

**Fremont Union HSD 6000**  
**BP 6141 – Instruction**  
**Curriculum Development And Evaluation**

**Definitions**

1. Course means an instructional unit of an area or field of organized knowledge, usually provided on a semester, year, or prescribed length-of-time basis.
2. Curriculum means the courses of study, courses, subjects, classes and organized group activities provided by a school.
3. Course of Study means the planned content of a series of classes, courses, subjects, studies, or related activities.
4. Core Curriculum refers to courses and subject matter that are of such significance to the state and community that they are designated as graduation requirements.
5. Content Standards are the subject-specific goals, recommended by the State and adopted by the Board, toward which each curriculum shall aim.
6. Expected Schoolwide Learning Results are those outcomes identified by each school toward which all subject curriculum and school planning shall aim.

**Philosophy of Curriculum Development**

1. We believe that what is taught in our high school must be responsive to the diverse nature of our student population and our community; to the changing nature of the workplace; and to the growing nature of knowledge in all fields of study, including the study of education.
2. We believe that schools must prepare young people of diverse backgrounds to participate as citizens of the United States and the world, and that this preparation must include not only information about government and citizenship, but models of democratic principles and opportunities to practice participative skills in the classroom.
3. We believe that the curriculum should be organized to reflect the diversity of cultures, experiences, and families which are characteristic of our student body and community and to connect student identity and self-image to learning.
4. We believe that all students should participate in a high quality, rigorous course of study and should receive the appropriate instructional support for successful achievement, and further, we believe it to be our obligation to provide for and monitor equal access to this core curriculum.
5. We believe that curriculum development and instructional decisions should create learning environments that stimulate multiple intelligences, and that foster a love of learning.
6. We believe that the curriculum should be organized to emphasize depth over breadth and incorporate aesthetics, ethics, and logic in order to foster deeper understanding and intellectual development.

7. We believe that curriculum should be organized to help students transfer and integrate knowledge across disciplines and integrate academic studies with employability skills.

## **General Practice in Curriculum Development**

1. The Superintendent/designee will:
  - a. Expect that all educators in the district keep current in their respective fields of study and be responsive to needed changes in subject matter and instructional strategies;
  - b. Provide for and monitor a cycle of curriculum renewal, which shall respond to State content standards, subject frameworks, and school Program Quality Criteria;
  - c. Provide for a procedure whereby substantive changes in the course of study, including renewal, additions, and deletions, are proposed and whereby appropriate and timely participation by stakeholders occurs, but which does not impede progress or restrict the need for a quick response.
2. The Superintendent/designee will provide to the Board of Trustees information on curriculum proposals and will seek approval for recommended additions to and deletions from the course of study.

### **Legal Reference:**

#### **EDUCATION CODE**

221.5 Equal opportunity without regard to sex  
35160 Authority of governing boards  
35160.1 Broad authority of school districts  
41505-41508 Pupil Retention Block Grant  
51050-51057 Enforcement of courses of study  
51200-51263 Required courses of study, especially  
51225.3 Requirements for high school graduation  
51500-51540 Prohibited instruction  
51720-51879.9 Authorized classes and courses of instruction  
52160-52178 Bilingual-Bicultural Act  
52200-52212 Mentally gifted and talented pupil program  
52300-52414 Vocational education  
54000-54028 Programs for disadvantaged pupils  
54100-54145 Miller-Unruh Act of 1965  
56000-56865 Special education programs

#### **GOVERNMENT CODE**

3543.2 Scope of representation

#### **CODE OF REGULATIONS, TITLE 5**

4000-4091 School improvement programs  
4304-4320 Bilingual education programs  
4400-4426 Improvement of elementary and secondary education

### **Management Resources:**

#### **CDE PROGRAM ADVISORIES**

123.87 Curriculum Review, Improvement and Implementation, CIL:87/8-9

### **Policy FREMONT UNION HIGH SCHOOL DISTRICT**

adopted: January 20, 2004 Sunnyvale, California