CURRICULUM WRITING GUIDELINES

Model:
Curricula are to be written by teams which will be facilitated by department chairs. Department chairs and principals will assist in organizing and mentoring the teams. Department chairs are to email a finalized list of those writing each curriculum to the Assistant to the Superintendent for Academic Leadership and Culture.

The curriculum writing timeline is listed below:
September 10- Meet with Department Chairs to decide which curricula need revision and any courses that will be receiving a new textbook adoption.
October – November- Department chairs get quotes for books, samples, and start the textbook evaluation process.
January 31- First unit/marking period of revised curricula due to first reader.
February 28- Textbook evaluation forms and textbook recommendation forms completed and sample textbooks in hand. All must be sent to the District Office.
March 31- Completed curricula to first reader
April 21- Completed curricula to second reader
May 5- Completed curricula to D.O.
May 19- Curricula and textbooks sent to schoolboard for review
June 17- Revised curricula and new textbook adoption to school board for approval

Please refer to the annually updated Curriculum Revision List for writers and reviewers. The curriculum writing team will submit the preliminary draft by email to the first reviewer using the dates above. Upon review and approval, the first reviewer will send the draft curriculum to the Second Reader for review. Reviewer signatures are required. The signed form along with authorization for payment form should be scanned and emailed along with the final curriculum.

Maximum Curriculum Writing Hours:
New Full Year Course - 40 hours per curriculum
New Half Year Course - 30 hours per curriculum
Revised Full Year Course - 20 hours per curriculum
Revised Half Year Course - 15 hours per curriculum

Requests for additional hours must be made in writing/email to the Assistant to the Superintendent. Payment will not exceed the hours listed unless approval has been granted. It is understood that the hours for payment must be divided among the team members.

Payment Forms:
• Once all revisions and other requirements have been met, the Curriculum Authorization Form for Payment (see attachment), along with the completed curriculum, should be submitted/emailed to the building principal.

Additional Formatting Items:
- Add page numbers using a footer.
- Use Times New Roman size 12 for all curricula.
- **Additions to the current curricula should be in blue, Redactions should be in red.**
- All supplemental resources must be separate from the curriculum. They should be referenced in the "Materials and Resources" and/or "Core Activities" sections of the curriculum. Resources are to be emailed as separate documents along with each curriculum. These resources will be available on the district website under each corresponding curriculum. All curricula **must be emailed using the designated template in Microsoft Word,** which is located on the district website. The template is titled "Planned Instruction." This document is attached for your reference.

Please Note: Incidental changes such as typos and minor formatting changes may be made to your submitted curriculum; therefore, only utilize curricula that have been distributed from the district office, from your building principal and/or that is located on the district website.

Curriculum may be accessed by signing into the district website www.dvsd.org, going to Academics and then Curriculum.

Resources and Information

PA Core Standards and PA Academic Standards:

http://www.pdesas.org/Page?pageId=11

The PA Core Standards for English/Language Arts and the PA Information Technology Standards are to be included in other disciplines, as/where appropriate.

To access the PA Information Technology Standards, go to:
http://static.pdesas.org/content/documents/BCIT_standards.pdf

Curriculum Framework:

The SAS "Curriculum Framework" page provides Big Ideas, Essential Questions, Concepts, and Competencies by Subject, Grade, and Standard Area. This information should be utilized when writing and revising curriculum, as appropriate.

http://www.pdesas.org/CMap/CFramework

Definitions:

- **Big Ideas**
  - Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Essential Questions**
  - Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

The definitions above are taken from the SAS website Curriculum Framework page at:
https://www.pdesas.org/CMap/CFramework

The Voluntary Model Curriculum (VMC) available at SAS is a series of unit and lesson plans that incorporate learning progressions and content resources aligned to the Pennsylvania standards within the Curriculum Frameworks. The VMC is available in English Language Arts, Mathematics, and Science.

http://www.pdesas.org/ContentWeb/Content/VoluntaryModelCurriculum

Assessment Definitions

Diagnostic:

Diagnostic Assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught. The first benchmark of the school year in any content area should be considered a Diagnostic Assessment.
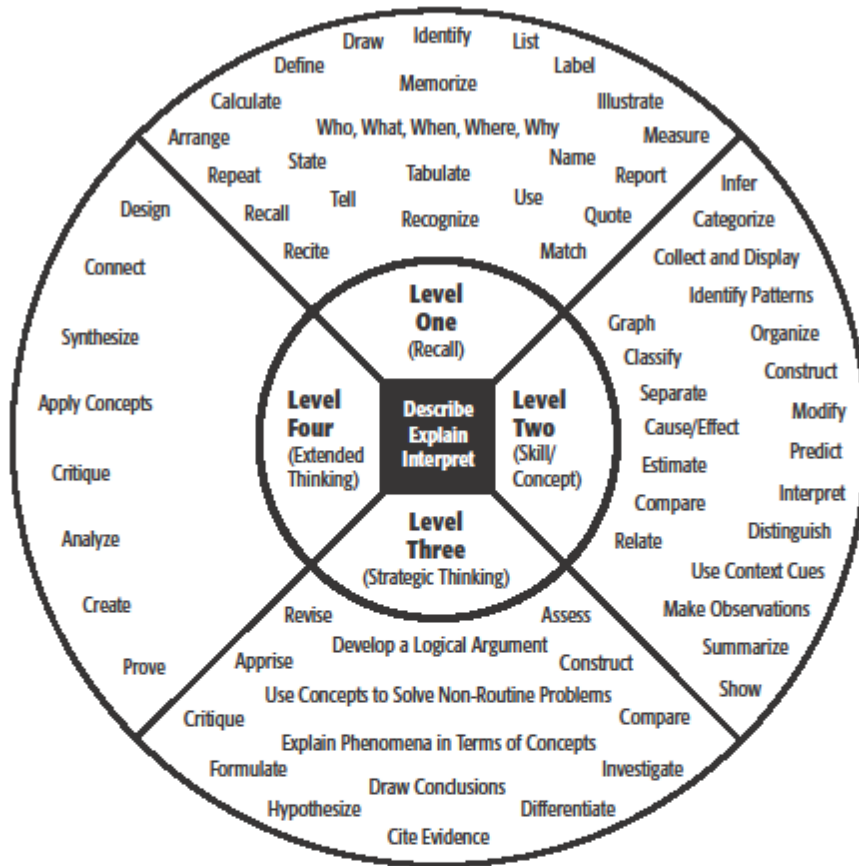
Formative:

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. The second and all subsequent benchmarks during the school year in any content area should be considered Formative Assessments.

Summative:

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Summative assessment at the classroom level is an accountability measure that is generally used as part of the grading process. Summative assessments are typically given at the end of a unit or a chapter. Summative assessments can be given to test student knowledge of specific standards.

Depth of Knowledge (DOK) Levels

Draw · Identify · List · Label · Define · Memorize · Illustrate · Calculate · Who, What, When, Where, Why · Measure · Arrange · State · Name · Report · Repeat · Tabulate · Use · Infer · Design · Recall · Tell · Quote · Categorize · Recite · Recognize · Match · Collect and Display · Connect · Identify Patterns · Synthesize · Graph · Organize · Classify · Construct · Apply Concepts · Separate · Modify · Cause/Effect · Predict · Critique · Estimate · Interpret · Analyze · Compare · Distinguish · Relate · Use Context Cues · Create · Make Observations · Prove · Revise · Assess · Summarize · Apprise · Develop a Logical Argument · Construct · Show · Critique · Use Concepts to Solve Non-Routine Problems · Compare · Formulate · Explain Phenomena in Terms of Concepts · Investigate · Hypothesize · Draw Conclusions · Differentiate · Cite Evidence

Level One (Recall)

Level Two (Skill/Concept)

Level Three (Strategic Thinking)

Level Four (Extended Thinking)

Describe · Explain · Interpret

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://wwwawcer.wisc.edu/WAT/index.aspx>.

WEBB's Depth of Knowledge Definition (DOK) Levels 1-4

Level 1: Recall and Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

Level 2: Skills and Concepts

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

Level 3: Strategic Thinking

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

Level 4: Extended Thinking

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

_____

Curriculum writing committee:

Grade Level:

Date of Board Approval: _____

Additions to the current curricula should be in blue and redactions in red, unless curriculum is being revised (Example: new textbook series).

Example of course weighting to be listed on each curriculum, and uniform throughout the district.

Example only: Course Weighting: Algebra 1

Chapter Tests	40%
Mid-Chapter Check Point	30%
Homework/Classwork	10%
Quizzes	20%
Total	100%

Curriculum Map

Overview:

Goals:

Big Ideas:

Textbook and Supplemental Resources:

Curriculum Plan

<u>**Time/Days**</u>

<u>**BY unit list**</u>
- <u>**Standards (by number):**</u>

- <u>**Anchors:**</u>

- <u>**Eligible Content:**</u>

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

Assessments: Any assessment that gets entered in to the gradebook, needs to be specifically listed in the curriculum.

- o **Diagnostic:**
- o **Formative:**
- o **Summative:**
  - ▪ **(for example: Unit 4 Grammar, Common assessment)**
- o **Correctives**
- o **Extensions**

Checklist to Complete and Submit:
(Scan and email)

_____ **Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.**

_____ **The primary textbook form(s).**

_____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____

First Reader/Reviewer Signature_____ Date_____

Second Reader/Reviewer Printed Name_____

Second Reader/Reviewer Signature _____ Date_____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf