



**WESTPORT BOARD OF EDUCATION
TEACHING AND LEARNING COMMITTEE**

PACKET

MAY 13, 2022

08:00 AM

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WESTPORT BOARD OF EDUCATION
TEACHING AND LEARNING COMMITTEE AGENDA*

(AGENDA SUBJECT TO MODIFICATION IN ACCORDANCE WITH LAW)

WORK SESSION

8:00 a.m., Westport Town Hall, Rooms 307 and 309

DISCUSSION

A. Curriculum Development Process

Dr. Anthony Buono

Attachment: [Curriculum Review Process.pdf](#)

Attachment: [Curriculum Design Manual version 3.3 revised 03_11_22.docx.pdf](#)

ADJOURNMENT

It is the policy of the Town of Westport that all Town-sponsored public meetings and events are accessible to people with disabilities. If you need assistance in participating in a meeting or event due to a disability as defined under the Americans with Disabilities Act, please contact Westport's ADA Coordinator at 203-341-1043 or eflug@westportct.gov at least three (3) business days prior to the scheduled meeting or event to request an accommodation.



Curriculum Development Process

Teaching and Learning Department



Goals

- ▶ Develop and implement a district system for evaluating, revising, and recording curriculum, providing relevant information for students, parents, educators and the community
- ▶ Initiate the process of revising and updating the current curriculum
- ▶ Create a curriculum development manual, memorializing processes, procedures, and examples



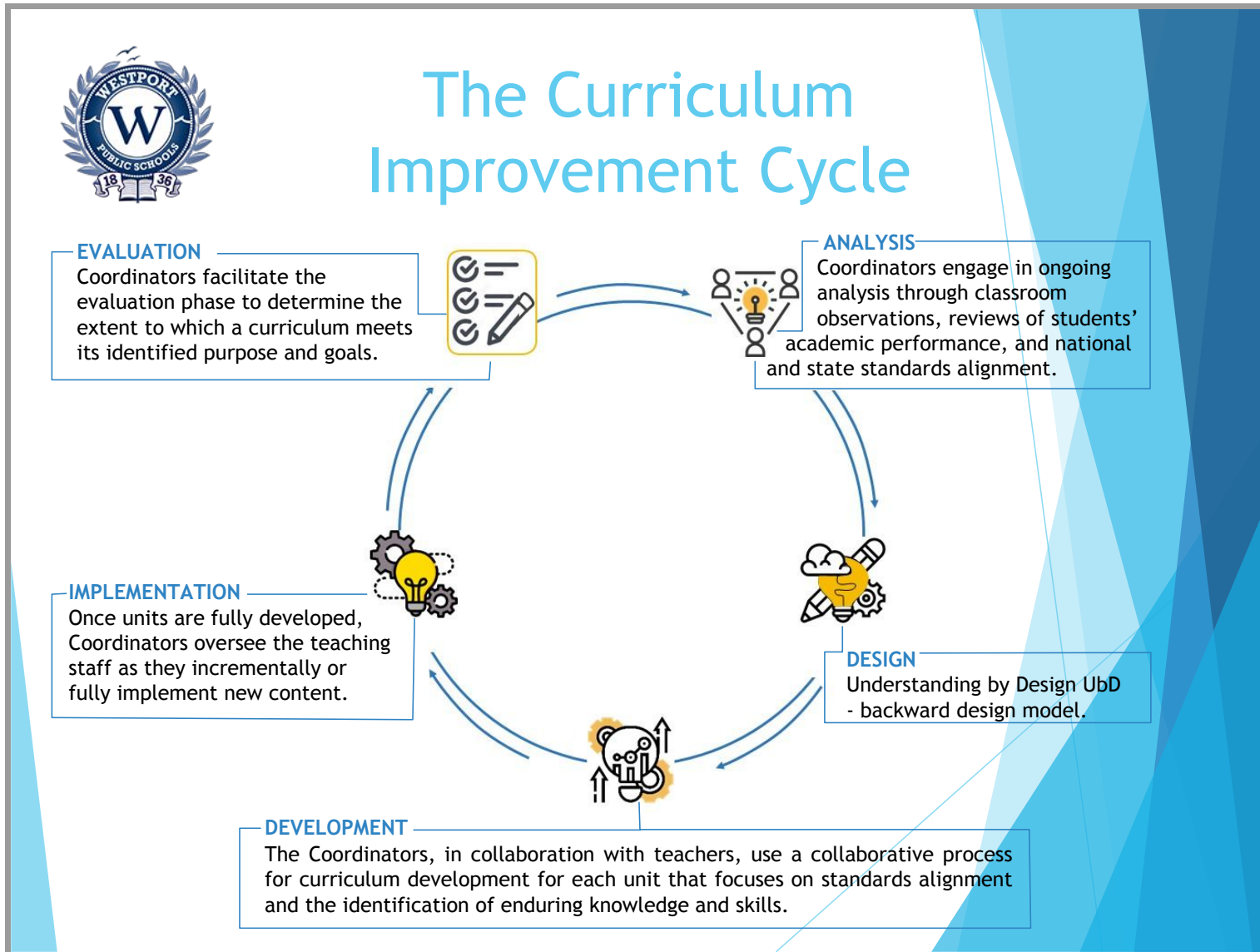
Overview- the Past 2 Years

- ▶ Fall 2020: Adopted a common framework - Understanding by Design (UbD)
- ▶ Fall 2021: Produced and posted online parent facing curriculum documents (Curriculum at a Glance)
<https://sites.google.com/westportps.org/curriculum-guide/home>
- ▶ Fall 2020 - Spring 2022: Professional development for curriculum coordinators and teachers
- ▶ Fall 2020 - present: Curriculum coordinators leading teachers through the process of revising and updating units and assessments



Next Steps - 3 to 5 Years

- ▶ Continue to update and revise current curricula, contemplating gaps and new courses
- ▶ Initiate comprehensive curriculum reviews by department





Curriculum Development Processes and Structures

- ▶ **District Curriculum Review Council**
The District Curriculum Review Council (CRC) will provide clear guidance and feedback for curriculum writers
- ▶ **K-5, 6-12 Vertical Content Teams**
Every content area will have a vertical team with representatives from different grade levels
- ▶ **Curriculum Committees**
The primary responsibility of a curriculum committee is to develop or revise grade-level or course-specific units of study, including associated assessments
- ▶ **Teaching and Learning Committee**
Comprehensive revisions will be submitted for approval to the Curriculum Review Council and presented to the Teaching and Learning Committee of the Board of Education



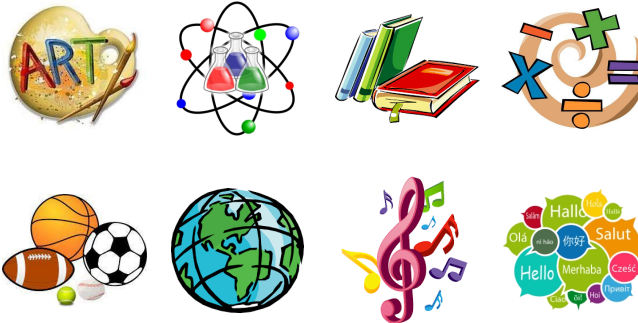
Curriculum Coordinators

- ▶ Social Studies - Lauren K. Francese
- ▶ English Language Arts - Holly Sulzycki

WORKING DRAFT



CURRICULUM DEVELOPMENT MANUAL



Revised 04/28/2022

Produced by the Office of Teaching & Learning

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CURRICULUM DEVELOPMENT APPROACH

PHILOSOPHY

The Westport Public Schools believe that...

- a Guaranteed, Viable Curriculum is essential for each academic discipline and at each grade level to ensure all students have the opportunity to reach established goals and objectives;
- the ongoing curriculum revision cycle is critical to meeting the evolving needs and goals for students, requiring financial support from the BoE and the collaborative participation of our professional staff;
- content knowledge must be organized into meaningful patterns in order for students to retain what they have learned;
- students must have an ample opportunity to apply their knowledge in a variety of authentic contexts and conditions;
- effective curriculum must focus on providing opportunities for students to transfer their learning to novel situations, within and across content areas, as well as in future learning;
- student learning outcomes must be prioritized so that in-depth learning can take place;
- curriculum based on a backward design process ensures that learning is focused on deeper understandings and transfer of learning;
- working collaboratively inherently incorporates multiple perspectives and experiences, leading to more robust discourse and better solutions;
- curricula should be reviewed regularly against design standards and intended outcomes for students;
- evidence of student understanding is revealed through performance; and
- teachers are coaches of understanding, not purveyors of content.

CURRICULUM DEVELOPMENT PROCEDURES

Curriculum development and revisions are guided by:

- analysis of student assessment data (trend data);
- adoption or revision of new state standards;
- legislative requirements;
- the needs and interests of all students; and
- vertical alignment of curricula.

The process for developing curricula is as follows:

1. The K-12 Vertical Content Team will determine transfer goals and draft a guiding document that includes essential questions and understandings for that discipline.
2. Grade-Level/Content-Specific Content teams:
 - a. prioritize standards and map them out across a curricular year;
 - b. develop essential questions and understandings for each unit;
 - c. develop ways to assesses priority standards and disciplinary practices;
 - d. develop a learning plan;
 - e. evaluate curriculum against unit design standards, making suggestions for revision, if necessary; and
 - f. submit the curriculum draft to the Superintendent and Curriculum Council.
3. Approved curricula will be reviewed regularly by the K-12 Vertical Content Teams

CURRICULUM REVIEW, ANALYSIS AND REVISION PROCESS

The curriculum design process is a systematic review, analysis, and revision cycle. The process is facilitated by the Curriculum Coordinators. Curriculum Coordinators are administrators in the school district who evaluate teaching and learning and serve as curricular leaders. As such, the Curriculum Coordinators make decisions about the curriculum design process through a systematic cycle that includes *analysis, design, development, implementation, and evaluation*.

Decisions about improvements and updates to the curriculum are guided by professional educators who review student performance and feedback from a variety of critical



stakeholders, including teachers, administrators, students, and parents. This feedback is gathered regularly and intersects with professional development and leadership development activities.

THE CURRICULUM IMPROVEMENT CYCLE

Analysis: Coordinators engage in ongoing analysis through classroom observations, reviews of students' academic performance, and national and state standards alignment.

Design: The Coordinators facilitate a design process using the backward design model (UbD), which is a design approach that results in purposeful thinking about curriculum planning. The primary goal of backward design is prioritizing student understanding, which is revealed when students autonomously transfer their learning to novel and authentic tasks.

Development: The Coordinators, in collaboration with teachers, use a collaborative process for curriculum development for each unit that focuses on standards alignment and the identification of enduring knowledge and skills. This includes the use of a shared district template. The development cycle begins with the design of a scope and sequence, and incorporates assessment mapping, unit-by-unit course development or revision, content analysis and review prior to publication. Procedures for ensuring internal consistency, bias-free content and assessments, instructional effectiveness, and the appropriate use of intellectual property are implemented throughout the development phase.

Implementation: Once units are fully developed, Coordinators oversee the teaching staff as they incrementally or fully implement new content or structures. Upon completion of a pilot or initial implementation, Coordinators and teachers develop a comprehensive plan for implementation, including ongoing professional development for all relevant staff and a process for evaluating the impact on student learning.

Evaluation: Coordinators facilitate the evaluation phase to determine the extent to which a curriculum meets its identified purpose and goals. Evaluation occurs throughout the delivery of the curriculum and includes student performance, the internal analysis of lessons and assessments, and feedback from teachers, parents, students, and instructional coaches, which results in recommendations for curricular revisions.

CURRICULUM DEVELOPMENT PROCESSES AND STRUCTURES

Westport's curriculum development structure has three components to support a systemic approach to decision making:

1. District Curriculum Review Council
2. K-5, 6-12 vertical teams, comprised of teachers and administrators for each content area
3. Grade-level/content-specific curriculum committees

The functions of these teams are described below.

DISTRICT CURRICULUM REVIEW COUNCIL

The District Curriculum Review Council (CRC) will provide clear guidance and feedback for curriculum writers. The primary function of the CRC is to evaluate curriculum based on the district's established criteria and standards for curriculum and assessment design.

The objective of the CRC is to review documents against district design criteria and offer guidance/feedback to unit writers. To meet this objective, the CRC will:

1. review, recommend, and approve all new or significantly revised curriculum documents and/or courses;
2. provide multiple opportunities for parent feedback and suggestions when new curriculum is being considered;
3. make recommendations to the Board for new classes that will likely require new staff, textbooks, training or materials;
4. consider the development of a curriculum revision cycle.
5. review all curriculum documents and provide feedback prior to presentation to the Westport Board of Education.

Permanent members of the CRC include: Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Pupil Personnel, District Curriculum Coordinators, and a principal or assistant principal from each level. Others may be invited when additional content expertise is required.

K-5, 6-12 VERTICAL CONTENT TEAMS

Every content area will have a vertical team with representatives from different grade levels. Members will be selected by Curriculum Coordinators in collaboration with building principals or their designee. Curriculum Coordinators or designated building administrators will facilitate vertical team meetings during the professional meeting time established in the district calendar.

Vertical teams for English-Language Arts, Mathematics, Science, Social Studies, Health/PE, World Languages, Visual Arts, Music, and Library-Media will:

1. develop a guiding document to describe the content area's philosophy;
2. meet at least once annually to analyze and discuss curricular needs;
3. analyze student work and other assessment data and review student performance;
4. establish vertical alignment of transfer goals, and priority standards; and
5. develop proposals for curriculum revisions.

CURRICULUM COMMITTEES

The grade-level/content specific curriculum committees will include balanced representation from the grade level or course being revised. The primary responsibility of a curriculum committee is to develop or revise grade-level or course-specific units of study, including associated assessments. This work will be submitted for approval to the Curriculum Review Council and Teaching and Learning Committee of the Board of Education.

Curriculum Committees will:

- meet, as needed, to develop or revise curriculum
- create or revise assessments to align with established standards and student learning outcomes
- plan for implementation of new curriculum, instructional practices, or assessments
- address feedback from vertical teams and CRC
- create professional learning materials for in-district professional development
- establish learning plans for units of study to align with instructional time provided in established or new schedules

Comprehensive Revisions:

Although the curriculum revision process is typically ongoing, there are times when comprehensive revisions may be necessary. The following represent examples of when comprehensive revisions may take place:

- significant changes to state and/or national standards
- changes in expectations and outcomes for students
- adoption of a new primary textbook

Content areas that are undertaking comprehensive revisions will be provided with release time throughout the school year, as well as time for summer curriculum work. Prioritizing this work and budgeting appropriately is critical to ensuring teachers are equipped to provide students with an engaging, contemporary curriculum.

TEXTBOOK ADOPTION PROCESS

The process for adopting new textbooks is as follows: **(A textbook is an informational book that is used specifically for a class. Textbooks contain a compilation of content in an area of study with the intention of explaining it. Only resources that are used throughout the entire course are considered textbooks. Textbooks are not resources that are only specific to one unit or to teach an isolated concept or event. Textbooks can either be hard copies or electronic.)**

1. grade-level/content-specific curriculum committees will fill out an initial request that explains the rationale/need for a new textbook
 - a. these requests are submitted in writing to Curriculum Coordinators
2. once the initial request is accepted, a committee will identify a minimum of two options, based on available research/evaluations from outside sources
3. a committee will conduct a paper screening of materials using a defined rubric
4. the committee will pilot sections from the options
 - a. a rubric will be completed for each resource piloted
5. one of the options will be submitted for final approval to the BOE
6. the BOE will have final approval of a new textbook

See **Appendix D** for the New Textbook Approval Form.

PROCESS FOR ADOPTING OR MODIFYING COURSE/GRADE LEVEL TEXTS

INTRODUCTION

The process for selection of instructional materials is a collaborative process led by professional educators in the Westport Public Schools. Westport teachers and administrators are supported by the Board to make curricular decisions related to books and other instructional materials. This includes balancing traditional and contemporary texts as students build knowledge and skills in a content area. There are three categories of instructional materials that are used in classrooms: textbooks, trade books, and other texts or representations of meaning. Further details are described in the sections below.

1. Textbooks

Gone are the days when a unit of study was simply “Chapter 14” in a textbook. Westport’s curriculum is dynamic, engaging, and focused on prioritized standards that emphasize inquiry and academic excellence. Textbooks are approved by the Board of Education following a review that is led by administrators and teachers. The recommendation to the Board for

adoption of a new textbook is primarily focused on informing the Board about the budgetary implications, but the selection of textbooks is focused on providing a resource to students that is aligned with and supports curricular goals. The textbook does not drive the curriculum, but rather the curriculum drives the choice of textbook. Textbooks are selected based on their alignment with state and/or national standards, accessibility for students, and district needs.

2. Trade Books

Trade books are not textbooks and do not progress through the same approval process as textbooks and do not require Board of Education approval. Westport educators support students' intellectual freedom and offer a wide range of voices and perspectives in our library and classroom collections, aligned by each school and/or grade level. This is reflected through whole class books as well as book club choices that are part of instructional practices in various content areas.

Whole Class Books

Whole class books are selected by teachers collaboratively through our ongoing curriculum revision and reflective process. These books are communicated by teachers through curriculum documents, student materials, and course syllabi each year. These books change periodically as the curriculum, needs of our students, and availability of resources changes over time. The reasons for adding or removing a whole class text falls under the following categories: 1) a different text meets the skill-based standards for a unit in a more accessible way for students, 2) a new text is published that is more relevant for a particular unit of study, 3) a teacher or group of teachers pilots a new text in order to conduct a comparative analysis of student work in order to determine if one text is more accessible and supportive of a specific set of skills, 4) curricular changes require an entirely new text because of a holistic change to a unit of study.

Book Clubs

Book club texts are curated based on reading level and thematic content that aligns with the goals of a particular unit of study. Teachers and library media specialists support the selection of these texts and teachers regularly refresh and review these titles. When a unit of study includes a book club, students make choices from a range of texts, similar to choosing from a curated offering of titles in a library. Teachers collect feedback from students about these texts in an effort to provide engaging books that will encourage students to increase their reading volume, apply the reading skills that they have learned during instruction, deepen their understanding of the content through diverse lenses or perspectives.

3. Other Texts and Representations of Meaning

Other texts and representations of meaning (i.e. media, art) are used as instructional materials to support curricular goals. News articles, poems, documentaries, digital texts, and art are among the instructional materials that are used to enrich students' experiences in the classroom.

CONCLUSION

As educators seek to teach and develop the critical reading, writing, communication, and thinking skills required of a 21st century learner, texts that offer rich opportunities for analysis and perspective-taking foster a powerful exploration of the human condition and all its complexities. As Westport students progress through the curriculum, they engage with a range of voices and experiences at a developmentally appropriate level. The book challenge process and necessary forms are available to parents and community members, which can be used if specific concerns about a book or other text cannot be resolved through thoughtful and respectful dialogue with the school district.

CURRICULUM DEVELOPMENT PROCESS

The curriculum development process is guided by a backward design approach. Backward design is based on the idea that planning is best done by starting with the desired results. After the goals are established, educators develop assessments to measure goals and then design learning plans.

BACKWARD DESIGN

Backward design is based on the idea that planning is best done by starting with the desired results. It is a design approach that results in purposeful thinking about curriculum planning from a micro lens, as well as programmatic reform from a macro level. Looking at the outcomes first results in coherently-designed curriculum units, performance assessments, and classroom instruction. The primary goal of backward design is student understanding, which is revealed when students autonomously transfer their learning. There are six indicators of students' understanding--the capacity to *explain, interpret, apply, shift perspective, empathize, and self-assess*.

Backward design is defined by three stages, which are detailed in the following sections. The stages are:

- Desired Results (Establishing the Goals)
- Evidence (Determine Acceptable Evidence)
- Learning Plan (Instructional Activities and Formative Assessments)

DESIRED RESULTS

Consider the goals. What are the priorities? What should students know, understand and be able to do? What are the big ideas and enduring understandings that are desired? The primary goal of this stage is to ensure that learning goals are framed in terms of important accomplishments that reflect understanding. Stage 1 should address the following components:

1. Priority Standards
2. Disciplinary Practices
3. Understandings and Essential Questions
4. Acquisition Goals (Knowledge and Skills)

1. PRIORITY STANDARDS

Standards are characterized as either priority standards or supporting standards (Ainsworth, 2013, p. xv).

- **Priority Standards** are "a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course" (Ainsworth, 2013, p. xv).
- **Supporting Standards** are "those standards that support, connect to, or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as do the Priority Standards. The supporting standards often become the instructional scaffolds to help students understand and attain the more rigorous and comprehensive Priority Standards" (Ainsworth, 2013, p. xv).

Criteria for Priority Standards

Prioritizing standards drives a focus given to certain standards over others. The prioritization process relies upon effective collaboration among teacher teams. Through in-depth discussion, teachers identify those standards that meet the following specific selection criteria:

- **Endurance** (lasting beyond one grade or course; concepts and skills needed in life). Will proficiency of this standard provide students with the knowledge and skills that will be of value beyond the present? For example, proficiency in reading informational texts and being able to write effectively for a variety of purposes will endure throughout a student's academic career and work life.
- **Leverage** (crossover application within the content area and to other content areas; i.e., interdisciplinary connections). For example, proficiency in creating and interpreting graphs, diagrams, and charts and then being able to make accurate inferences from them will help students in math, science, social studies, language arts, and other areas. The ability to write an analytical summary or a persuasive essay will similarly help students in any academic discipline.
- **Readiness** for the next level of learning (prerequisite concepts and skills students need to enter a new grade level or course of study). Will proficiency of this standard provide students with the essential knowledge and skills that are necessary for future success?

When considering whether to select one particular standard over another, teachers must discuss and decide which one is the more comprehensive or rigorous – not the more foundational. Prioritizing certain standards does not mean eliminating those standards that do not make it into the starring roles. Prioritizing the standards has nothing whatsoever to do with “lowering the bar,” and everything to do with focus.

Protocol for Determining Priority Standards

1. Each grade-level team will identify a set of priority standards. If necessary, team members may be divided into small groups.
2. Identify a facilitator and note-taker.
3. Individually, team members consider the Endurance, Leverage, and Readiness criteria for each standard.
4. By group, each person shares standards that meet all three criteria.
 - a. Standards that are dotted by everyone will become priorities
 - b. Standards that are not dotted will become supporting standards
 - c. Standards that are selected by some of the group will be up for discussion
5. For the standards that are up for discussion:
 - a. If you chose it as a priority, complete the priority standard worksheet as evidence
 - b. If you didn't choose it as a priority, use the selection criteria to develop supporting statements and/or clarifying questions
 - c. Standards that are up for discussion require 80% consensus before they can be considered a priority standard.

After each grade-level team identifies their initial set of priority standards, K-12 alignment will be reviewed by Curriculum Coordinators.

2. PROGRAM GOALS

Program goals are the long-term accomplishments that students should be able to do with knowledge and skills, on their own. They answer the questions “Why?” and “What can you do with this?” and frame content standards as long-term performance accomplishments. Disciplinary Practices are the core set of skills and understandings that are most important and long-term, the ones students will be able to apply independently to new contexts.

There are typically only one or two of these goals identified in a unit identified by the K-12 Content Team. They highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. Disciplinary Practices have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply “plugging in” skill and facts).

- The learners must apply their learning autonomously on their own, without coaching or teacher support.

Examples of Program Goals

- **Economics** - Make economically sound and ethical financial decisions.
- **History** - Use knowledge of patterns of history to better understand the present and prepare for the future. Critically appraise historical claims and analyze contemporary issues. Participate as an active and civil citizen in a democratic society.
- **Health and Physical Education** - Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/ drug use throughout one’s life. Play a chosen game skillfully and with good sportsmanship.
- **Mathematics** - Make sense of never-before-seen, “messy” problems and persevere in solving them. Construct viable arguments involving mathematics and statistics and critique the reasoning of others.
- **Performing & Fine Arts** - Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult. Respond by analyzing and interpreting the artistic communications of others.
- **Reading** - Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task). Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections. Enjoy reading as a chosen leisure time pursuit.
- **Science** - Evaluate scientific claims and analyze current issues involving science or technology. Conduct a sound investigation to answer an empirical question.
- **World Language** - Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.
- **Writing** - Write in various genres for various audiences in order to explain (expository), entertain (narrative/poem), argue (persuasive), guide (technical), and challenge (satirical). Carefully draft, write, edit, and polish one’s own and others’ writing to make it publishable.
- **Critical Thinking** - Think critically about information and claims encountered at school and beyond by seeking clarity, accuracy, sound evidence, good reasons, and fairness.
- **Communication** - Effectively communicate for different purposes and varied audiences using appropriate media.
- **Collaboration** - Work effectively with, and learn from, others in a variety of situations, in school and beyond.
- **Research** - Locate pertinent information from varied sources (print, on-line; primary, secondary). Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).

3. KEY CONCEPTS: UNDERSTANDINGS AND ESSENTIAL QUESTIONS

Understandings

The key understandings for a course or unit are typically big picture concepts about the way the discipline works. In some disciplines, key understandings can be paired with essential questions that will be asked throughout the unit or course. Understandings provide a conceptual framework for studying the content area by framing the big ideas that give meaning and lasting importance to a particular discipline.

In order to be an understanding, an idea must...

1. Help learners make sense of otherwise discrete facts and skills. They synthesize what students should understand--not just know or do--as a result of studying a particular content area.
2. Articulate what students should “revisit” over the course of their lifetimes in relation to the content area. These should be statements that summarize the important ideas and core processes that are central to a discipline.
3. Be deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas. Understandings have lasting value beyond the classroom and extend beyond a particular lesson or unit.

Some examples of understandings are:

- In a free-market economy, price is a function of supply and demand.
- True friendship is revealed during difficult times, not happy times.
- Statistical analysis and data display often reveal patterns that may not be obvious.
- The most efficient and effective stroke mechanics in swimming involve pushing the maximum amount of water directly backward.
- Heating of the Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.

These ideas, however, are NOT understandings:

- That the price of long-distance phone calls has declined during the past decade.
- True friendship
- Mean, median and mode are measures of central tendency.
- They should cup their hands when swimming freestyle.
- Wind is a force of nature.

Essential Questions

Purpose:

Essential questions are identified in Stage 1 for the purpose of:

1. Provoking deep thought, lively discussion, sustained inquiry, and additional questions leading to new/deeper insight(s)
2. Asking students to consider alternatives, weigh evidence, support their ideas and rethink them
3. Supporting connection within and between content and context.

Criteria:

A question can be considered “essential” if it...

1. Is open-ended; it does not have a single, final correct answer. Essential questions yield inquiry and argument. There are a variety of plausible responses.
2. Requires support and justification, not just an answer. Because there are a variety of plausible responses, from different points of view, students are expected to provide reasons and evidence.
3. Is thought provoking and intellectually engaging, often leading to discussion and debate.
4. Calls for high-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall or via Google search.
5. Points toward important, transferable ideas within and at times across disciplines. Essential questions reflect the most historically important problems and debates of the field. Is history inevitably biased? What is a proof? Nature vs Nurture?

Examples:

Essential Questions	Not Essential Questions
<ul style="list-style-type: none"> ● How are form and function related in biology? ● How do effective writers hook their readers? ● Should it be an axiom if it is not obvious? ● Who “wins” and who “loses” when technology changes? 	<ul style="list-style-type: none"> ● How many legs does a spider have? ● What is foreshadowing? Can you find an example in the story? ● By what axioms are we able to prove the Pythagorean theorem? ● What are some French colloquialisms? ● How many minutes are in a day?

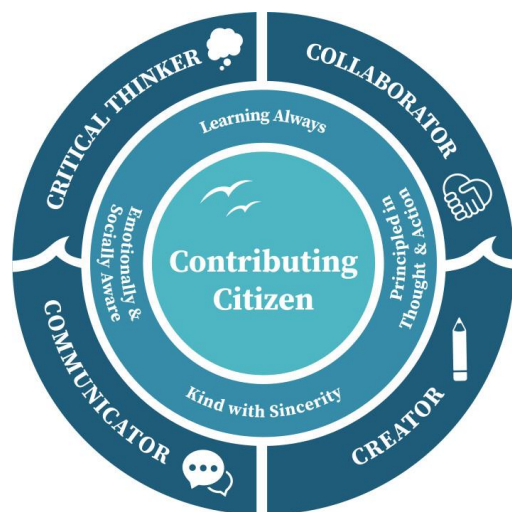
4. ACQUISITION GOALS (KNOWLEDGE AND SKILLS)

Content knowledge is important as a foundation for future learning, so while the design process begins with identifying transfer skills, it is also important to identify key course content in determining the end goals of the curriculum. In a similar vein, while the transfer skills often focus on what students will take beyond the course, either to their next class in a subject area or to another discipline, there are skills that are crucial but not as transfer-oriented that can be listed here.

Knowledge and skills are identified in Stage 1 to clarify what students should know, and be skilled at, as a result of the unit. Knowledge refers to having command of facts, definitions, and basic concepts (declarative knowledge). Skill refers to the ability to perform some action or process competently (procedural knowledge).

Some examples for a unit on nutrition include: food groups; My Plate recommendations for a balanced diet; key nutrition vocabulary; and reading food labels for nutritional information.

ATTRIBUTES OF A CONTRIBUTING CITIZEN



Communicators:

- Identify purpose and audience
- Use and interpret non-verbal cues
- Advocate, debate, and negotiate respectfully
- Utilize varied media to communicate ideas

Critical Thinkers:

- Analyze and question ideas and experiences to reach deeper understanding
- Evaluate different sources of information and perspectives to inform learning
- Synthesize new learning and prior knowledge to make new interpretations and solve complex problems
- Reflect on their learning and demonstrate persistence to either continue with a plan or change course

Collaborators:

- Actively listen and response to the ideas of others
- Engage in thoughtful discussion with peers in multiple settings
- Work with others toward a common goal
- Demonstrate flexibility and experiment with a variety of roles and responsibilities within a group

Creators:

- Pursue interests and curiosities
- Take risks and thinking divergently
- Seek new and original solutions and products
- Utilize resources in practical and innovative ways

EVIDENCE

Consider evidence of student learning. How will we know if students have achieved the desired results and met the content standards that were identified in Stage 1? How will we know if students understand the big ideas and priority standards that have been identified? Performance tasks and other types of evidence that collectively demonstrate student learning.

PERFORMANCE ASSESSMENT

Performance assessments are used as evidence of understanding because they show whether or not students can apply their learning to various problems, contexts and situations. This type of assessment requires students to transfer their learning, demonstrating that they can “do” the subject, as opposed to merely answering questions about it.

- Demand thoughtful application of knowledge and skills, not just recall.
- Aligns with goals (priority standards, disciplinary practices, understandings, and acquisition)
- Evaluation of performance tasks require specific criteria/rubric

Performance Assessment Review Criteria are included in the Appendix to support the development of authentic, meaningful assessments.

OTHER EVIDENCE

In addition to a performance task, other possible assessments include: conventional tests, quizzes, assignments, etc. These other summative measures can overlap with the performance task, providing a more reliable measure of student understanding.

LEARNING PLAN

Consider the instructional activities and formative assessments. What instruction will lead to the identified results identified in Stage 1, with the appropriate evidence of understanding? What needs to be taught? How will that content be best taught, in light of the performance goals that were identified in Stage 2? What sequence of activities best suits the desired results? How will student progress be monitored?


Proposed Learning Event(s)	Purpose (Goal[s]) (Stage 1 alignment e.g., K2, EQ1, etc.)	Resources	Formative Assessment

Any technology that is included in the learning plan (e.g., apps or websites) needs to be vetted first. Expectations for usage will be included in the learning plan.

CURRICULUM TEMPLATE

[Link to Blank Curriculum Template](#)

Unit Overview (Public View)	
Course Title:	Unit ___ out of ___:
Unit Overview: <i>[Provides a compelling view of how the students will engage throughout the learning experience(s)]</i>	
Desired Results (Public View)	
Priority Standards: <i>[Program-prioritized from state or national standards that are the intentional focus of instruction and feedback]</i>	
<ul style="list-style-type: none"> • 	
Related Program Goals: <i>[Framed as disciplinary practices or transfer skills that students can independently apply to situations both inside and outside of school]</i>	
<input type="checkbox"/> Explanation of Program Goals <ul style="list-style-type: none"> • 	
Key Concepts: <i>[Framed as Understandings and Essential Questions]</i>	
<input type="checkbox"/> Explanation of Essential Questions <input type="checkbox"/> Explanation of Understandings <ul style="list-style-type: none"> • 	
Acquisition: <i>[What students are expected to know and be able to do]</i>	
<input type="checkbox"/> Explanation of Acquisition <ul style="list-style-type: none"> • 	
Summative Evidence (Internal Use Only)	
Summative Evidence: <input type="checkbox"/> Explanation of Summative Evidence	

<ul style="list-style-type: none">•
Learning Plan (Internal Use Only)
<p>Learning Plan: <i>[Anchor activities that are critical to the identified understandings]</i></p> <p> <i>Explanation of Learning Plan</i></p> <ul style="list-style-type: none">•

CURRICULUM TEMPLATE GLOSSARY

<p style="text-align: center;">Key Components</p> <p style="text-align: center;"><i>Explanation and Audience</i></p>	<p style="text-align: center;">Quality Indicators</p> <p style="text-align: center;"><i>Guidance</i></p>
<p>Unit Overview (Public) Provides a compelling view of how the students will engage throughout the learning experience(s)</p>	<ul style="list-style-type: none"> ● Concise: Less than 5 sentences ● Entices or builds interest about what is fresh or novel learning that is the focus of this unit ● Accessible and inviting language and tone ● May frame/place the learning in context of the scope and sequence of the course ● EQ can be included here or separated as a key component
<p>Priority Standards (Public) Guaranteed standards that are the intentional focus of instruction and feedback</p>	<ul style="list-style-type: none"> ● Reasonable in number ● Limited to mutually agreed upon standards ● Basis of summative and formative assessments
<p>Related Program Goals (Public) Programmatic long-term goals that students are able to independently transfer to situations both inside and outside of school ☰ Explanation of Program Goals</p>	<ul style="list-style-type: none"> ● Clarifies purpose and relevance of instruction and assessment ● Emphasize independent application when facing new challenges in novel and authentic situations ● Established goals (either through state standards or locally developed) identified as central to the unit ● Aligned to Contributing Citizens Domain(s)
<p>Understandings (Private) Big ideas and insights that students take away from their learning ☰ Explanation of Understandings</p>	<ul style="list-style-type: none"> ● Students struggle and earn the wisdom of understanding through tasks and experiences ● Expressed as a complete sentence

	<ul style="list-style-type: none"> • Reasonable in number • Memorable or enduring long after the unit ends • Aligns with unit standards and disciplinary practices
<p>Essential Questions (Public) (Students) Questions that encourage students to explore and unpack content in order to frame the unit and get at the understandings ☰ Explanation of Essential Questions</p>	<ul style="list-style-type: none"> • Aligns with the understanding(s) • Meant to be investigated, argued, or looked at from different points of view • Written in student friendly, developmentally appropriate language
<p>Acquisition (Public) What students are expected to know and be able to do ☰ Explanation of Acquisition</p>	<ul style="list-style-type: none"> • Content directly connected to accessing the meaning and disciplinary practices • Breaks down the priority standards in student friendly and accessible language
<p>Summative Evidence (Internal Use Only) Performance tasks and other types of evidence that collectively demonstrate student learning ☰ Explanation of Summative Evidence</p>	<ul style="list-style-type: none"> • Demand thoughtful application of knowledge and skills, not just recall. • Aligns with goals (priority standards, disciplinary practices, understandings, and acquisition) • Evaluation of performance tasks require specific criteria/rubric
<p>Learning Plan (Internal Use Only) Anchor activities that are critical to the identified understandings ☰ Explanation of Learning Plan</p>	<ul style="list-style-type: none"> • Criteria and format will be determined by each department (6-12) and curriculum teams (K-5)

CURRICULUM TEMPLATE EXAMPLE

Unit Overview (Public View)	
Course Title: Driver Education	Unit 1 out of 4
<p>Unit Overview: The Driver Education course is designed to develop safe, courteous, and knowledgeable drivers. The program emphasizes defensive driving, driver safety and responsibility, and awareness of laws and regulations. Our goal is to provide students with the essential information that they will need in order to make responsible decisions while behind the wheel of a motor vehicle.</p>	
Desired Results (Public View)	
<p>Priority Standards:</p> <ul style="list-style-type: none"> ● Drive courteously and defensively without accidents or needless risk. ● Anticipate and adapt their knowledge of safe and defensive driving to various traffic, road and weather conditions. ● Comply with signals, signs, and road markings. 	
<p>Program Goals:</p> <ul style="list-style-type: none"> ● Drive the vehicle safely and responsibly. ● Negotiate the road correctly. ● Interact appropriately with other road users. ● Minimize risk while driving. ● Learn from experience. 	
<p>Understandings and Essential Questions:</p> <ul style="list-style-type: none"> ● Defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves ● The time needed to stop or react is deceptively brief, thus requiring constant anticipation and attention. ● Effective drivers constantly adapt to various traffic, road, and weather conditions. ● What makes a courteous and defensive driver? ● What must I anticipate and do to minimize risk of accidents when I drive? 	

Acquisition:

- The Connecticut State Driving Laws
- Basic car features, functions, and maintenance requirements
- Signaling and communicating intentions
- Parking

Summative Evidence (Internal Use Only)

Summative Evidence:

PERFORMANCE TASK EVALUATIVE CRITERIA

- Skillful, courteous, defensive, anticipates well, responsive to varied road conditions

PERFORMANCE TASK(S):

- Students will demonstrate their ability to transfer all their discrete learning into real-world responsive, safe, and courteous driving under varied conditions.
- Task: Drive from home to school and back, with parental and teacher supervision. The goal is to demonstrate skillful, responsive, and defensive driving under real-world conditions.
- Task: Same task as I, but with rainy conditions and rush hour traffic.
- Booklet: Driving for newbies. Write a booklet for other young drivers on the do's and don'ts of safe and effective driving.

OTHER CRITERIA:

- Proficient driving skills
- Knowledgeable (driving laws, traffic signs, basic car parts etc.)

OTHER EVIDENCE:

- Identify driving errors in video clips
- Quiz on laws and rules of road
- Passing the written test a measure of knowing the rules of the road and application of laws
- Self-assessing driving and parking.

Learning Plan (Internal Use Only)

Learning Plan:

Applying their learning, first off-road, then on road. All instruction is carried out and formally assessed under a five-level system of increased independence and autonomy.

- Skill is introduced

- Skill can be carried out under high level of support and direction
- Skill can be carried out correctly only with prompting
- Skill can be carried out correctly with occasional prompting
- Skill can be carried out consistently without prompting

Learning the key skills of driving, the rules of the road, and the basic car facts. Experience and equipping via direct instruction and video simulators are provided, including how to successfully drive in different conditions and environments, including when roads are wet, snow covered, in the dark, on the highway, in city, and backroads etc.

Instruction on key rules of the road and laws. Practice tests will be utilized.

Separate skill development and real-world practice.

- Controls and instruments
- Signaling
- Use of speed
- Weather conditions
- Parking
- Traffic Circles
- Highways
- Mirrors
- Anticipating and planning
- Turns
- Pedestrian crossings
- Darkness
- Security

NEW COURSES

1. Teachers can propose a new course to the Curriculum Coordinator by May 1.
2. If the Curriculum Coordinator approves exploratory approval, a New Course Proposal Form will be developed and presented to the Assistant Superintendent of Teaching and Learning, Curriculum Coordinator, Principal(s), and Director of Guidance by October 1 of the following school year.
 - a. The curricular overview will include the following:
 - i. A course overview
 - ii. A list of units with an overview of each unit
 - iii. Priority Standards and Program Goals for each unit
3. The new course will be presented to the District Curriculum Review Council for review and feedback. Proposals will be considered based on need, interest, viability and sustainability.
4. Once approved by the Curriculum Review Council, new courses will be presented to the Board of Education's Teaching and Learning Committee.
5. If approved at this level, the curriculum for the course must be fully developed in alignment with the design and development phases of the Curriculum Improvement Cycle.
6. Implementation of new courses will be approved by the Assistant Superintendent of Teaching and Learning. Budgetary implications will require approval of the Board of Education prior to the implementation of the course.

NEW COURSE PROPOSAL FORM

[Link to New Course Proposal Form](#)

Course Overview	
Course Title:	
Rationale: <i>[Why are you proposing this course?]</i>	
Course Overview: <i>[Provides a compelling view of how the students will engage throughout the learning experience(s)]</i>	
Units (complete this section for each unit)	
Unit Overview: <i>[Provides a compelling view of how the students will engage throughout the learning experience(s)]</i>	Unit ___ out of ___:
Priority Standards: <i>[Guaranteed standards that are the intentional focus of instruction and feedback]</i>	
Program Goals: <i>[Long term goals that students can independently apply to situations both inside and outside of school]</i>	
Units (complete this section for each unit)	
Unit Overview: <i>[Provides a compelling view of how the students will engage throughout the learning experience(s)]</i>	Unit ___ out of ___:
Priority Standards: <i>[Guaranteed standards that are the intentional focus of instruction and feedback]</i>	

Program Goals: *[Long term goals that students can independently apply to situations both inside and outside of school]*

Units (complete this section for each unit)

Unit Overview: *[Provides a compelling view of how the students will engage throughout the learning experience(s)]*

Unit ___ out of ___:

Priority Standards: *[Guaranteed standards that are the intentional focus of instruction and feedback]*

Program Goals: *[Long term goals that students can independently apply to situations both inside and outside of school]*

APPENDICES

APPENDIX A: UNIT DESIGN STANDARDS

Unit Design Standards			
KEY TO RATINGS: 3=Meets Standard 2=Partially Meets Standard 1=Does Not Yet Meet Standard	3	2	1
Desired Results			
The listed program goals specify desired, long-term genuine accomplishments. To demonstrate them, students need to apply their learning to new situations with appropriate flexibility and fluency.			
The identified understandings reflect important, transferable ideas. To demonstrate them, students need to make inferences and connections among facts, as well as explain conclusions in their own words.			
Essential questions are open-ended and thought-provoking. They set the focus of the unit and establish learning priorities.			
The identified <i>knowledge</i> goals refer to command of facts, definitions and basic concepts (declarative knowledge).			
The identified <i>skills</i> refer to abilities for performing specific actions (procedural knowledge).			
All elements are aligned, providing focus and coherence.			
Evidence			
The specified assessments provide valid evidence of all knowledge and skills.			
The specified assessments include authentic transfer tasks based on one or more facets of understanding.			
The specified assessments provide sufficient opportunities for students to reveal their attainment of goals.			
Learning Plan			

The plan includes appropriate learning events and instruction that will help learners...			
<ul style="list-style-type: none"> • acquire targeted knowledge and skills 			
<ul style="list-style-type: none"> • make meaning of important ideas 			
<ul style="list-style-type: none"> • transfer their knowledge to new learning 			
Learning experiences are designed to engage and impact all learners.			
Overall			
All stages are coherent and aligned.			

APPENDIX B: UBD TEACHER FEEDBACK FORM

to be completed after unit instruction

Unit:

Teacher:

Rate the following indicators on the following scale: 1=not at all; 2=infrequently; 3=somewhat; 4=frequently.

To what extent are:

	Rating
1. Instruction and assessment focused on the goals established?	
2. Essential questions revisited throughout the unit?	
3. Pre-assessments used to check students' prior knowledge and potential misconceptions regarding new topics of study?	
4. The activities in the learning plan designed to engage all students?	
5. Students engaged in the performance assessment in Stage 2?	
6. Students' understanding of the goals are assessed through authentic tasks?	
7. Evaluations of student products/performances based upon known criteria/rubrics, performance standards and models (exemplars)?	
8. Appropriate instructional strategies used to help learners <i>transfer</i> their learning, <i>make meaning</i> of the big ideas and <i>acquire</i> knowledge and skills?	
9. Students given regular opportunities to rethink, revise and reflect on their work based on feedback from ongoing (formative) assessments?	
10. Students expected to self-assess or reflect on their work and learning and set goals for improvement?	
<p>Overall Unit Effectiveness: Ineffective Somewhat Effective Effective (based on student performance in Stage 2-Summative Assessments)</p>	

Percent for Whom Effective:	0-25%	26-50%	51-75%	76%-100%
Overall Unit Engagement:	A Few	A Minority	A Majority	All
Unit Strengths:				
Unit Weaknesses:				

APPENDIX C: PERFORMANCE ASSESSMENTS

In order to measure understanding, performance assessments should meet the following criteria:

Performance Assessment Review Criteria				
	3	2	1	
	KEY TO RATINGS: 3=extensively 2=somewhat 1=not yet			
The task addresses/assesses targeted standard(s) /outcome(s) and one or more of the 4 Cs--critical thinking, creativity, communication, collaboration.				
The task calls for understanding and transfer, not simply recall or a formulaic response.				
The task requires extended thinking and habits of mind, not just an answer.				
The task is set in an “authentic” context--it involves a genuine challenge, a target audience and realistic constraints.				
The task includes criteria/rubric(s) that target distinct traits of understanding and successful performance (e.g., the criteria do not simply focus on surface features of a product or performance).				
The task directions are clear for students.				
The task incorporates appropriate use of technology.				

APPENDIX D: NEW TEXTBOOK APPROVAL FORM

School: _____

Subject: _____ **Date:** _____

Title: _____

Author: _____

Publisher: _____ **Copyright Date:** _____

Course (Grade Levels): _____ **Rationale:** _____

Teacher Technology Resources: • _____

Student Technology Resources: • _____

Considerations:

1. How does it correlate with state frameworks?

2. How did you determine correlation?

3. What process and Indicators (rubric) did you use?

4. Professional Development (what is needed for teachers)?

5. Other textbooks considered under this review:

-

of Books Requested: _____ **Cost per Book Total Cost:** _____

Supplemental Supplies Needed (include Technology - online books and resources)

-

Date Approved by Board of Education: _____