

Connellsville Area School District



**Curriculum and
Instructional Materials
Adoption Handbook**

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Introduction

Connellsville Area School District's Board of Education is responsible for adopting curriculum and instructional materials for all content areas and courses. The purpose of the Curriculum and Instructional Materials Adoption Handbook is to articulate, align, and coordinate improvement efforts in the development and implementation of the district's curriculum. This handbook outlines the expectations and procedures regarding each phase of the curriculum and materials adoption cycle in accordance with Board policy.

Curriculum alignment is the agreement and degree to which the written, taught, and assessed curricula are aligned. Research supports that adherence to a tightly aligned curriculum will result in higher student achievement and that the linkages provide directed instructional focus. Curriculum principles are to be translated in documents, instructional practices, and student assessments through the development of an aligned written, taught, and assessed curriculum system. The Curriculum and Instructional Materials Adoption Handbook provides the structure to ensure quality control of the curriculum and instructional process.

Purpose

In the Curriculum and Instructional Materials Adoption Handbook, guidelines and procedures are developed to create the expectation and the context for a well-articulated and well-aligned curriculum. The guidelines and procedures outlined in the plan, as well as the curriculum content and assessments, must be applied consistently and coherently across our system.

This plan is based on the premise that a defined curriculum system is necessary as an integral component of a continuous improvement plan. An articulated and aligned curriculum exists when teachers are instructing using the written curriculum; when assessments are aligned to the written and taught curriculum; and the written curriculum is used to guide decisions about materials, tests, and professional development.

Roles and Responsibilities

Board of Education: The Board recognizes its responsibility for the development, assessment, and improvement of the educational program of its schools and recognizes that curriculum development is an ongoing process. To this end, the Board is committed to establishing and maintaining a coordinated curriculum and assessment management policy that:

- defines how the district's curriculum is developed and approved.
- ensures that the curriculum is taught and assessed.
- provides for ongoing review and evaluation of the curriculum and assessments

District Administration Leadership: It is the responsibility of the district administration to create the design of the curriculum mapping so that it is articulated vertically and horizontally, K–12, in classrooms and coordinated throughout the district at common grade levels and/or within common content areas among all schools. District administration will facilitate the planning and professional learning activities so that all staff is equally knowledgeable about the curriculum mapping design and expectations.

School Building Leadership: It is the responsibility of school principals and support administrators to be part of an —instructional leadership teamll in concert with teachers in the delivery of the curriculum at the school level. In fulfilling this process, principals are expected to monitor the delivery of the curriculum.

Classroom Teachers: It is the responsibility of the classroom teachers to maintain a strong commitment to curriculum development and professional learning. Classroom teachers provide students with rigorous, consistent educational programs that support the district's mission, goals and priorities. Classroom teachers review, revise and implement the written curriculum in accordance with district policy.

Curriculum Development Process

District curricula is written by a collaborative team of teachers and administrators. Curriculum will be aligned to the district initiatives and priorities set forth in the Comprehensive Plan. District curricula is developed internally following the Understanding by Design (UBD) framework and is contained in the EdInsight online tool. District curriculum mapping is framed in accordance with state and national standards and outlined in EdInsight. There are five phases within the curriculum development process:

- **Phase One:** Development of the written curriculum based on state standards.
- **Phase Two:** Development of written curriculum at course and unit level.

- **Phase Three:** Development of written curriculum with course syllabus and unit concepts, competencies, and vocabulary.
- **Phase Four:** Instructional materials evaluation and potential adoption.
- **Phase Five:** Adoption of instructional materials and monitor implementation.

All district curriculum must be submitted on a yearly basis for School Board adoption according to the following schedule:

May 31: Complete all curricular revisions by this date in EdInsight.

June: Curriculum submitted to School Board for review.

July: Curriculum adopted by School Board for the new school year.

August: Teachers teach the School Board approved curriculum and begin draft curricula according to the published cycle.

Prior to any potential instructional materials adoption, all curriculum (Phases 1-4) must be complete and School Board approved. Mid-cycle changes may need to occur when our student and teacher data supports there are components in the written curriculum that need revised or the instructional materials are not supporting the needs of our diverse learners. The teachers will reconvene and follow the process in the phase(s) necessary to adjust the curriculum. When proposing a new course of study, the teacher teams will conduct a needs assessment, review the research, and develop a written course of study in accordance with Phase 1 of the cycle for Board adoption.

Phase One Requirements

- Course Level:**
 - Assessments
 - Instructional Materials
- Unit Level:**
 - Unit Name
 - Unit Weeks of Instruction
 - Unit Materials
 - Unit Standards
 - Unit Assessments

Phase Two Requirements

- Course Level:**
 - Instructional Strategies
 - Differentiation (Strategies for struggling and advanced learners)
- Unit Level:**
 - Unit Overview
 - Unit Big Ideas
 - Unit Essential Questions

Phase Three Requirements

- Course Level:**
 - Course Syllabus
- Unit Level:**
 - Unit Concepts
 - Unit Competencies
 - Unit Vocabulary

Phase Four Requirements

- Unit Level:**
 - Unit Interdisciplinary Connections
 - Unit Misconceptions / Proper Conceptions
- Instructional Material Needs Assessment, Evaluation, and Potential Adoption

Phase Five Requirements

- Monitor instructional material adoption.
- Modify goals and outcomes where appropriate.
- Establish priorities for next cycle.

Curriculum Cycle

Department	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Business, Computer and Technology Education	Phase One & Phase Four	Phase Five	Phase One	Phase Two	Phase Three
Career and Technical Programs	Phase One & Phase Four	Phase Five	Phase One	Phase Two	Phase Three
English Language Arts	Phase One	Phase One	Phase Two	Phase Three	Phase Four
Family and Consumer Science	Phase One And Phase Three	Phase Four	Phase Five	Phase One	Phase Two
Fine Arts	Phase One And Phase Three	Phase Four	Phase Five	Phase One	Phase Two
Health and Physical Education	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
Library	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
Mathematics	Phase One and Phase Two	Phase Three	Phase Four	Phase Five	Phase One
Science	Phase Three	Phase Four	Phase Five	Phase One	Phase Two
School Counseling	Phase Two	Phase Three	Phase Four	Phase Five	Phase One

Social Studies	Phase Five	Phase One	Phase Two	Phase Three	Phase Four
Technology Education	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
World Language	Phase One & Phase Four	Phase Five	Phase One	Phase Two	Phase Three

Instructional Materials Adoption Cycle

Historical

Year	Subjects				
12-13	World History	Algebra I			
13-14	Social Studies	Geometry	Algebra I	PreCalculus	Physics
14-15					
15-16	Advanced Placement				
16-17	Shakespeare	Math K-6			
17-18	ELA K-12	Math 7-8 (Special Ed)	Auto		
18-19	US Gov	Math 7-8	Handwriting	Elem Band	Foundations K-2

Adoption Phases

19-20 Phase 1	20-21 Phase 2	21-22 Phase 3	22-23 Phase 4	23-24 Phase 5	24-25 Phase 6
World Language	Science	Mathematics	Technology Education	ELA	Social Studies
Business, Computer and Technology Education	Family and Consumer Science	School Counseling	Health and Physical Education		
Fine Arts	Career and Technical		Library		

Life Skills	Programs				
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Instructional Materials Adoption Process and Evaluation

August - September	<ul style="list-style-type: none"> ● <i>Curriculum components must be completed prior to any instructional materials adoption evaluation.</i> ● Department develops a list of vendors to secure review instructional materials. ● Department contacts vendors for review instructional materials.
October - January	<ul style="list-style-type: none"> ● Teachers use review instructional materials in their classroom to test effectiveness.
February	<ul style="list-style-type: none"> ● Department meets to evaluate instructional materials: https://forms.gle/R3zZgZxC5uACK7jC8 ● All teachers evaluate instructional materials.
March	<ul style="list-style-type: none"> ● Instructional Materials Evaluation Conclusion* and Quote* submitted to Assistant to the Superintendent for Curriculum & Instruction by March 15th.
April - May	<ul style="list-style-type: none"> ● Development of District budget
June	<ul style="list-style-type: none"> ● Board approval of District budget
July 1	<ul style="list-style-type: none"> ● Instructional materials can be purchased

*The department chairperson or designee of the department will tally the results of the teacher instructional material evaluations and provide a compilation with a quote to the Assistant to the Superintendent for Curriculum, Instruction and Federal Programs by March 15th.

Definitions

Assessments: the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.

Big Ideas: Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

Competencies: Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

Concepts: Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

Content Standards - The essential “what” of the content to be learned at each grade level or within each course.

Course Syllabus: an outline of the units, assessments, and policies in a course of study or teaching.

Differentiation: wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.

Essential Questions: Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

Instructional Strategies: techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Interdisciplinary Connections: combining or involving two or more academic disciplines or fields of study.

Materials: the book, games, Internet, and software publishing industries that is focused on providing resources to a variety of educational market segments.

Misconceptions / Proper Conceptions: a wrong or inaccurate idea or conceptions / a correct idea or conception.

Standards: please use PA Department of Education approved standards. If PA Department of Education standards are not available, please use Common Core or Industry-approved standards.

Taught Curriculum – The delivery of the written curriculum, including the units of study, lesson plans, and/or suggested instructional approaches for teaching the written curriculum.

Tested Curriculum – That portion of the written and taught curriculum whose purpose is to assess, both formally and informally, and to evaluate student progress toward mastery of the written curriculum.

Timeline: How long the course or unit is expected to take.

Unit Overview: A general review or summary of a unit.

Vocabulary: words that are traditionally used in academic dialogue and text. Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation.

Written Curriculum – Defines the learning goals (aligned to the CCLS) that students are to achieve and teachers are to teach. The maps include assessments, suggested teaching methods, and instructional resources.