

District Curriculum Presentation

August 27, 2012



Agenda

- Three Faces of Curriculum
- Summer 2012 Curriculum Work
- Future Curriculum Work



Three Faces of Curriculum

- Primary
 - Formal curriculum document for teachers
- Practical
 - Working document for teachers
 - Mapped, unit-based
- Public
 - Shorter document created for the public
 - Highlights main components of the units



Summer Curriculum Work 2012

- Template
- Expectations and Timeline
- Process
- Implementation
- Monitoring



Summer Curriculum Work 2012

- District Template
 - Will be used in all curricular areas
 - Allows for common core and core curriculum standards on the template
 - Provides a location for interdisciplinary connections, technology integration, and writing activities in each unit regardless of content



Summer Curriculum Work 2012

- Expectations and Timeline
 - Language arts and mathematics curriculum, K-12
 - Teachers worked collaboratively with guidance from the Director of Curriculum to create integrated units for each content area and grade level based upon the Common Core standards
 - Timeline included specific tasks by date



Summer Curriculum Work 2012

- Process
 - Elementary School Level
 - Middle School Level
 - High School Level



Elementary School Language Arts Curriculum

Instructional Goals

- To create integrated language arts literacy units that incorporate skills including reading, writing, listening, speaking, grammar, vocabulary, and spelling.



Elementary School Language Arts Curriculum

Professional Development Goal

- To increase collaboration between and among teachers in all elementary schools in terms of curriculum writing, implementation, and horizontal and vertical articulation



Middle School Language Arts Curriculum

Instructional Goals

1. To take all NJ ASK core skills and incorporate them into each unit, so as not to “teach to the test”, ensuring that learning objectives will be met through all literature and writing presented
2. To develop a vertical curriculum from 7th to 8th grade, thus enabling students to hone learning skills as identified by the Common Core State Standards and eventually progress to a level of mastery



Middle School Language Arts Curriculum

Professional Development Goal

- To increase collaboration within the English department and develop collegial relationships with the aim of identifying and utilizing best-practice instructional methods



Middle School Language Arts Curriculum

Process and Collaboration

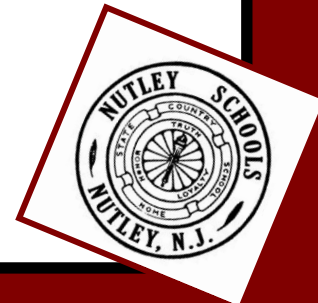
- Prior experience utilizing the newly-adopted Common Core Standards
- Mirror alignment of unit titles/genres (between 7th and 8th grade) to allow for natural student growth and achievement within a vertical curriculum



Middle School Language Arts Curriculum

Process and Collaboration

- Clear learning objectives arranged in a manner intended to facilitate student comprehension within a given school year and from one year to the next
- Active communication within the middle school English department staff regarding learning objectives, application of standards, instructional resources, and assessments



High School Mathematics Curriculum

Instructional Goals

- To ensure a continuum in mathematics courses as students progress through the mathematics sequence at the high school



High School Mathematics Curriculum

Professional Development Goal

- To increase collaboration between and among teachers in all mathematics courses at the high school as well as bridge communication between middle school and high school mathematics teachers



Summer Curriculum Work 2012

- Implementation
 - Board approval on August 27th
 - Draft document for one year
 - Teachers are expected to implement the new curriculum beginning in September
 - Regular feedback from faculty through meetings and surveys



Summer Curriculum Work 2012

- Monitoring
 - Administrators will support staff as they begin to implement the draft curriculum
 - Curriculum writers in each building can help staff understand process and purpose



Strategic Plan Curriculum Goal

By June 2017, the district will develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on a, at most, five-year timeline. The results of each process will be presented publicly.



Five-Year Curriculum Cycle

- Year One
 - Implementation of Curriculum
- Year Two
 - Review of Student Performance and Teacher Feedback
 - Refinement of Curriculum and Assessments
- Year Three
 - Review of Student Performance and Teacher Feedback
 - Refinement of Curriculum and Assessments
- Year Four
 - Fall: Program Review
 - Spring: Curriculum Writing
- Year Five
 - Implementation of Draft
 - Selection of Resources
 - Revision and Final Approval of Curriculum



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