Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

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

I. Purpose for Curriculum Development and Selection Procedures

A. To ensure that CCPS curriculum aligns with appropriate state and/or national standards and supports strong Tier I Universal Instruction.

B. To establish a standardized process for the development and implementation of an ongoing program of curriculum review and development.

C. To ensure that appropriate materials of instruction are in place to support CCPS curriculum.

II. Definitions

A. Coherence Statement: A brief explanation of how the learning in a unit connects to prior learning, builds toward future learning, and fits within the overall progression of knowledge, skills, and concepts across a course or program.

B. Curriculum: A guide for teachers that identifies what students are expected to know, understand, and be able to do. It is grounded in academic standards and includes the essential knowledge, skills, concepts, and resources needed to support student learning. The CCPS curriculum is aligned with the Maryland College and Career Ready Standards and the Maryland State Standards or, where appropriate, with other standards documents such as College Board Advanced Placement Course Frameworks and serves to interpret these standards for CCPS instructional staff.

C. Curriculum Development: The process of locally developing and/or revising curriculum and curriculum-based materials of instruction and assessments to align with research-based best practices and local, state and national standards.

D. Maryland College and Career Ready Standards: Maryland's College and Career Ready Standards form the foundation for Maryland's State curriculum expectations. These education standards establish a set of shared goals and expectations for what Maryland students should know, understand and be able to do in grades Pre-K – 12.

E. Maryland State Standards: These standards define what students should know 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.

F. Materials of Instruction: Instructional materials that are locally developed or selected by CCPS instructional staff to support district curriculum. These materials may include print and non-print resources such as textbooks, novels, background materials, workbooks, and digital resources which support the curriculum.

III. Curriculum Development and Selection Process

A. The curriculum development process will encompass all new and revised locally developed curricula.

B. These procedures will also govern the selection of commercially developed curriculum.

C. The curriculum development or selection process will be initiated and led by the supervisor responsible for the relevant curricular program.

D. Curriculum development and selection teams will include school-based and central office staff. Additionally, every effort will be made to include both general and special education staff, as well as English Language Development (ELD) educators. Professional and/or business partners may also be invited, when appropriate.

E. Curriculum will be aligned to required national and/or state standards. The curriculum development, revision, or selection process will ensure that necessary instructional practices, resources, and accessibility features are in place to support achievement for all students.

F. To promote clarity and consistency across programs, all locally developed curricula will include district-prescribed elements and follow the format established in the CCPS curriculum template.

G. Curriculum will include, at a minimum, the following elements:

    1. Introduction – Communicates the course of study and grade level(s) that the curriculum is intended for.

    2. An instructional philosophy – The instructional philosophy is a statement explaining the overarching goals of a course of study and the pedagogical practices to be implemented in the course.

    3. Curriculum Overview – A description of the content, skills and concepts students will learn in the course of study.

    4. Units of Study – The units of study include the unit title, instructional pacing, coherence statement, standards, indicators and/or learning goals including appropriate disciplinary practices, including writing standards, as well as resources, instructional strategies, learner supports and extensions, and assessments.

    5. 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.

    6. 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.

    7. Instructional Guidance and Sequencing – Curricula may provide an organizing structure for standards within each unit of study explaining the standard,

learning goals, lesson essential question, resources, content strategies and research-based best practices, and culturally responsive instruction.

H. Supervisors will review their program curricula annually to determine which curricula are current and which require revision. The findings will be documented in a Curriculum Review and Revision Report, including a timeline for updating any curricula identified as needing revision. The report will be submitted to the Director of System and Instructional Improvement and the Chief Academic Officer in June of each school year.

I. Prior to publication, new and updated curriculum will be reviewed by the members of the curriculum writing team for the required elements cited in III. Curriculum Development and Selection Process using the curriculum review check list. This review will be submitted to the Director of System and Instructional Performance.

IV. Notification of Curriculum

A. Information regarding all curricula by subject and/or program will be posted on the Academic Hub of 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:

1. Contacting their child's school and setting up an in-person or virtual appointment with their child's health teacher; or
2. Accessing Family Life and Human Sexuality materials on Schoology by visiting the Family Life Curriculum Group.

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 opportunities in health education outside of the regular health classroom.

D. Process for opt-out notification

1. Opt-out provisions will be posted on the Calvert County Public Schools website in the Academics Hub, under Health.
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 the program, and how to opt their child out of this unit.