

Curriculum development is an ongoing process consisting of both research and design.

- Research is the inquiry and investigation of content areas for the purpose of revising and improving curriculum and instruction. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, and current research tell us relative to the content area).
- Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves the following purposes:

- Focusing attention on the content standards of each discipline and ensuring that the identified learnings are challenging and represent the most important learnings for our students;
- Increasing the probability that students will acquire the desired knowledge, skills and dispositions;
- Facilitating communication and coordination;
- Improving classroom instruction.

The superintendent or designee shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, essential skills and concepts, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Verify integration of local, state, and/or federal mandates;
- Verify how the standards and essential skills and concepts of the content/discipline support each of the broader student learning goals and provide PK-12 continuum that builds on the prior learning of each level; and
- Determine how the curriculum standard will be assessed.

It shall be the responsibility of the superintendent or designee to keep the board apprised of necessary curriculum revisions, progress of each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Date of Adoption: June 12, 1989

Dates of Revision: January 13, 1997
April 10, 2000
March 10, 2003
April 13, 2009
May 13, 2013
August 13, 2018