Helping Our Children Meet and Exceed National Standards

Complete Curriculum is committed to helping student meet and achieve national standards by providing comprehensive curriculum through an engaging digital delivery system.

Providing K-12 Curriculum in the areas of Language Arts, Science, Social Studies and Mathematics, we offer the digital tools which allow educators to mix-n-match lessons from multiple grade levels and any of our subject areas enabling them to easily differentiate instruction, along with the ability to add video/audio and web links to every lesson increasing student engagement.

Lessons provide the learner with a purpose for each lesson, engaging questions, frequent narrative writing, utilization of research projects, progressive reading and writing through the grade levels, and the connection between content and practice in all subject areas.

The Complete Curriculum program and digital platform was formulated with a multitude of research-based strategies at its core:

Scaffolding Learning

Scaffolding instruction is a concept that has grown out of research on how individuals learn (Collins, Brown, & Newman, 1986; Vygotsky, 1978). This concept is based on the idea that at the beginning of learning, students need a great deal of support; gradually, this support is taken away to allow students to try their independence. This is what Pearson (1985) called the gradual release of responsibility. If students are unable to achieve independence, the teacher brings back the support system to help students experience success until they are able to achieve independence (Cooper, 1993).

Modeling

Modeling has been shown to be a vital part of helping students learn the process of constructing meaning and of helping them learn the various strategies and skills involved in this process (Bandura, 1986). Modeling takes place first through the

literature itself (Walmsley & Walp, 1990) and the way it is organized in thematic units. Modeling of specific strategies and skills is also provided by the teacher for those students who need it. This is done by using literature that has been read as models to show the use of strategies and skills (Walmsley & Walp, 1990).

Independent Reading

Research clearly shows that the reading of meaningful, connected text results in improved reading achievement (Anderson, Wilson, & Fielding, 1988; Anderson, Hiebert, Scott, & Wilkerson, 1985; Elley & Mangubhai, 1983; Ingham, 1981; Taylor, Frye, & Maruyama, 1990).

Differentiated Instruction

Students are more engaged in learning when they are active and have some choice and control over the learning process, and the curriculum is individualized, authentic, and related to their interests (Anderman & Midgley, 1998).

Differentiated instruction presents an effective means to address learner variance (Tomlinson, 2000a, 2001a, 2003), avoids the pitfalls of the one-size-fits-all curriculum (McBride, 2004), incorporates current research into the workings of the human brain (Tomlinson, 2001c; Tomlinson & Kalbfleisch, 1998; Tuttle, 2000) while supporting the multiple intelligences and varying learning styles (Lawrence-Brown, 2004; Tuttle, 2000).

Integration of Technology Increases Engagement

Integration of technology with curriculum increases student achievement. Significant student achievement gains for technology integrated with standards were demonstrated by an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy (Bain & Ross, 2000).

Well-planned use of computer-assisted or computer-mediated instruction may support a greater rate of student learning than for those without access to such technology (Schacter, 1999).

Understanding the "computer culture" and how it can be harnessed to positively impact education is critical to all teachers (Papert, 2000).

Effective technology integration can transcend very limited technological resources. While many educators desire a 1-1 ratio of students to computers, in many instructional situations such as a science lab that ratio is unnecessary. Exemplary instructional activities can occur with student-to-computer ratios of 25:1 (Kozma, 2003).

Summarizing and Note Taking Skills

Reading comprehension increases when students learn how to incorporate "summary frames" as a tool for summarizing (Meyer & Freedle, 1984). Summary frames are a series of questions created by the teacher and designed to highlight critical passages of text. When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).

When students review and revise their own notes, the notes become more meaningful and useful (Anderson & Armbruster, 1986; Denner, 1986; Einstein, Morris, & Smith, 1985).

Engaging Lead Questions

Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems. (Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000).

Practice and Adaption of Skills

Complex processes should be broken down into smaller bits, or skills, which should be taught with time allotted for student practice and adaptation (Marzano, Pickering, & Pollock, 2001).

Students learn best when presented with moderate challenges—not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).

Asking students to explain the principles they are working from, the hypotheses they generate based on these principles, and why their hypotheses make sense, is a powerful instructional practice (Lavoie, 1999; Lavoie & Good, 1988; Lawson, 1998).

A structured "rule-based strategy" that includes a specific set of steps can facilitate success in note taking (Brown, Campione, & Day, 1981).

Technology provides a widespread audience for students' work. Computers link students to the world, provide new reasons to write, and offer new sources of feedback on ideas (Peck & Dorricott, 1994).

Students gain a greater sense of responsibility for their work through the use of technology. They produce higher-quality assignments that reflect the increased depth and breadth of their knowledge (Glennan & Melmed, 1996).

Providing Instruction Linquistically and Nonlinguistically

Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001).

Making connections and Prior Knowledge

Many different strategies can be used in activating prior knowledge; most of these strategies help students become independent in activating their own prior knowledge. Research on schema theory and prior knowledge has clearly shown that students construct meaning by using their prior knowledge to interact with the text (Anderson & Pearson, 1984).

Responses to Literature

Responses to literature are also important to literature-based instruction (Martinez & Roser, 1991). By encouraging and allowing students to respond to literature, we promote the active construction of meaning.