Driving Question: How do we develop a relevant, modern curriculum that equips all students for the real world and targets our Portrait of a Graduate?

Breckenridge Curriculum Review Cycle

Phase	Year 1	Year 2	Year 3	Year 4	Year 5
Major Task	Research/Plan/ Evaluate current	Development	Resource Selection & Purchase*	Implement/Train/ Evaluate	Monitor/Adjust common assessments
20-21	Social Studies/ World Lang	Language Arts	Science/ Health & PE	Math	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool
21-22	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool	Social Studies/ World Lang	Language Arts	Science/ Health & PE	Math
22-23	Math	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool	Social Studies/ World Lang	Language Arts	Science/ Health & PE
23-24	Science/ Health & PE	Math	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool	Social Studies/ World Lang	Language Arts
24-25	Language Arts	Science/ Health & PE	Math	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool	Social Studies/ World Lang

Updated April 2021

25-26	Social Studies/ World Lang	Language Arts	Science/ Health & PE	Math	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool
26-27	Career Tech Ed/ Music/Art /SpEd & Other Services*/Preschool	Social Studies/ World Lang	Language Arts	Science/ Health & PE	Math

***The SpEd & other services listed would focus on SEL and other non-content required curriculum outside of the core disciplines.**

Design

Cycles are established based on the results of program evaluation. Curriculum updates are ongoing and focus is placed on specific curricular areas as a result of identified needs. The goal is to develop instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the adopted curriculum standards and school goals.

Year 1: Research, plan, evaluate current curriculum

- **Purpose**: Evaluate existing curriculum documents including standards, scope and sequence, as well as an analysis of best practice research and multiple data sources to identify areas of strength and concern.

- **Essential Question:** How do we achieve depth in critical topics at each grade level? How do we ensure that our curriculum and materials are future focused?

- **To do:**
  - Evaluate current curriculum sequence and resources
    - Analyze multiple sources of data including MCA results (benchmark reports), STAR data, common assessments and other relevant data sources identifying areas of strength and concern
    - Compare and revise existing subject area standards/benchmarks to the most current state and national standards
    - Develop essential learning outcomes for every grade level and/or course
  - Based on assessment data and/or standards revisions, produce appropriate unit planners (example) to identify scope and sequence
  - Analyze current curriculum materials

- **Considerations:** Study current best practices & research
    - Conference attendance
    - Explore what's new or coming in your area
    - Converse with PLNs

Year 2: Development

- **Purpose:** Update/Develop curriculum map for each grade level and course in the discipline; map the curriculum across the grade levels.

- **Essential Question:** How do we ensure our curriculum meets the highest standards of the rigor and relevance framework? In what ways do the learner outcomes build across the grade levels and contribute to the skills needed in a Breckenridge Portrait of a Graduate?

- **To do:** Produce curriculum map to include:
    - Review/Develop scope and sequence section for all courses/grade levels
    - Unit planners (example) that identify the following:
        - all essential learner outcomes
        - related standards
        - examples of rigor
        - prior skills needed
        - when outcomes will be taught during the school year
    - Common assessments

Year 3: Resource Selection

- **Purpose:** Explore and map curriculum material & resource purchases
    - Strongly encouraged to consider OER and digital materials

- **Essential Question:** How do we make certain our materials and resources are future focused, providing opportunities for student choice and differentiation?

- **To do:** Develop 5 year budget for admin review and possible approval
    - Include evaluation processes to be used in year 4 and beyond to determine ongoing viability of materials & resources
    - Principals & Pk-12 vertical team meet to review budget plan and guidelines

- **Considerations:** Exploration of curriculum purchases
    - Talk with other districts
    - Visit other schools
    - Ask for suggestions through PLNs
    - Vendor discussions/presentations

*Proposed Budgeting: A significant portion of the curriculum budget will be used during this year of the cycle with a focus on large purchases, such as text sets, program implementation, etc. Remaining portions of the budget will be divided between grade levels and disciplines on a yearly basis for ongoing curricular materials and resources, such as online subscriptions and other materials in accordance with state statute and district policy. More information is available in the budget guidelines.

Year 4: Implement, train, and evaluate

- **Purpose:** Execute lesson plans and assessments in accordance with the curriculum map for each grade and discipline while evaluating the impact of all materials on learner outcomes.

- **Essential Question:** What are the benefits and consequences of our curricular decisions on our students? How can we ensure transparency with our community regarding our curriculum?

- **To Do:** Ongoing review & adjustments
    - Determine any training needs for implementation of new materials and resources
    - Use data to determine ongoing viability of curriculum map and common assessments (ongoing process)
    - Evaluate impact of materials & resources on learner outcomes (ongoing process)

Year 5: Monitor and adjust common assessments

- **Purpose:** Continue to monitor student data and make adjustments to common assessments to improve the differentiation process

- **Essential Question:** What factors shape our decisions about continued use of current assessments, resources, and materials?

- **To Do:** Ongoing review & adjustments
    - Use data to determine ongoing viability of curriculum map and common assessments (ongoing process)
    - Evaluate impact of materials & resources on learner outcomes (ongoing process)

Curriculum Mapping Objectives

Increase in student achievement. Teachers who have a better understanding of the curriculum will be more flexible in their teaching methods. They will be able to ensure their students completely understand important concepts by structuring classes around the big picture.

Create a school's identity or persona. Curriculum maps help to create a bridge between standards and lesson plans, by bringing new resources into the classroom. This has implications on every stakeholder within the school district community. New initiatives, such as PBL, STEM or design thinking, that districts take on can be referenced directly in the curricular units to provide evidence of the work.

Encourages collaboration. Curriculum maps encourage teachers to discuss best practices and share resources, improving the overall level of teaching across the school district. Parents benefit from structured curriculum maps in that they know the exact learning targets for their children. Students are given a coherent curriculum throughout the class, with a constant flow of knowledge from term to term and year to year.

Build a common resource center. Being able to capture assessments, lesson plans, and best practices within one place can improve teachers' instruction. Knowledge can be easily shared from a master teacher to a new teacher. Within a curriculum map, the outcome is a comprehensive resource pool that includes hyperlinks to resources in context.

Better utilize budget for curricular purposes. Schools creating their own curriculum maps, taking advantage of open ed resources and other resources have more autonomy and greater flexibility.

Creating a Curriculum Map

The most robust type of curriculum map includes a complete description of how the curriculum standards will be converted into lesson plans. However, a basic curriculum map can simply include the scope of the class and the sequence in which topics will be taught.

A basic curriculum map includes:

- **Standards** – State, governmental or other standards related to the class.
- **Sequence** – The order in which standards will be taught in the class.

More advanced curriculum maps will include content, skills, pacing guides, assessments, and resources. Adding the following fundamentals to your basic standards and sequence curriculum maps will make sure that teachers have a clear understanding of the material that must be covered in their classes:

- **Content** – The subject matter itself. This includes the key concepts, facts and events that are being taught. Content is expressed as a noun (multiplication, evolution). There are three common formats for content:
    - **Discipline based**: focuses on a subject.
    - **Interdisciplinary**: focuses on connections between two or more subjects.
    - **Student-centered**: focuses on student-developed interests.
- **Skills** – Strategies that students should be able to do. These are what teachers are assessing, observing, and documenting. Skills are expressed as verbs (write, calculate). These skills relate to the goals that the school has for their students beyond standards, although often expressed in similar language.
- **Assessments** – Any number of broad approaches to gauge student learning.
- **Activities** – Specific actions conducted within a classroom to drive student mastery in skills and/or standards.
- **Resources** – Additional information that can be accessed in order to enhance the student's understanding of content.
- **Essential Questions** – Questions that students should be able to answer at the end of the class that indicate their understanding of the content that was presented and their mastery of skills.
- **Timelines** – The expected time that it will take to teach each unit within the class.
- **Pacing Guide** – Help teachers stay on track and to ensure curricular continuity across schools in the district.
- **Units** – Concepts and learning goals that are taught over a period of time.

Curriculum Mapping Tips

Before getting started, it is recommended that you consider the following questions, so that you have a better understanding of why the school district is curriculum mapping, and what type of maps will serve you best.

These questions should be reviewed during Year 1: Research and planning.

- ❏ Why are we mapping?
- ❏ How does mapping relate to our school improvement plans and initiatives?
- ❏ What are the obstacles/constraints of mapping in our school?
- ❏ How are we going to introduce the curriculum mapping process?
- ❏ What professional development and support will be needed?
- ❏ Do our maps contain accurate data?
- ❏ What do we do when areas of need or concern are identified?
- ❏ How can we keep the process simple and purposeful?
- ❏ How do we keep communication open and clear?
- ❏ How do we celebrate successes along the way?
- ❏ How do we support teachers, administration, and the process?
- ❏ How can we access technology to assist us?
- ❏ How will we use maps as part of our everyday work?
- ❏ How do we use data to make informed curriculum decisions?
- ❏ How will we support the next cycle of mapping?

Curriculum Mapping Framework Examples

Massachusetts Dept. of Ed. Elementary and Secondary Education Model Curriculum Units

Stillwater, MN Curriculum Framework

New Ulm, MN Curriculum Review Process

NTN LitGeo Curriculum Map example

NTN Algebra 1 Curriculum Map example

Suggestions for Data Collection

Standardized tests

- ➔ Allows for understanding the major gaps students might have in their learning
- ➔ Allows teachers to identify subjects that need additional teaching time, anticipate student skill gaps, and create individual assessments

Individual assessments

- ➔ Provides deep understanding of students' personalities and abilities, insight into individual learning styles
- ➔ Allows broader curriculum goals to be modified to reflect individual needs of students

Summative assessments

- ➔ Includes grades on individual assignments, essays, and exams
- ➔ Provides information about individual function and classroom performance
- ➔ Allows teachers to identify learning roadblocks or overall curriculum dysfunction

Formative assessments

Considered the most important data set

- ➔ Involves informal, low-stakes assessments (i.e. thumbs up/thumbs down, stoplight method, exit slips, etc.)
- ➔ Allows for quick modification to the next class's plan
- ➔ Identifies learning gaps before they show up in a summative assessment or on standardized testing
- ➔ **Common assessments** fall under this category. These are team-designed, intentional measures used for monitoring student attainment of essential learning targets throughout the instructional process. These assessments provide information about which students need additional support or extension and allow teams to examine the effects of their practice to gain insight as to which instructional strategies yield high levels of learning. This data is used to provide frequent feedback to students that they can use to adjust their own learning strategies.

The collection of data from the standardized, formal, and informal assessment levels gives teachers a way to understand student needs in order to design (and adjust) lesson plans to ensure continuous improvement of student learning.