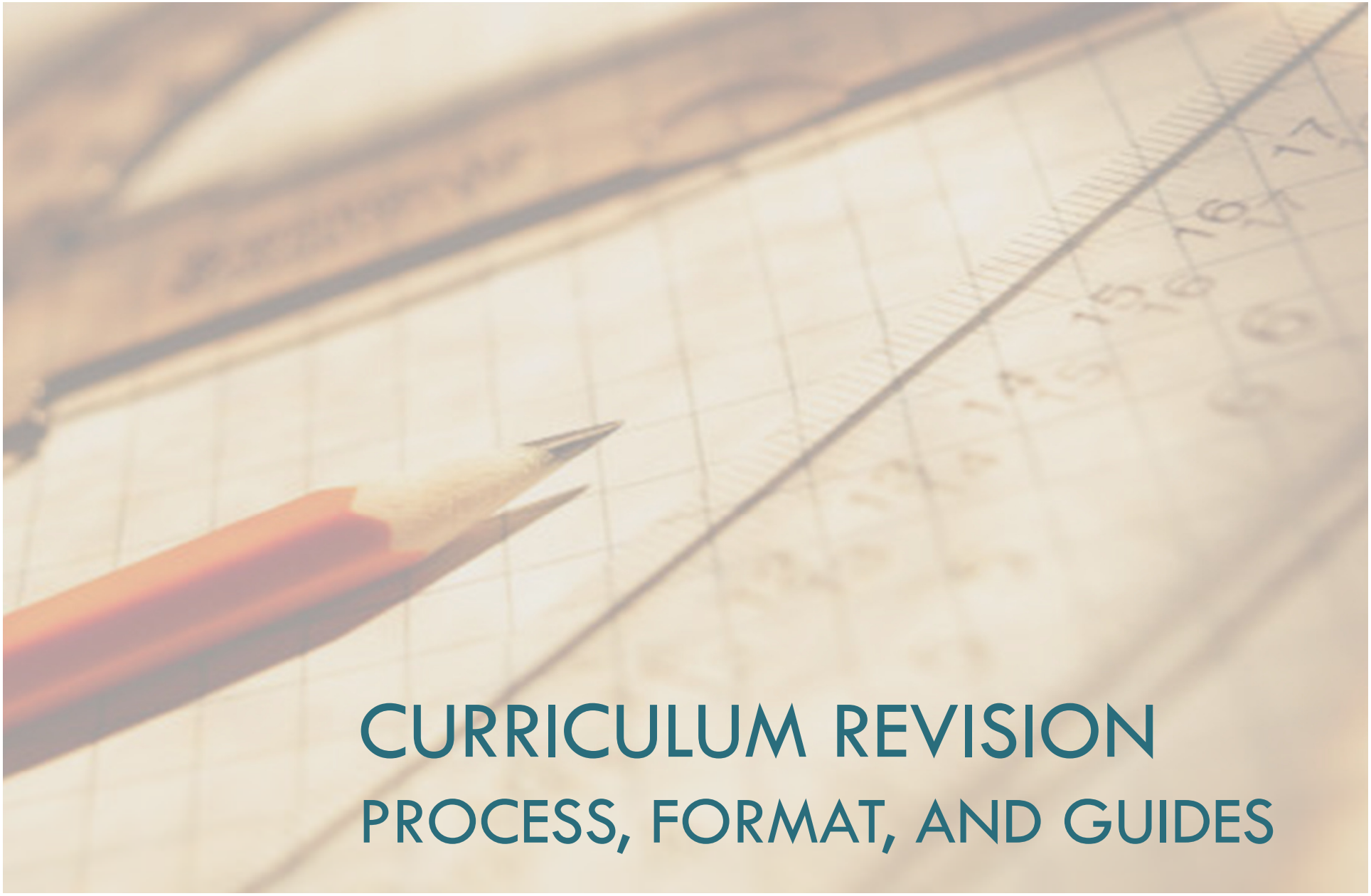

CURRICULUM REVISION
PROCESS, FORMAT, AND GUIDES

Jeanne Howe
Assistant Superintendent

Process

- Plan
- Write
- Monitor
- Finalize
- Select
- Present
- Distribute
- Plan PD
- Evaluate

Plan

- Organize committee of experts
- Identify key issues and trends (standards)
- Review needs
- Strengths and weaknesses of old curriculum
- Provide writers with training

Write

- Determine big ideas and units of study
- Write enduring understandings
- Write essential questions
- Identify desired results
  - What students should know and be able to do—knowledge and skills statements
  - Determine acceptable evidence
  - Plan learning experiences and instruction

Monitor

- Discuss progress with writers
- Update Asst. Superintendent

Finalize

- Upon completion, writers submit final document to department supervisor.
- Department supervisor reviews and approves.
- Assistant Superintendent reviews and provides feedback to department supervisor.

Select

- Develop curriculum-specific criteria to be used in selecting instructional materials.
- Determine sources and contact vendors.
- Review and evaluate materials based on established criteria.
- Circulate proposed materials at building level and solicit input.
- Evaluate all input and formulate final recommendation with consideration of budget.

Present

- Present final curriculum guide and recommended materials to BOE Education Committee.
- Present final curriculum guide and recommended materials to entire BOE at the meeting following.

Distribute

- Distribute copies of approved curriculum to staff members and building principals.
- Place approved curriculum cover pages on district webpage.

Plan PD

- Faculty, team, department, grade-level meetings
- Vendor professional development
- Additional out-of-district training

Evaluate

- Use curriculum councils to evaluate effectiveness of curriculum.
- Determine success of program through surveys, discussions, meetings, assessment results, etc.
- Make recommendations for minor revisions.

Guaranteed and Viable Curriculum

- Guaranteed
  - All students, regardless of their teacher or school will have access to the same content, knowledge, and skills
- Viable
  - Opportunity to Learn
    - What content is essential?
    - Can it be addressed in the time frame?
    - Is it organized and sequenced?
    - Are teachers addressing it?
    - Is instructional time protected?

Curricular Components

- Philosophy
- Table of Contents
- Curriculum Guide
- Three sample lesson plans
- Core Assessments
- List of references and instructional materials
- Course Requirement Sheets (9-12)
- Integration with Technology

Curriculum Guides

- Includes philosophy, goals, objectives, learning experiences, resources, and evidence of learning.
- Articulates what students should know and be able to do.
- Outlines a basic framework for what to do, how to do it, when to do it, and how to know if it has been achieved.
- Provide teachers with an instructional framework for units that employs research-based strategies.
- Guides teachers, but does not constrain them as to day-to-day design.

Curriculum Template

- Unit cover page
  - Enduring Understandings
  - Essential Questions
  - Link to the NJCCCS
  - Listing of knowledge and skills

- Curriculum Guide
  - Enduring understandings
  - Essential questions
  - Knowledge and skills
  - Lesson/ activity/ procedure
  - Time frame
  - Resources/notes
  - Evidence of learning
  - Assessments

Enduring Understandings

- EDs: the concepts, principles, and lessons most important for understanding the discipline
  - Democracy requires a free and courageous press, willing to question authority.
  - Mathematics allows us to see patterns that might have remained unseen.
  - A muscle that contracts through its full range of motion will generate more force.
  - Gravity is not a physical thing but a term describing the constant rate of acceleration of all falling objects.
  - A character's or narrator's point of view can expose readers to cultural awareness and an appreciation for diversity.

Essential Questions

- EQs: require analysis and judgment, have importance to the discipline and community
  - In what ways is algebra real and in what ways is it unreal?
  - To what extent is DNA destiny?
  - To what extent does art reflect culture or shape it?
  - How does language shape culture?
  - Is pain necessary for progress in athletics?
  - What does Romeo &Juliet teach us about Shakespeare's view of destiny? How does it compare to yours?

Knowledge and Skills

- Knowledge statements
  - Measurable?
  - Attainable?
  - Realistic?
  - Aligned?

Questions?????