
- ✓ strategic management

Personal Finance

- ✓ deep dive into financial literacy
- ✓ advanced budgeting
- ✓ credit score management
- ✓ investment strategies and tax planning
- ✓ fulfills state mandates while providing AP-level analysis.

Applied Learning & Projects

The Lean Startup Plan

- ✓ Students identify a verified market gap and develop a comprehensive business model canvas, culminating in a 'Shark Tank' style pitch.
-

Wealth Portfolio

- ✓ A semester-long simulation where students manage a virtual budget, engaging in stock market trading and retirement planning scenarios.
-

Brand Strategy Pitch

- ✓ Teams create a full marketing campaign for a local business, analyzing demographics and calculating ROI for ad spend.

Strategic Plan

2021-2026





ELL English CRC--April 16, 2026

Curriculum Contributors

High School

- Azniv
Tcherkezian



Who Qualifies?

Beginning ELL English Class

- ACCESS composite score of **0 – 2.5**
- Proficiency levels: Entering & Emerging
- New to English or limited formal English instruction
- Needs foundational support in listening, speaking, reading, and writing

ACCESS Score

0 – 2.5

Entering / Emerging

Summary of ELL English Work

What we love



- Relationship building
- Life and job skills
- Connection to Social Studies

Current Practices



- Tier 1 versus Tier 2 services
- Life skills
- Academic support
- Need based push in/pull out

Proposed Changes



- Stronger focus on Tier 2 and Tier 3 vocabulary
- Support in other core areas
- Responsive

ELD Missouri Learning Standards

Standard 1: Language for Social and Instructional Purposes

Standard 2: Language for Language Arts

Standard 3: Language for Mathematics

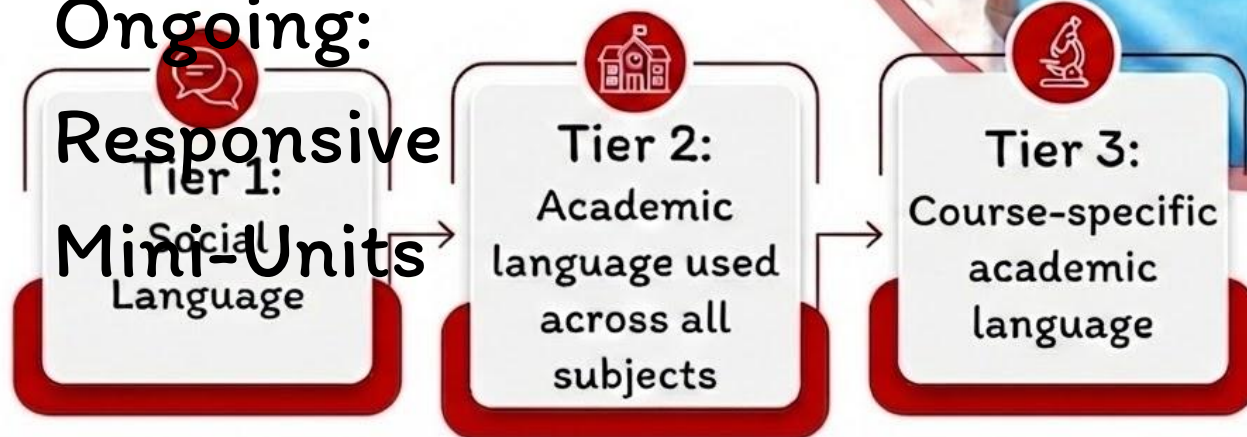
Standard 4: Language for Science

Standard 5: Language for Social Studies

English ELL Scope and Sequence

1. Getting Started
and Building
Community

2. Ongoing:





One KIRKWOOD
A New Frontier

- Builds a strong base for students' overall growth and well-being.
- Considers the individual needs of each student.
- Student-centered, as we respond to the immediate needs of our students.

Strategic Plan

2021-2026



Curriculum Review Table Discussions

- What do you notice?
- What do you wonder?



K I R K W O O D
S C H O O L D I S T R I C T

Please complete the feedback form.

Proposed Changes to 6th - 7th Grade Physical Education

Unit 2: Fitness		Unit 4: Catch-Play and Invasion Games	
6th	7th	6th	7th
Priority Standard 1: Develops a variety of motor skills Supporting Standard: Demonstrates appropriate form in a variety of health-related fitness activities (1.8.3).	Priority Standard 2: Applies knowledge related to movement and fitness concepts. Supporting Standards: Identifies and compares the components of health and skill-related fitness (2.8.9).	Priority Standard 1: Develops a variety of motor skills Supporting Standards: Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games (1.8.6).	Priority Standard 1: Develops a variety of motor skills Supporting Standards: Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games (1.8.8).
Priority Standard 2: Applies knowledge related to movement and fitness concepts. Supporting Standard: Applies knowledge of skill-related fitness to different types of physical activity (2.8.12).	Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness (2.8.15).	Priority Standard 2: Applies knowledge related to movement and fitness concepts. Supporting Standard: Demonstrates knowledge of offensive tactics to create space with movement in invasion games (2.8.2).	Demonstrates a defensive ready position in a variety of practice tasks and small-sided games (1.8.19).

Rationale

- Unit 2: Teach the physical health related components (how systems work) before we apply them to skills and more complex activities
- Unit 4: Focus on offensive technique first, then defensive techniques