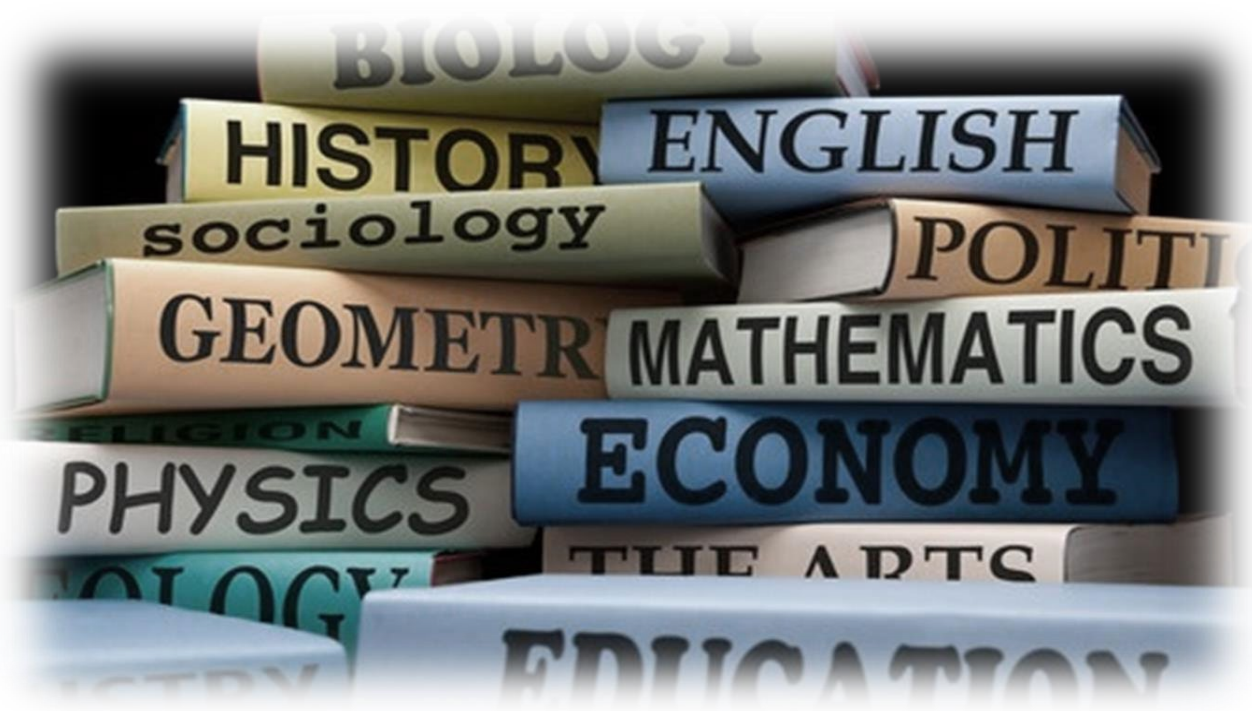


BEMIDJI AREA SCHOOLS

# Curriculum Review Guide

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# Curriculum Cycle Process

## **Year 1 Foundational Research**

- Discuss best practices of this curriculum
- Evaluate our current instructional strategies and identify possible new ones
- Review our standard alignment and current scope and sequence
- Identify curriculum overlaps and inconsistencies
- Identify our areas of strengths and areas of concerns thorough an analysis of our student achievement
- Extend our research to other sites that offer stellar programming
- Identify our overall curriculum strengths and weakness

## **Year II Program Development**

- Review the findings of year one
- Create goals for this curricular cycle based upon the findings
- Begin to realign the curriculum by creating or recreating the curriculum maps

## **Year III Documentation**

- Identify current materials and special equipment
- Identify our curricular material and special equipment needs
- Identify and evaluate possible textbooks
- Pilot textbooks or lessons from the textbooks
- Finalize our decision on possible purchases (Purchase in July)
- Curriculum writing preference

## **Year 4 Purchase, Implement, and Monitor**

- Purchase and implement the new curriculum
- Implement and adjust as needed
- Finalize the main curriculum map
- Curriculum writing preference

## **Year 5 Implement and Monitor**

- Gather the evidence for student learning
- Monitor and adjust as needed

## **Year 6 Monitor and Adjust**

- Monitor and Adjust

## **Year 1: Foundational Research**

### **BEST PRACTICE**

**1. What does research tell us about teaching and learning within this curriculum?**

### **INSTRUCTIONAL STRATEGIES**

**1. What are the instructional practices of this curriculum?**

**2. What instructional strategies are being used to meet the needs of all students?**

**3. What is the response when a student experiences difficulty in learning?**

**4. What is the response when a student needs to go deeper or needs to be challenged?**

**5. Define how technology is being used in instructional practice. (i.e. teacher using Power Point presentation to deliver concepts)**

## **STANDARD ALIGNMENT AND CURRENT SCOPE AND SEQUENCE**

**1. Review your current curriculum map or your standard alignment document. Review the benchmarks, when the benchmarks are being taught, the resources used to meet the benchmark and the assessments of the benchmark. Identify below discussion items for this committee.**

**2. Review your current Essential Learning Outcomes. Do they align with current best practice? What revisions are needed?**

**3. How are students integrating technology throughout the curriculum?**

## **IDENTIFYING CURRICULUM OVERLAP AND INCONSISTENCIES**

**1. What topics are repeated across grade levels or courses?**

**2. What skills are repeated across grade levels or courses?**

## **Year 1: Foundational Research**

- 3. What benchmarks are repeated across grade levels and how does the rigor change at each level?**
- 4. What inconsistencies exist with regard to materials used? (For example: Are all teachers in the same grade or course using the same materials to teach core concepts? If not, what are they using?)**
- 5. What inconsistencies exist with regard to instructional approaches used?**

### **STUDENT ACHEIVMENT**

- 1. List the assessment and evaluation measures currently used in your classroom(s) to assess the extent to which students are achieving the class outcomes and benchmarks.**

**Formative Assessments**

**Common Assessments**

**Summative Assessments**

**2. According to state and local assessment measures, in which strands do our students excel?**

**3. Which strands need improvement and what current interventions/supplements are we using to make improvements?**

**EXTENDED RESEARCH**

**1. List other schools that offer stellar programming in this area that you might like to visit or call.**

**2. List specific questions you would like to ask these schools. \* If planning for a site visit please fill out a Site Visit Request Form and turn it in to the building Principal for approval.**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

## **Year 1: Foundational Research**

**3. List the resources (books, journal articles etc.) that you can learn from and share with your group regarding the best practices of this course of study.**

**4. Are there workshops, conferences or conventions to attend? When and who will be attending these if approved?**

### **CURRICULUM ANALYSIS:**

**1. Based on all the research above, list your key findings.**

**Year 1: Foundational Research**

**2. What are our strengths and opportunities for improvement in this curriculum?**

Strengths	Opportunities for Improvement



## **Year 2: Program Development**

### **PART I: INFORMATION ANALYSIS**

- 1. List below your observations and analysis of the following data collection from year one.  
Best Practice:**

**Instructional Strategies:**

**Current Scope and Sequence and Standard Alignment**

**Curriculum Overlaps and Inconsistencies**

**Student Achievement:**

**Extended Research:**

## Year 2: Program Development

**2. Based on the observations above, list the goals for this curricular cycle and indicate whether they are short, mid, or long-range.**

Goal 1: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Goal 2: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Goal 3: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Goal 4: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Goal 5: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Goal 6: \_\_\_\_\_  
 Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

## PART II: BUILDING A FRAMEWORK

**3. Begin to create/recreate your Curriculum Maps using the following template:**

Month	Chapter/Content	Skill	Standard	Benchmark	Essential Question	Assessment	Resources
<b>September</b>	<b>Part 1: Nature of Science</b>  Lesson 1: What questions do scientists ask?  Lesson 2: What skills do scientists use?  Lesson 3: How do scientists answer questions?  Lesson 4: How do scientists communicate?  Lesson 5: How do scientists use tools and stay safe?  <b>RBNC Trip "Science Mysteries"</b>	Asking scientific questions  Vocab: bar graph, model, chart, procedure, infer, scientist, inquiry, tool, investigate, unit of measure	Scientists work as individuals and in groups, emphasizing evidence, open communication and skepticism.	<b>3.1.1.1.1:</b> Provide evidence to support claims other than saying "Everyone knows that," or "I just know," and questions such reasons when given by others. <b>3.1.1.2.1:</b> Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations. <b>3.1.1.2.2:</b> Recognize that when a scientific investigation is done the way it was done before, even in a different place, a similar result is expected. <b>3.1.1.2.3:</b> Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed. <b>3.1.1.2.4:</b> Construct reasonable explanations based on evidence collected from observations or experiments.	What is Science?  How do scientists investigate the world around them?	Summative Assessment at end of chapter	<b>3rd Grade Science Levelled Readers:</b> Below – <a href="#">Practice of Science</a> On level – <a href="#">Using Science</a> Advanced – <a href="#">Are You a Scientist?</a>

**Year 3: Documentation**

- 4. How will we track the effectiveness of this curriculum in terms of student achievement?**

**TEXTBOOK/MATERIAL SELECTION:**

- 1. What materials are available within our schools?**
  
  
  
  
  
  
  
  
  
  
- 2. What materials are needed?**
  
  
  
  
  
  
  
  
  
  
- 3. How will/can technology be integrated into this curriculum?**
  
  
  
  
  
  
  
  
  
  
- 4. What special equipment is needed for this curricular area?**

**Year 3: Documentation**

- 5. Complete the chart below and email it to the Curriculum Secretary to have samples sent to your department to view.**

Sample Request Form

Sample Title:	
Company Name:	
ISBN Number:	
Where to send the sample:	

- 6. Use the Textbook Evaluation Tool located in the appendix to analyze the new materials.**

- 7. Which companies would you like to have a presentation and a proposal from?**

- 8. What is left for future vision and goals not reached through this adoption?**

**Year 4: Implement and Monitor**

**1. As the new curriculum is being implemented, what successes and challenges have been identified in the following areas? Identify an action to meet the challenges.**

	<b>Successes</b>	<b>Challenges/Action</b>
<b>Student Results</b>		Challenges:  Action Plan:
<b>Instructional Strategies</b>		Challenges:  Action Plan:
<b>Pacing of Curriculum</b>		Challenges:  Action Plan:
<b>Standard Alignment</b>		Challenges:  Action Plan:
<b>Short, Medium and LongRange Goals</b>		Challenges:  Action Plan:
<b>Technology Implementation</b>		Challenges:  Action Plan:
<b>Meeting the needs of diverse Students</b>		Challenges:  Action Plan:

### **Year 4: Implement and Monitor**

- 2. Work with your grade-level or department to continue to create and update the curriculum maps.**
  
- 3. What additional staff development training may be needed?**

**Year 5: Implement and Monitor**

**IDENTIFYING ASSESSMENTS**

**1. In the grid below list benchmarks from your curriculum map of Year Four, and identify the assessment measures or other types of student learning for those benchmarks.**

<b>Goals for Student Learning</b>	<b>Assessment Measures or Other Types of Evidence of Student Learning</b>
Benchmark:	..... ..... ..... .....
Benchmark:	..... ..... ..... .....
Benchmark:	..... ..... ..... .....
Benchmark:	..... ..... ..... .....
Benchmark:	..... ..... ..... .....
Benchmark:	..... ..... ..... .....

## **Year 5: Implement and Monitor**

- 2. Which benchmarks are not currently being assessed?**
  
  
  
  
  
  
  
  
  
  
- 3. Using the data provided by the assessments, in what areas are our students being successful and in what areas do they need more work?**
  
  
  
  
  
  
  
  
  
  
- 4. Which goals have progressed this year? What indicators measure that progress?**

### **Goals:**

**Review the goals that have been set throughout the curriculum cycle:**

**1. Which goals have been met by using this curriculum?**

**2. Which have not?**



## **Year 5: Implement and Monitor**

### **Instructional Strategies**

- 1. Share and list instructional strategies that have been successful in the classroom for this curriculum.**

## **Year 6: Monitor and Adjust**

Discuss any changes needed for this curriculum.

# Site Visit Request Form

**Name of Participant** \_\_\_\_\_

**Department/Program** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**Site to be visited** \_\_\_\_\_

**Contact Person(s)** \_\_\_\_\_

**Date of visit** \_\_\_\_\_

**List the goals for this site visit. Address how you anticipate this visit to contribute to added knowledge about your subject area or program.**

**Participant** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Director** \_\_\_\_\_ **Date:** \_\_\_\_\_