

CURRICULUM DESIGN

EH
(REGULATION)

CURRICULUM
ALIGNMENT

The curriculum shall include best practice strategies that serve to actively engage students in the learning process so that they are self-directed, intrinsically motivated, and willing to persist as they develop their intellectual potential. The written, taught and tested curriculum shall be aligned and dynamic to reflect the instructional needs of the students and District.

CURRICULUM
CONTENT AND
MANAGEMENT

Curriculum and program specialists are responsible for enhancing the curriculum and keeping it dynamic. The expanded curriculum, however, consists of aligned clarifiers, which are sample assessment items, resources, suggested classroom structures, strategies, and assessment formats. Specialists shall also import documents that provide critical information regarding curriculum content and/or delivery methods.

LESSON PLANNING

Teachers shall select resources, strategies, structures, and assessments that best align to the objectives being taught and the students being served. Effective lesson design shall be used in lesson development. Teachers have the ability to store lessons in a digital format and store for easy access and retrieve for future reference.

MONITORING THE
CURRICULUM

Administrators and teacher leaders shall assist teachers in the skillful implementation of the District curriculum by reviewing lessons and promoting professional dialogue regarding the teaching and learning process.

ASSESSING THE
CURRICULUM

Data collected and analyzed from these assessments shall provide information about student performance so that District curriculum can be continuously improved. Data shall also be used to provide sufficient evidence that students are learning and are prepared to perform at optimal levels on both state and national assessments. Teachers and administrators shall be encouraged to work collaboratively to develop campus plans for using common assessments and to track student performance based on curriculum standards and objectives.

STUDENT
PERFORMANCE
EXPECTATIONS

The goal of defining and implementing the curriculum development and management system is to develop students who shall:

1. Demonstrate mastery of reading, writing, speaking/listening, mathematical skills and problem-solving strategies sufficient for effective, efficient functioning in a complex society.
2. Demonstrate historical, geographical, political, and economic literacy.
3. Demonstrate application of skills and knowledge in the solution of human and environmental problems.

4. Demonstrate knowledge of science and its processes in day-to-day decisions; suggest solutions to problems and evaluate limitations of the proposed solutions.
5. Understand and appreciate cultural diversity, the arts and humanities, current events, environmental issues, and ways to predict and influence future events.
6. Demonstrate creative and disciplined thinking; identify needs and problems, locate and analyze information from all appropriate sources for meaning and/or action, and apply problem-solving strategies.
7. Demonstrate skill to access, organize, and synthesize relevant information; utilize current and appropriate technologies as tools.
8. Appreciate the need for healthful living; demonstrate knowledge of how to keep both body and mind physically and emotionally well.
9. Develop skill to communicate in a second language at a level sufficient to function in business and social situations.
10. Develop an appreciation of the intrinsic value of education and its necessity in a democratic society.
11. Develop a commitment to the process of learning; acquire the necessary skills to promote continued learning and assume responsibility for self-directed learning.
12. Demonstrate the cooperative/collaborative interpersonal skills necessary to function in business and social situations.
13. Demonstrate civic pride and responsibility.