

**Procedures for Policy Statement #2315 (Instruction) of the Board of Education  
Regarding Curriculum Development and Revision**

I. Guidelines

- A. The superintendent/designee is responsible for ensuring the development and implementation of an ongoing program of curriculum review and development.
- B. The superintendent/designee is responsible for ensuring that appropriate materials of instruction are in place to support CCPS curriculum.

II. Definitions

- A. Curriculum: The central guide for teachers and all instructional staff about what is essential to teach and how deeply to teach it so that every child has access to rigorous academic experiences and instructional support in meeting academic standards. The CCPS curriculum is based on the Maryland College and Career Ready Standards and the Maryland State Standards and more clearly translates the content knowledge, conceptual understanding and skills students are expected to learn.
- B. Curriculum Development: The process of locally developing and/or revising curriculum and curriculum-based materials of instruction and assessments to align with local, state and national standards.
- C. Maryland College and Career Ready Standards: Maryland's College and Career Ready Standards form the foundation for Maryland's State curriculum framework. These education standards establish a set of shared goals and expectations for what Maryland students should understand and be able to do in grades Pre-K – 12.
- D. Maryland State Curriculum: This curriculum defines what students should understand and be able to do at each grade in various discipline areas such as science, social studies, fine arts, world languages, physical education, health, and technology education.
- E. Materials of Instruction: Instructional materials that are locally developed or selected by CCPS instructional staff to support district curriculum. These materials include textbooks, novels, background materials, workbooks, and digital resources which support the curriculum.

III. Curriculum Development Process

- A. The curriculum development process will encompass all new and revised curricula.
- B. The curriculum development process will be initiated and led by the supervisor responsible for that content.
- C. Curriculum writing teams will make every effort to include school-based and central office general and special education staff. English for Speakers of Other Language (ESOL)

staff will be invited to be a part of the curriculum writing team. Professional and/or business partners will be invited when appropriate.

- D. Curriculum development and revision will be aligned to mandatory national and/or state standards and is written in a way that is sensitive to and addresses the needs of all learners. The curriculum development and revision processes ensure that the written curriculum (unit organizers, scope and sequences, etc.), taught curriculum (resources, instruction, and best practices), and assessed curriculum (state and local assessments) are aligned to support student achievement.
- E. Curriculum documents will include information explaining how to navigate the learning management system and what is found in curricular file.
- F. Curriculum will include, at a minimum, the following elements:
  - 1. An instructional philosophy – The instructional philosophy is a PK-12 statement explaining the overarching goals of a content area or course of study, broadly describing how students best learn the content,
  - 2. An introduction – The introduction provides a course/content description of the general skills and concepts students are learning and emphasizes responsiveness to the needs of each child.
  - 3. Instructional standards, indicators, and/or objectives: Instructional standards, indicators, and/or objectives are statements describing the learning outcomes, skills, knowledge and/or abilities to be achieved in a course or content area.
  - 4. Units of Study –The units of study include the unit title, instructional pacing, coherence, standards, indicators and/or objectives including appropriate writing standards and/or math practices, resources, instructional strategies, learner supports and extensions, and assessments.
  - 5. A scope and sequence –The scope and sequence provides an organizing structure for the unit of study explaining the standards, know and do goals, lesson essential question, assignment, resources, research-based and content strategies, and culturally responsive instructional practices.
  - 6. Required resources – Required resources include texts, materials, digital resources, and equipment that are provided by CCPS. These resources are delineated in the units of study and indicate how and when the resources are to be used.
  - 7. Suggested resources – Suggested resources include texts, materials, digital resources, equipment and tasks that may or may not be provided by CCPS. Teachers may elect to use suggested resources that are delineated in the units of study.
- G. Supervisors will audit curriculum and annually create/update a timeline for curriculum revision to be submitted to the Assistant Superintendent of Instruction.
- H. Prior to publication, new and updated curriculum will be reviewed by the members of the curriculum writing team for the required elements including research-based strategies, evidence-based practices, culturally responsive instruction, and support and

extension opportunities. The outcome of the review will be submitted to the Director of System and Instructional Performance.

IV. Notification of Curriculum

- A. Information regarding the expectations and standards for all curricula by subject and/or program will be posted on the Calvert County Public Schools website.
- B. Supervisors will ensure that information is reviewed and updated annually.

V. Family Life and Human Sexuality Opt-Out Provision

- A. Parents and guardians can view instructional materials for the Family Life and Human Sexuality unit in Health courses by contacting their child's school and setting up an appointment with the health teacher and the school principal.
- B. Parents can opt their student out of family life and human sexuality instruction.
- C. Students whose parents have opted out will receive appropriate alternative learning objectives and/or assessments in health education outside of the health classroom.
- D. Process for opt-out notification.
  - 1. Opt-out provisions will be posted on the Calvert County Public Schools website in the Instruction Department, Subjects, Health tabs.
  - 2. Teachers will email the Opt-Out letter to parents through Home Access Center (HAC) or place it in the elementary weekly folder. This letter will inform parents of what is being taught in family life and human sexuality, how to gain more information about family life and human sexuality, and how to opt their child out of this unit.