



Curriculum

Detroit Lakes Public Schools

2013-2014

Introduction

Curriculum is the foundation of teaching and learning. It describes what will be taught, where it will be taught, when it will be taught and how/when it will be assessed. District policy states that within the ongoing process of curriculum development, the following needs shall be addressed:

1. Provide for articulation of courses of study from kindergarten through grade twelve.
2. Identify minimum objectives for each course and at each elementary grade level.
3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular and special needs of all members of the student community.
6. Meet all requirements of the Minnesota Department of Education

An effective educational program is contingent upon continuity and coordination of instruction and curriculum. Curriculum development and improvement are based on several factors: the philosophy of education and goals established by the Board of Education, the needs and interests of children, the needs of the community and of society, current research concerning human development and the ways individuals learn.

This curriculum document explains the process and procedures for development, review and revision of curriculum and assessments in the Detroit Lakes Public Schools. It has been reviewed and approved by the District Curriculum Committee and Detroit Lakes Board of Education.

Curriculum/Assessment Development, Review and Revision

Curriculum/Assessment development, review and revision is the process established by the District to clearly define a K-12 curriculum/assessment in all subject areas. Systematic evaluation of the curriculum promotes the identification of program needs and the development of quality curriculum and instruction. The process is designed to:

- Articulate and establish curriculum for each subject area by grade level/course that includes essential learning outcomes, common assessments and established curriculum timelines.
- Review and align curriculum to state learning standards and benchmarks.
- To establish a vertical scope and sequence for K-12 instruction in all subjects.
- To identify program omissions and duplications.
- To assess the extent that the program does what it is supposed to do.
- To provide guidance for the selection of instructional materials.

An ongoing review of curriculum/assessments is essential, but a solid foundation of curriculum and assessments documents needs to first be established before ongoing review and revision can be implemented. Beginning with the 2011-2012 school year the District began a major focus on

development of common curriculum and assessments in all subject areas for all courses and grade levels. This work will continue through the 2014-2015 school year. Beginning with the 2015-2016 school year an ongoing curriculum/assessment review cycle will be implemented.

Curriculum/Assessment Structure

The foundation of our quality curriculum is comprised of scope and sequence documents, essential learning outcome (ELO) documents and common formative and summative assessments in all subject areas for every course and grade level. These documents describe what will be taught, when it will be taught and how it will be assessed. To ensure a common structure for curriculum, the District has established formats for all scope and sequence documents, as well as ELO documents that all subject areas must use.

Scope and Sequence

Scope and sequence documents provide a description of all learning standards/benchmarks that are taught in a course/grade level. The document organizes the curriculum into strand, standard and benchmarks. It identifies whether benchmarks are to be introduced, assessed or maintained in each course/grade level.

Based on course/grade level scope and sequence documents the District will maintain student level (EL, MS, HS) as well as K-12 scope and sequence documents for all subject areas.

Scope and sequence documents not only provide a picture of the entire curriculum for specific courses/grade levels, but student level and K-12 documents also ensure that all components of the curriculum are being addressed in a proper sequence.

The following will be the District format for scope and sequence documents:

Scope and Sequence					Grade Level/Course						
Strand	Sub-Strand	Standard: The student will understand that . . .	State Code	Benchmark							

Strand – Sub-Strand: All state standards are organized by strand and sub-strand. Curriculum documents aligned to state curriculum will include appropriate strand and sub-strand. For subject areas without state curriculum documents these sections will be developed by District teachers.

Standard: For subjects with state standards this shall include all state standards. For subject areas without state standards, the document will use either national standards or locally developed standards.

Code: If state standards are used, this column will indicate code number used by the state. For other standards, a locally developed coding system will be used.

Benchmark: If state standards are used, state benchmarks should be listed. For other standards, locally developed benchmarks will be used.

Grade Level/Course boxes: For every benchmark an “I, A”, or “M” will be placed in the box for appropriate course or grade level. “I” shall be used for benchmarks that are introduced, but not assessed. “A” shall be used for benchmarks that are taught and assessed. “M” shall be used for benchmarks that are maintained as part of instruction but not subject to assessment.

Standards/Benchmarks that are Essential Learning Outcomes will be in bold or italics font.

For High School/ALC courses that do not have state standards, a course syllabus or AP audit document may be substituted for the established scope and sequence format.

Completed scope and sequence documents must be approved by subject steering committee and District Curriculum committee as part of each curriculum map. All curriculum maps are approved by the Board of Education.

Essential Learning Outcomes

The scope and sequence document lists all standards/benchmarks for each course/grade level. All standards and benchmarks are to be taught at the identified scope and sequence level.

Not all standards/benchmarks are created equal. While all standards/benchmarks are important, some are more important than others. These are the Essential Learning Outcomes (ELOs). They are what students are expected to learn, not just what they do. ELOs are the critical skills, knowledge and dispositions all students need to acquire as a result of instruction in a course/grade level. They are the standards, benchmarks and content level expectations that are critical for student success. All ELOs must be taught and assessed. If necessary they may need to be retaught and assessed by students not meeting desired achievement level after first assessment.

While there is no minimum or maximum number of ELOs for a course/grade level, the number of ELOs must be attainable within the term of the course. A recommendation would be to have approximately ten ELOs for a semester level or twenty for a yearlong course.

Below is the District format to be used in all curriculum maps for every course/grade level.

Essential Learner Outcomes				
Local Curriculum ID Number	Essential Learning Outcome	Standard Number(s) and Description	Example/Rigor	When Assessed
Learning Targets:				
	Vocabulary:			

Local Curriculum ID Number: In order to electronically organize and search within and across curriculum maps, all ELOs need to be assigned a local curriculum ID number.

Essential Learning Outcome: This is the ELO. It is the learning expectation. It needs to begin with a measurable action verb, be clear and concise and not open to multiple interpretations. It describes the expected learning, not what students will be doing, unless the activity is the actual learning. If the scope and sequence benchmark meets the ELO criteria it may be used for both the ELO and Standard Description columns.

Standard Number and Description: This is the standard/benchmark from the scope and sequence document to which the ELO is tied. If the ELO is aligned to more than one standard/benchmark each should be listed in this column with identifying numbers.

Example/Rigor: This section is designed to provide readers with more detailed information about the ELO. Things that may be included in this section would include examples of assessment questions, learning expectations, or details on the expected level of rigor.

When Assessed: This column identifies when the ELO will be assessed during the school year. Identifying when ELOs will be assessed provides consistency when ELOs are being taught by multiple teachers. A specific day is not expected. Identifying a month or term (i.e. first quarter) is sufficient.

Learning Targets: Learning targets are smaller skills, strategies and pieces of content information a student needs to know in order to be able to complete the standard. Learning targets are developed by breaking down (unpacking) standards into specific learning objectives. They become the basis for common formative and summative assessments. When appropriate key vocabulary terms should be listed for learning targets. This is done to provide students with necessary vocabulary and provide common language.

Completed ELO documents must be approved by subject steering committee and District Curriculum committee as part of each curriculum map. All curriculum maps are approved by the Board of Education.

Common Assessments

Curriculum provides the foundation for teaching and learning. Instruction is the means for students to achieve learning expectations. Assessment is activity that will determine if learning expectations have been met. Thus, common assessments are an essential component of the curriculum process.

Common formative and summative assessments will be developed for all ELOs. All teachers teaching the same subject course/grade level will use the same assessments. Assessments must be aligned to the established curriculum. Assessments will be securely stored electronically for teacher access, review and revision.

Common formative assessments (CFA) are aligned to learning targets from the ELO document and are administered throughout the ELO instructional timeframe. They are not designed for grading purpose, but rather to provide teachers with feedback on each student related to the learning target being assessed. CFA should include a scoring rubric or grading criteria to provide common feedback. These assessments are developed and agreed to by PLCs teaching the ELO. Data from CFAs should be a focus of PLC meetings.

Common summative assessments (CSA) are assessments designed to provide summary results of an ELO and all its learning targets. CSA's are developed and agreed upon by PLC's teaching the ELO. CSA's should include a scoring rubric or scoring criteria.

Assessments are subject to continuous review and revision. With PLCs analyzing results of common assessments, they may feel assessments need revision. Changes to CFAs or CSAs must be agreed upon and followed by PLCs teaching an ELO. Changes need to be made to electronically stored assessments.

State Test Specifications

The state of Minnesota administers state tests in math, reading and science. Each of these tests has an approved set of test specifications which provide information as to which standards are being assessed on a given state assessment. For these subject areas all curriculum maps developed by the District will include a Test Specification section which will list standards being assessed in that subject at that grade level.

Curriculum and PLCs

Development of curriculum takes place through a District oriented process. Implementing curriculum takes place at the classroom level. PLCs have a responsibility to ensure that curriculum maps become the focus for instruction and assessment in the classroom. As teachers assess their students using common formative and summative assessments, they also need to assess the curriculum. PLCs need to use appropriate data to critique assessments, drive their instruction and differentiate instruction, when appropriate. Any curriculum issues that arise should be discussed at the PLC level and sent on to subject area steering committees.

It is at the PLC level where learning targets and assessments need to be reviewed and, when necessary, revised.

Resource Selection Process

Adequate and quality resource materials are important for delivering the curriculum. The “Resource Selection Process” formerly known as “Textbook Selection Process” is the process the District will use for selecting and purchasing instructional resource materials.

The types and forms of instructional materials being used by teachers is rapidly changing. What has been traditionally dominated by hard copy textbooks is now changing to multiple sources of both print and online materials. Teachers will analyze what type of instructional materials will allow them to deliver the curriculum and achieve maximum learning results.

This is a time consuming process that should be done over a period of years. Sufficient time needs to be allotted to locate, evaluate and, when necessary, pilot, prior to decisions being made.

It is essential that instructional materials be aligned to ELOs and learning standards/benchmarks.

An eight year District Resource Selection Cycle has been established. The cycle is as follows:

Resource Selection Schedule

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Subject Area	Science 6-12 Ag. Industrial Tech	Math K-5 Art Music	Social Studies 6-12 Phy. Ed.	Reading K-6 Language Arts	Science K-5 Business FACS Careers/ Guidance	Math 6-12 World Language Media/Info Tech
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Subject Area	Social K-5 Health	English 6-12	Science 6-12 Ag Industrial Tech	Math K-5 Art Music	Social Studies 6-12 Phy. Ed.	Reading K-6 Language Arts

Resource material selection activities should be coordinated by the subject area steering committee. The first step in the process is to list or review/evaluate all common instructional materials on the district’s Curriculum Web Site. On the Curriculum Web Site, common instructional materials shall be listed by ELO. Adequacy of current resources should be evaluated prior to looking for new resources. An “Instructional Materials Evaluation Form” is provided to assist teachers in evaluating potential instructional materials. (See Appendix A).

Resource material recommendations should be reviewed and approved by subject area steering committee and presented to the District Curriculum Committee no later than March 1 of school year that the subject area is on cycle. If a decision is made to develop resource materials rather than purchase them, costs for development should be included in the recommendation.

District Curriculum Goals

The Detroit Lakes Public Schools Board of Education has adopted the following curriculum and instructional goals:

- During the 2013-2014 school year
 - learning targets will be established for all ELO documents.
 - all ELO documents will be updated to complete all sections including learning targets.
 - when ELO documents are complete, work on the development or revision of common formative assessments with scoring rubrics aligned to learning targets should continue.
 - science 6-12, agriculture and industrial tech complete resource selection process.
- During the 2014-2015 school year
 - all scope and sequence documents will be reviewed and revised to include introduction, assessment or maintenance designations.
 - common summative assessments with scoring rubrics will be developed for all ELO documents.
 - curriculum review and revision cycle activities and schedule will be developed.
 - math K-5, art and music complete resource selection process.
- During the 2015-2016 school year
 - curriculum review and revision cycle will be implemented.

APPENDIX A

INSTRUCTIONAL MATERIALS EVALUATION FORM

Materials for: _____ (subject/grade or course)

Instructional Materials Information

<p>Title: _____</p> <p>Author: _____</p> <p>Publisher/Company: _____</p> <p>Copyright Date: _____</p> <p>Lexile Score: _____</p> <p>(Go to: www.lexile.com, then Educators, then Lexile Book Database, type in the title or author to retrieve the Lexile score for that title.)</p>	<p>Amount Needed: _____</p> <p>Cost/item: _____</p> <p>Misc. Costs: _____</p> <p>Shipping Charges: _____</p> <p>(Have you discussed some complimentary items with the rep?)</p> <p>TOTAL COST:</p> <p>_____</p>
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Directions: This checklist is designed to help you evaluate the appropriateness of the materials you are considering for adoption. Please rank the statements below using the following rating system:

3 = Excellent 2 = Acceptable 1 = Poor 0 = Not Acceptable NA = Not Applicable NF = Not Found

Evaluation Criteria	3	2	1	0	N/A	NF
1. Material reflects current trends, information & instructional practices.						
2. Materials are aligned to establish District standards and benchmarks and when appropriate, to Common Core Standards.						
3. Instruction & activities reflect different learning styles, interests, & ability levels.						
4. Subject matter is thoroughly covered &						

presented in a logical, clear sequence.						
5. Instruction & activities help students make connections between prior knowledge/experiences and new information presented in the text.						
6. Teacher materials are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students.						
7. Materials are free of bias related to sex, race, culture, & stereotype.						
8. New concepts are explicitly linked to a student's prior knowledge & experimental background.						
9. Materials are written at appropriate reading levels.						
10. Whenever possible, materials include assessments aligned to curriculum standards and benchmarks.						
11. Students' knowledge of content is assessed in a variety of ways from information taken at all levels of cognitive & affective thinking.						
12. Content & manner of presentation are interesting relevant to the students.						
13. Activities are meaningful, motivating, & challenging to students at varying levels of learning.						
14. Materials allow students to think critically & creatively.						
15. Materials will contain vocabulary that is not too difficult, but challenging and helpful.						
16. Training available to staff to use materials.						