

CODE No. 602 CURRICULUM DEVELOPMENT

Code No. 602.1 CURRICULUM DEVELOPMENT

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be reviewed, and revised where necessary, according to the timelines set out by the superintendent. These timelines will provide for review of each curriculum area at least once every seven years.

The administration shall be responsible for curriculum development and for determining the most effective way for conducting research of the school district's curriculum needs and a long-range curriculum development program. The model used by the district shall be developing a Standards Driven Educational System.

In making recommendations to the board, the administration shall propose a curriculum that will:

- fulfill the philosophy of the school district
- reflect the educational and operational needs assessment of the school district
- articulate courses of study from kindergarten through grade twelve
- identify minimum objectives for each course and, at the elementary level, for each grade
- provide for the evaluation of the procedures and methods for attaining the objectives
- provide for objective monitoring of a student's progress
- provide for the needs of vocational and college bound students
- include, if feasible, the course offerings requested by the students.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions.

Developing A Standards Driven Educational System Instructional Setting: Components and Process

1. Student Learning Goals

Knowledgeable Person
Critical and Creative Thinker
Effective Communicator
Self-Directed Learner
Contributing Citizen
Technology User
Collaborative Worker
Healthy Person

2. Content Standards (K-12)
 - Review of national sets of standards
 - Select district standards
 - Analyze selected standards using quality indicators
 - Quantity recommendation: 4 to 8 per content area

3. Content Benchmarks
 - Review of national sets of benchmarks
 - Select district benchmarks
 - Analyze selected benchmarks using quality indicators
 - Clarify sequencing of benchmarks (grade spans K-2; 3-5; 6-8; 9-12)
 - Quantity recommendation: 2 to 4 per grade span

4. Performance Indicators/Skills (Grade Level Expectations)
 - Review of national sets of performance indicators
 - Select district performance indicators
 - Analyze selected performance standards using quality indicators
 - Quantity recommendation: 1 to 3 per benchmark

5. Assessments
 - Develop assessments related to the selected performance indicators

6. Analyze the Student Learning Needs for All Children

7. Instructional Resources
 - Review strategies, tools, programs, manuals, textbooks, and Problem Solving Process as appropriate to current class child makeup.

8. Delivery of Instruction
 - Analyze the delivery of instruction at the classroom, building, district, and community level as appropriate to current class child makeup.
 - Include the following incorporations

Career Education	Multicultural & Gender Fair Education
Technology	Global Education
Higher-Order Thinking	Learning Skills
Communication Skills	

9. Data Analysis - Individual and System Evaluation

10. Review and Revise

Legal Reference: 29 U.S.C. §624-634. 42 U.S.C. §200e-11
 Iowa Code §279.8, 280.3-.14, 601A.0 (1989)
 670 Iowa Admin. Code 3.5.

281 Iowa Admin. Code 12.5(14) (new standards)

Cross Reference:

101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

602 Curriculum Development

603 Instructional Curriculum

605 Instructional Materials

First Reading: October 15, 2018

Second Reading: November 19, 2018