

CURRICULUM DEVELOPMENT

Policy

It is the policy of the Trumbull Board of Education, in accordance with Connecticut General Statutes 10-16b, that the development of planned, on-going, and systematic programs of instruction for its students in each of the following subject areas is required: the arts (any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre); career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, safety, which may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to citizenship, economics, geography government and history; and in addition, on at least the secondary level, one or more foreign languages; and vocational education.

The Board has the responsibility of ensuring that the content of what is being taught not only fulfills State requirements, but adequately reflects community standards and perspectives, as well as student needs. The curriculum development/revision process will be conducted by District Curriculum Writing Teams, which have the responsibility to develop, review, and recommend curriculum for the District. Said curriculum shall be subject to the approval of the Curriculum Sub-Committee of the Board of Education and, subsequently, the Board of Education prior to full implementation.

Curriculum Guides define the scope and depth of instruction in each planned course. It is from these guides that staff are expected to develop more detailed daily lesson plans.

Adopted: 4/12/82
Revised: 11/87, 6/91, 2/96
10/2/12

Regulations

A curriculum is a guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials and assessments to ensure that all students are able to achieve standards. In this document, we are referring to written curriculum.

The selection of areas for district-wide curriculum development of study will be determined by:

1. The needs expressed by Central Office Administrators, Board of Education members, principals, teachers, students, parents, and residents.
2. A review of the federal and state regulations.
3. The length of time since curriculum was last reviewed.
4. Budgetary guidelines.

All curriculum guides must be approved by the Curriculum Sub-Committee of the Board of Education and, subsequently, by the Board of Education.

A. Curriculum Guide

A Curriculum Guide is a plan for learning. Focus should be kept on its use as a practical guide for teachers in the classroom. A standard outline of a Trumbull School District Curriculum Guide follows. Adherence to the sequence of topics is essential.

B. Schedule Guide

District Curriculum Writing Team members (i.e., Program Leaders, Instructional Specialists, Team Leaders, Department Chairs, teacher representatives, designated administrators) in charge of curriculum development for a particular area (high school math, elementary science, middle school Language Arts, etc.) shall collectively be responsible for developing a five year development/review plan as directed by the policy guidelines, reporting yearly (July 1) and to the administrator in charge of districtwide curriculum development (Director of Curriculum, Instruction, and Assessments). When State mandates or district needs require immediate changes to a curriculum, an accelerated curriculum development cycle should be followed.

Note:

- (a) All curriculum development shall be done with the Board of Education Philosophy, including adopted State, Federal and local Five-Year goals in mind.
- (b) The Curriculum department shall maintain a spreadsheet in which the five year curriculum development/review plan's writing cycle is clearly delineated.

C. The Critical Role of Embedded Literacy

The Trumbull Public Schools believe that reading and writing are central activities in the learning process. Therefore, in all curriculum areas and at all grade levels there shall be clearly specified reading and writing assignments. The number and type of these reading and writing assignments will:

- a. vary from grade level to grade level
- b. specify minimum (but not maximum) levels
- c. occur both in school under the direct supervision of the classroom teachers as well as out of school with monitoring and support from parents.

Where curriculum guides do not currently identify or suggest specific reading and writing activities, teachers are expected to develop relevant and appropriate reading opportunities for their students. Teachers shall have an on-going plan to assess reading activities and shall maintain a standard record of these activities.

The responsibility for assuring that reading assignments do occur across the curriculum shall begin with the curriculum writing/ development process and shall be implemented and assessed as part of the curriculum delivery process. It is understood that reading, language arts and library teachers may serve as resource people/consultants to other staff members as they define and select reading assignments.

There shall be communication between teachers and parents as to the nature and number of reading assignments and the role that parents should assume in supporting these activities.

A K-12 summer reading program supports our belief in the importance of reading year-round and provides guidelines (i.e., suggested reading lists for each grade level) and resources (e.g., forms, such as reading calendars, Governor's Reading Challenge, etc.) that encourage universal participation.

D. Embedded Information and Technological Literacy

The Trumbull Public Schools Three Year (2012-15) Educational Technology Plan requires us to explicitly reference and embed information and technology literacy in all curriculum guides or maps, as well as establish technology integrated assured experiences with grade level performance based assessments aligned to State standards.

E. Technological Support

The Trumbull school district curriculum development process shall include in each curriculum guide a description of how available hardware, software and other technological assistance can be used to support and/or enhance the related learning process in that particular curriculum.

Technological support for instruction, including the use of computer-assisted instruction, CD-ROM and laserdiscs, distance learning, and on-line information access, shall be identified by each District Curriculum Writing Team and linked to specific objectives and learning activities in the curriculum guide.

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.

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.

10-21 et seq. re Vocational education and cooperation with business.

10-24 Course in motor vehicle operation and highway safety.

10-220 Duties of boards of education as amended by PA 08-153.

10-221 Boards of Education to prescribe rules, policies, and procedures (re: selection of books and other educational media).

10-221(a). High school graduation requirements.

Reference

Trumbull Public Schools 2012-2015 Educational Technology Plan

ISTE National Educational Technology Standards for Students (2007)

Trumbull Policy 6154 Homework

TEA Contract Article XI

Trumbull Student Network/Internet Policy 6141/IAA

Connecticut Curriculum Development Guide (6/1/09)

New England Association of Schools and Colleges (NEASC) 2011 Standards for Accreditation – Teaching and Learning Standard 2: Curriculum

Guidelines

CURRICULUM DEVELOPMENT FORMAT

- A. Title
- B. Table of Contents
- C. Core Values and Beliefs (required for high school level courses)
- D. Introduction (optional)
- E. Philosophy
- F. Course Description
- G. Goals
- H. Unit Plans
 - 1. List of Performance Standards (behavioral objectives/learner expectations)
 - 2. Essential and Focus Questions
 - 3. Scope and sequence aligned to state and/or national standards and assessments
 - 4. Suggested instructional/teaching strategies
 - 5. Assured student technology competency standard(s) that will be met (if any)
 - 6. Assured and suggested learner activities (including field trips)
 - 7. Suggested evaluation/assessment methods for each major unit
 - 8. Suggested time allotted to each unit (pacing guide/expected performance time frame)
- I. Credits (where applicable)
- J. Prerequisites (where applicable)
- K. Text(s)
- L. Supplementary materials/resources/technology

M. Rubrics

N. Resource file/appendices (optional)

O. A list of current references/research that guided the curriculum's development

Guidelines

COMPONENTS

A. Title

B. Table of Contents

C. Core Values and Beliefs

D. Introduction

E. Philosophy

DEFINITIONS

The name of the course, subject or area of study. Examples: Grade Four Language Arts, Algebra I, Elementary Physical Education. The title page should include the date of revision or writing and the names of the members of the writing team. Acknowledgments are optional.

A list of the major topics in the curriculum guide with corresponding page numbers in numerical order.

Core values and beliefs function as explicit foundational commitments to students and the community, and manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs about learning and supports all students' achievement of the school's learning expectations.

Although optional it is recommended that an introduction be written to explain when this course was last revised, why certain changes are being made, how this course "fits in", and other pertinent information. It should also reference the State Frameworks.

A philosophy is a common belief system that guides policy and practice, e.g., *All students can learn*. The subject area philosophy should outline the purpose of instruction in a particular area. It establishes a context

for interaction between teacher and students. It justifies inclusion of the subject within the school curriculum and gives direction to those who utilize the curriculum guide.

F. Course Description

A course description is a syllabus of a course. It contains a brief description of the course and includes expectations for student work, identify what is important in the course, and how students will be assessed.

G. Goals

Goals are statements of general direction, purpose or intent. Goals should logically follow from the philosophy statement and are a key factor in establishment of the curriculum for the subject area. They should include 21st Century Learning Expectations, and should be strongly influenced by the State Frameworks.

H. Unit Plans*

A unit plan is an overview of the individual lessons and assessments that will be designed around a specific topic (e.g., the Civil War), process (e.g., research), or resource (e.g., novel), and typically lasts a few days to a few weeks. Unit plans include behavioral and/or learning objectives, essential and focus questions, scope and sequence, instructional/teaching strategies, technology competency standards, assured and suggested learner activities, assessments, and time allotments.

1. Performance Standards (Behavioral Objectives/Learner Expectations)

Behavioral objectives are statements of how the learner's behavior should be changed by the curriculum. A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.

2. Essential and Focus Questions

Essential questions are provocative questions that foster inquiry,

understanding, and transfer of learning. They point beyond the particulars of the unit – focus questions – to the larger, transferable Big Ideas and enduring understandings.

3. Scope and Sequence

Scope is generally considered to be an outline of content or skills to be taught. Sequence is the orderly arrangement of subject, content, or skills.

4. Instructional/Teaching Strategies

Instructional/teaching strategies are the methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn.

5. Technology Competency Standards

Technology Competency Standards are the technology standards our children need to meet in order to ensure that all learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.

6. Assured and Suggested Learner Activities, Including Field Trips

Assured learner activities, including field trips, are those activities in which all students in a particular course or grade level participate, across the district. Suggested learner activities are those that are not required of all students in a particular course or grade level.

7. Evaluation/Assessment Methods

Evaluating/assessing student progress is the means by which a teacher gauges whether the learning objectives have been met. Methods of evaluating/assessing student progress in a given unit of study might include test items, specific homework assignments, projects, oral presentations, research papers, outside reading, community service reports and/or assured performance based assessments (APBAs). APBAs have been developed for the

subject areas of English/Language Arts, Mathematics, Science, Social Studies, and World Language at the middle and high school levels for each grade. An APBA is not a requirement for every curriculum in these subject areas. The established expectation is at least one APBA in each grade at the high school level and two APBAs which, in some cases are combined as an interdisciplinary APBA at the middle school level.

There must be a minimum of one assured common assessment per course per trimester at the middle school level and per marking period at the high school level.

8. Time Allotments/Pacing Guide
(Expected Performance Time
Frame)

Each unit of study should be assigned time parameters. A history unit on the industrial revolution, for example, might require eight lessons. Time or pacing guides should be stipulated in the unit plan and curriculum guide.

I. Credits

Whenever appropriate the number of credits assigned to a given course should be noted.

J. Prerequisites

Prerequisites are the minimal conditions under which a student would be admitted to a course, subject, or area of study. Prerequisites may include test scores, satisfactory completion of another course, subject or grade level.

K. Text (s)

The basic text (s) for a course or subject should be noted in terms of the title, author, publisher and date of publication.

L. Supplementary materials/
resources/technology

A list of supplementary instructional materials, resources, and/or technology necessary and/or desirable for successful presentation of the curriculum should be included. The list might include workbooks, web sites and other online

resources, software, hardware, films, maps, videotapes, posters, and other library/media materials and teaching aids.

M. Rubrics

A rubric is a scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

N. Resource file/appendices

The resource file or appendices could contain assessments, as well as non-instructional materials, such as guest speaker lists, field trip information, electronic resources, etc.

O. Current references

References are the alphabetized list of textbooks, trade books, research papers, educational journals, standards, web sites, etc. which guided the curriculum development.

*The unit plans may be created using a subscription district software tool. The format of the unit plan shall remain flexible, as various templates are more appropriate for some grade levels/subject matter than others.

Guidelines

Curriculum Development Model

Curriculum development is an ongoing process involving all members of the educational community. Curriculum must be responsive to both changing instructional needs and current information about the teaching/learning process. Existing curriculum may be revised, or new curriculum may be developed as needed. The process by which this change takes place is outlined below.

I. Stage One: Review and Research

A. Determine Need

1. Need may arise from the following:
 - a. Students
 - b. Teachers
 - c. Parents
 - d. Administration
 - e. Subject area program leaders, team leaders, instructional specialists, and department chairpersons
 - f. Residents
 - g. Board of Education members
 - h. Test results
 - i. Need assessments
 - j. State Department of Education
 - k. National reports
 - l. District Curriculum Writing Teams
 - m. District Articulation Committees
 - n. Program failure
 - o. Counselors
 - p. 5-year cycle schedule
 - q. Other
2. Data must be collected and reviewed regarding the school's learning expectations when making decisions to add or delete courses or units from the curriculum.

B. Set Goals

1. Develop preliminary goals as appropriate to meet stated needs.

C. Research

1. Collect information from all pertinent available resources
 - a. Review available literature and data bases
 - b. Utilize consultants as necessary
 - c. Visit and/or correspond with others having related experience
 - d. other

- D. Select or Devise a Curriculum Development Route
 - 1. Based on the needs assessments, established goals, research, and review of existing programs(s), "a decision is made" to select or devise a program.
 - E. Curriculum Outline (New Courses)
 - 1. Write a curriculum outline for presentation to Board of Education. This outline shall first be approved by the Curriculum Sub-Committee of the Board of Education.
- II. Stage Two: Budget for Revisions and Training
- A. Budget for Curriculum Revision/Writing
 - 1. Budget for writing, clerical time, materials, and texts for pilot, as appropriate.
 - 2. Revise and/or write curriculum guide.
 - B. Train staff.
- III. Stage Three: Utilize Revised Curriculum/Pilot New Curriculum
- A. Introduce revised curriculum guide.
 - B. Pilot new curriculum guide.
 - C. Evaluate curriculum guide.
 - 1. Teacher Curriculum Monitoring Report
 - 2. Students' Curriculum Evaluation
 - D. Note revisions that may be needed.

Annual Schedule for Curriculum Development

I Revised Courses

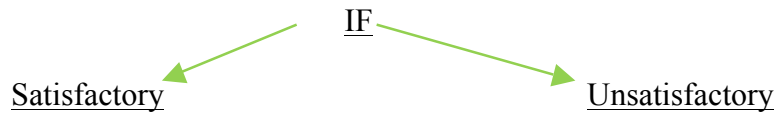
Year 1 March – April	Determine curriculum revision
Year 2 September – October	Prepare budget for curriculum revision
Year 2 January – August	Revise curriculum guides, train staff
Year 3 September	Introduce and implement/pilot revised curriculum guides
Year 3 April – May	Evaluate revised curriculum guide
Year 4 September – June	Utilize new curriculum, note revisions that may be needed, evaluate curriculum
Year 5 September – June	Utilize new curriculum, note revisions that may be needed, evaluate curriculum

II New Courses

Year 1 November – February
Year 1 March – April
Year 1 April – June

Conduct research
Determine courses to be written
Write curriculum outlines for presentation to
Board of Education
Budget for curriculum writing
Write curriculum guide
Pilot curriculum (if appropriate)
Evaluate pilot

Year 2 September – October
Year 2 January – August
Year 3 September - June
Year 3 April – June



Year 4 September Implement

Year 3 April – June
a. Determine if adjustments
should be made to curriculum
and/or text

or

b. Abort curriculum

Year 5 May – June Evaluate

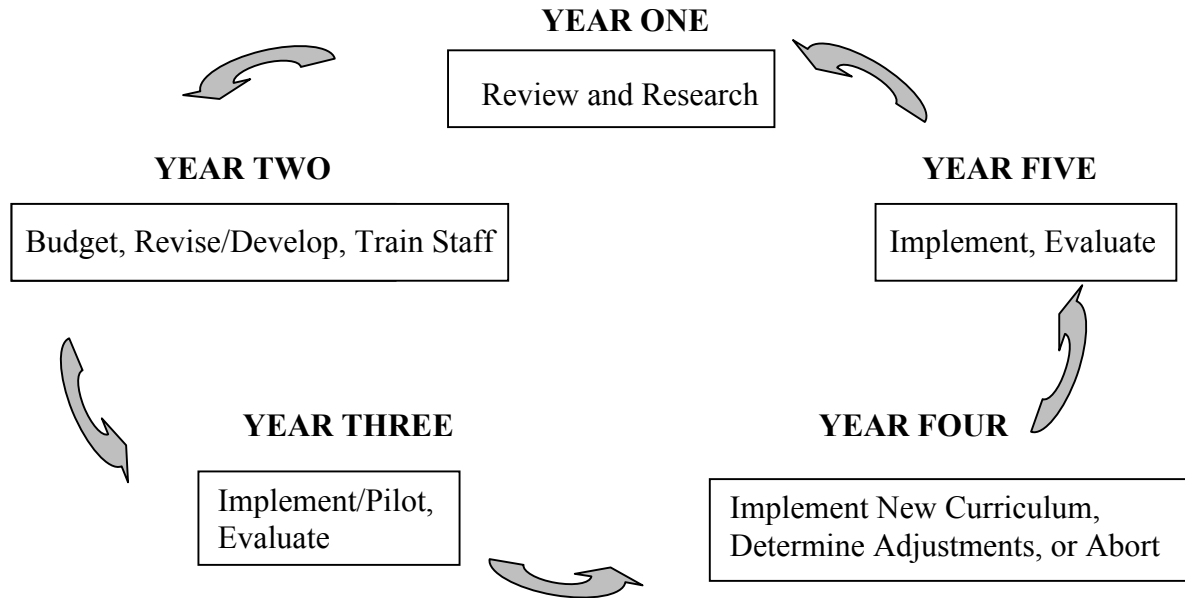
Reference

TEA Contract Article XI

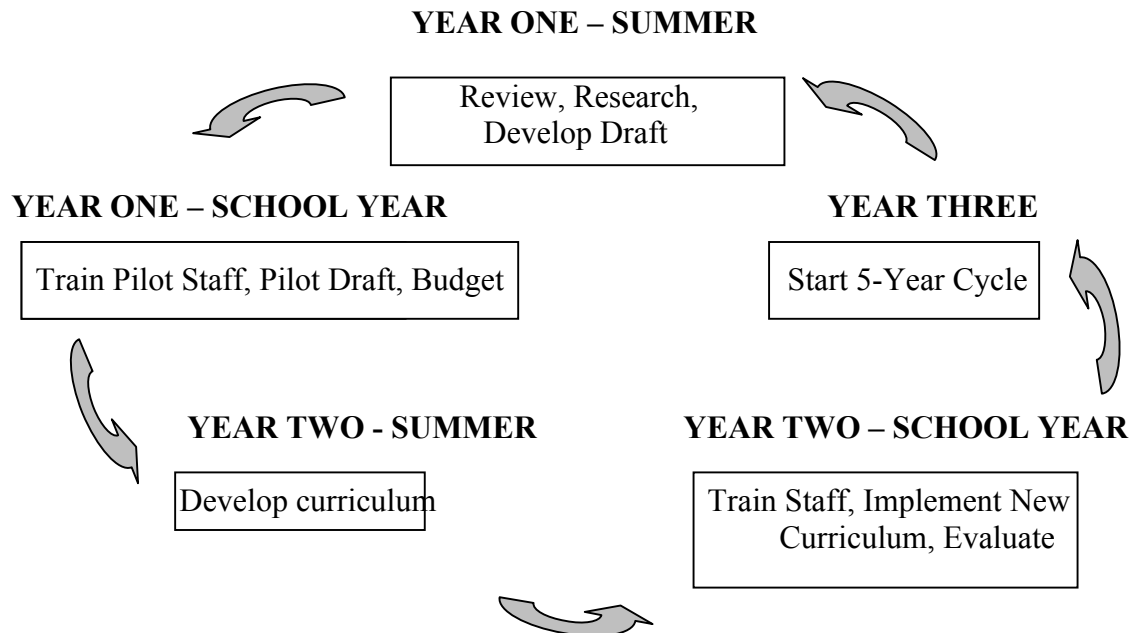
Guidelines

CURRICULUM DEVELOPMENT CYCLES

Elementary, Middle, High School
5-Year Review/Development Cycle



Elementary, Middle, High School
New Course Development Cycle



TRUMBULL ELEMENTARY SCHOOLS

Curriculum Monitoring Report: To be used upon completion of a new or revised course, or upon the request of the Curriculum Department.

Name of Subject _____ Teacher's Name _____

School _____ Grade _____ Date _____

I. Assessment of Curriculum to Date

a. Material/Units covered

b. Suitability of material – primary text; sufficient and effective supplementary materials

II. Teacher Reaction to Curriculum

III. Student's Reaction to Curriculum

IV. Possible Revisions

Reports Due

Please return this report to your building principal.

Thank you.

TRUMBULL SECONDARY SCHOOLS

Curriculum Monitoring Report: To be used upon completion of a new or revised course, or upon the request of the Curriculum Department

Name of Course _____ Teacher's Name _____

School _____ Grade _____ Date _____

I. Assessment of Course to Date

a. Material covered

b. Suitability of material – primary text; sufficient and effective supplementary materials

II. Teacher Reaction to Curriculum

III. Student's Reaction to Course

IV. Possible Revisions

Reports Due as Follows:

New Course – submit end of each marking period

Other courses – submit end of semester

Please return this report to your department chairperson.
Thank you.

STUDENTS' CURRICULUM EVALUATION

Your opinion and ideas are extremely helpful in revising our courses. Please take a few moments to complete this form as honestly and objectively as you can.

Confine your answers to the course content and materials.

TITLE OF COURSE _____

GRADE _____ SCHOOL _____

1. What did you like most about the course content? _____

2. What did you like least about the course content? _____

3. Did you understand the text and other written materials? _____

4. On which topics would you have liked to spend more time? _____

5. If you had library/research assignments, were the materials available in your school library?
If not, what materials did you need? _____

6. If research was involved in this course, how did this relate to the course? _____

7. Were you prepared for the course? _____

8. How were you challenged by the content of this course? _____

Thank you.

SAMPLE UNIT PLAN #1
(using subscription district software tool)

eCurriculum System eMAP

Licensed to: TRUMBULL PUBLIC SCHOOLS

UNIT PLAN

COURSE:	CODE:
UNIT:	MAP LEVEL:
CONTACT:	GRADE:
TIME FRAME:	MAP NUMBER:

PERFORMANCE STANDARDS

ESSENTIAL QUESTIONS

FOCUS QUESTIONS

CONTENT

SKILLS (STUDENT LEARNING OBJECTIVES)

LEARNING ACTIVITIES

*DIFFERENTIATION

ASSURED EXPERIENCES

ASSESSMENTS

*OPTIONAL ACTIVITIES

MATERIALS/RESOURCES

*ADDITIONAL NOTES

*LEARNER BACKGROUND

*DATA FROM LP

* = optional

SAMPLE UNIT PLAN #2

Unit Name:				
Content and Skills (Scope and Sequence):				
Essential Question(s):				
Focus Question(s):				
Performance Standards (Behavioral Objectives/Learner Expectations) and/or Assured Student Technology Standard(s)	Time Allotment (Expected Performance Time Frame)	Suggested Teaching Strategies	Assured and Suggested Learner Activities	Assessment