

Instruction

Standards of Excellence

Under the direction of the Superintendent, the curriculum development and evaluation process will create and maintain published curriculum Standards of Excellence for the District. Such Standards of Excellence will be presented to the Board of Education and implemented upon approval by the Board of Education. At a minimum, the Standards of Excellence will articulate the following components in each District curriculum:

1. A philosophy statement and grade level focus statements that clarify the reasons for and expected outcomes from the teaching of this particular subject area in a way that relates these purposes and outcomes to the District's Mission and Objectives.
2. A comprehensive set of mastery outcomes and components by grade level.
3. Scales for assessing proficiency in attaining mastery outcomes.
4. A grade level curriculum map for the year in a format consistent by subject area.
These maps will include:
 - ✓ the mastery outcomes and components for the unit of study
 - ✓ pacing of major instructional units
 - ✓ a description of the differentiation of each unit
 - ✓ instructional practices* as recommended in the Standards of Excellence
 - ✓ required and suggested assessments
 - ✓ integration of appropriate District technology goals
5. Common assessments that are administered by all teachers to measure student achievement for each curriculum outcome. The assessments designate each question or task as level II (basic), level III (proficient) or level IV (advanced).
6. A spreadsheet listing district-provided resources and materials required to teach the curriculum (i.e.: textbooks, manipulatives, software, videos, CD's, related literature, references books, etc.) This list will show quantity, location, and ISBN numbers.
7. A chart showing how district mastery outcomes are aligned with state or national goals.

*Recommended instructional practices include but are not limited to:

- Direct instruction
- Student writing that is integral to the content area and which incorporates the District's expectations for written products at the various grade levels.
- Hands-on learning
- Integrated and differentiated units
- Frequent opportunities for student choice
- Cognitive experiences where in children question and self- monitor to promote higher order learning
- Regular student reflection and goal setting
- Opportunities for collaborative learning
- Attention to multiple intelligences through the design of activities and products
- Developmentally appropriate activities
- Problem based learning
- Frequent links to personal experience and life outside the classroom through partnership activities both required and optional
- Assessment that is on-going, age-appropriate, varied in style of task and always reflects content reliability and validity

All curriculums will be typed in 12 point Times New Roman

ADOPTED: October 21, 2009

REVISED: June 16, 2010; September 21, 2011