

## **Instruction**

### **Curriculum Design/Modification/Approval**

The Board of Education expects on-going curriculum review and development in order to maintain programs consistent with current and future-oriented quality standards and with comprehensive K-12 continuity. In keeping with its responsibility to govern the substance and assure the quality and relevance of the instructional program, the Board of Education will review and take formal action on all recommendations for entirely new activities, services or program offerings and all program deletions. The Board will also review and take formal action on all modifications which represent a significant change in the direction for a given course, program or subject area; which will have an impact on the continuity or coordination of another program or subject area; which will require a substantial increase in resources, either immediately or in the predictable future; or which will have high visibility and interest in the public eye.

The Board will concern itself with the general content and the purposes which the new offering or modification seeks to achieve, the desirability of making the change for purposes of the overall curriculum, and the availability of resources to support the change.

Proposals for curriculum change and modification shall be presented to the Board in a common format specified by the Superintendent for that purpose and outlining the reasons for the change, the scope and substance of the change, its financial impact, its effect on staffing, its impact on other courses and programs, and methods for evaluating the effect of the change.

Responsibility for the specific content, sequence and organizational framework within which the program or activity is presented shall rest with the Superintendent and his/her delegated agent(s) on the staff.

Building principals and staff members in positions of curriculum leadership shall be responsible for keeping the Superintendent, and through him/her the Board of Education, informed of less significant changes as they take place.

To inform the Board of the ongoing program, periodic curriculum reports will be presented to the Curriculum Committee of the Board of Education. Reports will include courses to be offered the following school year, including courses to be deleted or added.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

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|                 |  |
|-----------------|--|
| Legal Reference | Connecticut General Statutes (continued)   |
|                 | 10-17 et seq. re Bilingual instruction.  |
|                 | 10-18 Courses in United States history, government and duties and responsibilities of citizenship.   |
|                 | 10-18a Contents of textbooks and other general instructional materials.  |
|                 | 10-18b et seq. re Firearms safety programs.  |
|                 | 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education. |
|                 | 10-19a et seq. re Substance abuse prevention team.   |
|                 | 10-24 Course in motor vehicle operation and highway safety.  |
|                 | 10-21 et seq. re Vocational education and cooperation with business.   |

Curriculum Review Checklist**Design Components**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | The curriculum aligns with the current state/national standards.  |
| <input type="checkbox"/> | The curriculum aligns with current state grade-level expectations (when available)  |
| <input type="checkbox"/> | The curriculum aligns with current state/national assessments (e.g., CMT, CAPT, SAT, NOCTI)   |
| <input type="checkbox"/> | Learner expectations state what students should know and be able to do by the end of each grade level/course/program.   |
| <input type="checkbox"/> | Learner expectations are prioritized to reflect district/program goals.   |
| <input type="checkbox"/> | Learner expectations are included and organized into units/themes/chapters (based on the district's curriculum model, as appropriate) for a set period of time (e.g., six weeks for unit 1) |
| <input type="checkbox"/> | Available resources are included (books, programs, manipulatives, etc.).  |
| <input type="checkbox"/> | Assessments are aligned with the content in the learner expectations and to the learning activities.  |

**Evidence of Instructional Depth and Curriculum Quality**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Within grade level clusters (e.g., PK-2, K-5, 6-8, 9-12), skills and concepts evolve sequentially from grade to grade and/or course to course.  |
| <input type="checkbox"/> | Literacy (reading, writing, listening, speaking, viewing and presenting) activities are embedded at each grade level within this content area.  |
| <input type="checkbox"/> | The use of information and technology to support and improve the teaching and learning processes is embedded at each grade level.   |
| <input type="checkbox"/> | Research skills are incorporated, including using, searching and evaluating Internet sources and information.   |
| <input type="checkbox"/> | Suggestions for research-based teaching strategies to support the extension of the learning beyond the lesson objectives are included.  |
| <input type="checkbox"/> | Higher order thinking skills are addressed through the objectives.  |
| <input type="checkbox"/> | Multiple types of learning opportunities (e.g., group and individual projects, centers, simulations, role playing, performances, debates, demonstrations, discussions, modeling, inter-disciplinary, authentic experiences) are included. |
| <input type="checkbox"/> | Multiple methods for assessing (e.g., pre/post, formative and summative, observations) the range of levels of cognitive domain.   |
| <input type="checkbox"/> | Grade level or department-generated common assessments (formative and summative) are evident.   |
| <input type="checkbox"/> | The document is available in multiple formats (e.g., electronically, hard copy) to every teacher.   |
| <input type="checkbox"/> | Potential accommodations and modifications are presented as guidelines for the instructor.  |
| <input type="checkbox"/> | Student skills (what students will be able to do) reflect a progressive range of difficulty, using Bloom's Taxonomy as a guide.   |