Coeur d'Alene School District No. 271

INSTRUCTION

Curriculum Development
Subject-area written curriculum guides shall be developed for all grade levels or interdisciplinary subjects in the District. These guides are designed to ensure consistent instruction across the District. The revision of the guides shall be adopted by the Board. The components of the written curriculum guides shall include:
- State and national standards.
- Connections within the curriculum to the District's Portrait of a Graduate.
- Objectives that specify what, when and how the actual standard is performed, and the amount of time to be spent learning.
- Assessment evidence that states the skills, knowledge, and concepts to be assessed as well as the alignment between objectives and district and/or state performance assessments.
- Specific, documented prerequisites or descriptions of discrete skills or concepts required prior to the learning.
- A delineation of primary instructional resources to be used, supplementary materials or instructional resources to be used, and a statement of the "match" between the basic text or instructional resources and the curriculum objectives.
- Specific examples for approaching key concepts or skills in the classroom.
- Opportunities for differentiation, re-teaching, and extensions.

Additional components recommended for inclusion in the course pacing guide are:
- Philosophical principles underlying the course content.
- Enduring understanding or big ideas present in the learning.
- Essential questions that will provoke thinking, understanding, and transfer of learning.
- Opportunities for student self-assessment and reflection.
- Explanations of common misconceptions in student learning.
- A pacing calendar and course overview.
- Explanations of alignment to learning in future courses.
- Tips for success in managing potential student struggling points as well as classroom management tips for the learning experiences.
- Evidence-based best practices for technology integration.
- Academic Vocabulary
- Embedded thinking strategies

Curriculum Implementation
To successfully manage the necessary tension between upholding standards for students while maintaining the flexibility to reach each student's unique needs, it is important to identify which curriculum components will be tightly held, or non-negotiable decisions made at the District level, and which curriculum components will be loosely held, or managed at the classroom or building level.

Those components that are tightly held, or non-negotiable, require Board approval to revise and amend. Those components that are loosely held, or school-based components, do not require Board approval to revise. The following chart clarifies these components.

Locus of Control	Curriculum Component	Explanation
System-Wide Decisions, Tightly Held and Non-Negotiable	Vision, Mission, and Goals	Core beliefs
	Standards	National and state standards, priority standards, outcomes, student expectations, and objectives.
	Instructional Model	Student-Centered, equitable, engaging instruction that employs concepts of purpose, essential skills, agency and knowledge.
	Aligned Primary Resources	Textbooks and District resources.
	Curriculum Guides	Year-at-a-glance and semester scope of curriculum, unit targets and success criteria, assessments, and progress monitoring tools (some formative).
	Formal Assessment	National and state assessment, criterion-referenced assessments, summative, diagnostic and benchmark assessments.
School-Based Decisions, Loosely Held and Flexible	Lesson Planning	Daily and weekly lesson plans developed from curriculum guides, which can integrate relevant and timely topics and events. Teachers should have the autonomy, flexibility and responsibility to meet student needs.
	Instructional Delivery	Instructional strategies and innovative approaches that fit within the instructional model.
	Aligned Supplementary Resources	Supplemental resources and materials that enhance the coherence of the total curriculum without supplanting the major instructional resources.
	Response to Student Needs	Differentiation, collaborative grouping, programming, enrichment, remediation, monitoring and feedback.
	Instructional Evaluation	Additional formative assessments to inform instructional decisions.

Curriculum Evaluation

The Superintendent or designee shall:

- Evaluate existing educational programs on a regular cycle, as expressed in the curriculum management plan.
- Maintain a cycle for the evaluation and revision of educational programs.
- Evaluate the educational programs for efficiency and effectiveness using the criteria that may include but not be limited to:
    - District end-of-course assessments for selected core objectives across all levels;
    - State and national assessment data including standardized tests and criterion referenced tests;
    - Teacher-made tests;
    - Ongoing classroom evaluation;
    - Communication assessments such as reading, writing, speaking, and listening assessments;
    - Samples of student work and/or narrative reports passed from grade to grade;
    - Samples of students' creative and/or performance work;
    - Performance assessments;
    - Surveys of carry-over skills to other program areas outside of school; and
    - Community, student, staff, and teacher surveys/input.
- Report to the Board at least once a year on the status of District educational programs.

Controversial Topics

The Board acknowledges that certain curriculum topics may be objectionable to some parents and students. Such objections shall be handled in accordance with Policy 2530 Instructional Material Review.

Procedure History:
Promulgated on: 12/2/19
Revised on: