

## PETERS TOWNSHIP SCHOOL DISTRICT 6-YEAR CURRICULUM CYCLE

The 6-year curriculum cycle proposed below attempts to balance the time and cost of curriculum planning for core curricular areas against those of non-core curricular subjects. More importantly, it is designed to provide sufficient time to address the needs of the students of Peters Township School District with the understanding that our students are not the product of programs, but of experiences.

Chapter 4 defines curriculum as: “A series of planned instruction aligned with the academic standards in each subject that is coordinated and articulated and implemented in a manner designed to result in the achievement at the proficient level by all students of specific knowledge and skills and the application of this knowledge.” Planned instruction is defined as, “Instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and additional academic standards determined in strategic plans under § 4.13 (relating to strategic plans).” These definitions explain the foundation for curriculum planning. Each year, Peters Township will form a curriculum committee consisting of the Superintendent, the Director of Curriculum, Instruction & Technology, building principals, teachers of the subject(s) being reviewed, Board members serving on the education committee, and knowledgeable community members to review and propose new curriculum with expectations including, and in addition to, those expected in Chapter 4.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Research</b>	<b>Pilot/Writing</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Monitoring</b>	<b>Evaluation</b>
<b>*****</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Language Arts (K-12)</b> (Reading, Writing, Spelling, Listening, Oral Language (Speaking), English Handwriting)- <b>(Core)</b> <b>Family &amp; Consumer Science (Non-Core) (HS/MS)</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2017-2018</b>	<b>2011-2012</b>	<b>2012-2013</b>

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<b>*****</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Science/ (HS &amp; MS)</b> <b>Technology Education (Core)</b> <b>Media Education (Non-Core)</b> <b>Library Media (Non-Core)</b> <b>Computer Technology (Non-Core)</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Science (Elem.) (Core)</b> <b>Fine Arts: (K-12)</b> <b>Music, Art, Theater Arts (Non-Core Areas)</b> <b>Counseling (Non-Core) (K-12)</b> <b>(MS goals)</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Social Studies (K-12) (Core)</b> <b>Health-(Non-Core) (K-12)</b> <b>Physical Education (K-12)/Drivers' Theory (HS) (Non-Core)</b>	<b>2016-2017</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Mathematics (Core) (K-12)</b> <b>Business Education (K-12) (Non-Core)</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>

<b>World Language (K-12) (Core) Family and Consumer Science (MS/HS) (Non-Core)</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
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\*\*\*\*\* Special Education curriculum should mirror the regular education curriculum except where modifications within the IEP exist. This curriculum should be monitored yearly.

1. Research Phase—During this school year, teachers will gather research, examine student performance data, visit schools with quality programs, attend national, state, and local conferences, conduct surveys where appropriate, review pilot materials, review the current curriculum guides, share this information at grade level and departmental meetings and set the direction for the curriculum for the next five years.
2. Pilot/Write Phase—During this school year, teachers will pilot different programs, strategies and materials they are considering for implementation, receive training on the Understanding By Design curriculum writing process, review and propose textbooks for adoption and write the revised curriculum using curriculum management software. The curriculum (curriculum map, scope & sequence, course description/content, Core Body of Knowledge) will be written with the following emphases:
  - a. Integration of technology
  - b. Integration with other subject matter
  - c. Infusion of other cultures (e.g., food in FCS, music in chorus, multicultural literature in Language Arts, etc.)
  - d. Appropriate and varied methods of assessment
  - e. Differentiation of all learners
  - f. K-12 Articulation
  - g. Career Standards
  - h. National and State Subject Standards
  - i. Common Assessments

The curriculum will be developed by unit and will include: appropriate grade level(s), length of course, vocabulary, textbooks and supplemental materials, the Standards/goals/anchors being addressed, understandings, essential questions, objectives, assessments and instructional strategies/procedures. Curriculum writing software will be used if purchased by the district.

A budget proposal will be presented to the board for curriculum writing, materials, assessments, software/hardware and professional development to effectively implement the curriculum.

All purchase orders will be sent out by July 1, unless special circumstances preclude meeting this deadline.

3. Implementation—During this school year, teachers will implement the new curriculum, noting pros and cons of the curriculum and/or materials throughout the year. Discussions will be recorded in team minutes surrounding the advantages and disadvantages of the new curriculum. These minutes will be submitted to the building Principals and Assistant Superintendent in charge of Curriculum.
4. Monitoring—During this phase, teachers will implement modifications that they observed as problems with the initial plan that were discussed within the curriculum committee meetings and approved by the committee. Classroom teachers will make these changes within the curriculum software (if available) and monitor the results.
5. Continue to monitor—During this phase, the monitoring shifts to articulation. Departments should meet k-12 to identify any areas that may be hindering articulation of the curriculum k-12, as well as any other shortcomings of the planned instruction. Changes should be approved by the curriculum committee, made within the curriculum software/documents, and implemented.
6. Evaluation—During this phase, teachers will evaluate the impact of their curriculum on student achievement, examining standardized test scores, AP/SAT data and common/local assessments in preparation for the beginning of their curriculum cycle the following year.