



Port Edwards Public Schools

Curriculum Development Process

Created by the Curriculum Leadership Committee, 2024:

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Introduction:

Port Edwards Public Schools is dedicated to providing every student curriculum and instruction that encourages, inspires, and creates successful young adults who are productive citizens for the future. To that end, the curriculum that is developed and utilized by teachers, and taught to students, must:

- Be aligned with state and/or nationally recognized standards
- Promote rigor
- Include real-world activities
- Represent best instructional practices in the discipline
- Ensure equity within and across grade levels and courses
- Ensure a developmentally appropriate scope and sequence across grade levels and courses
- Prepare students for success academically, socially, emotionally, and in the workplace
- Be available for parent and community stakeholders
- Guide incoming teachers and administrators

To meet the above-listed curricular goals, the following curriculum development process will be utilized across the District. All teachers and administrators will be actively engaged in the process to help guarantee that students are receiving the best education possible.

Curriculum Documents:

- **Curriculum Maps:** Curriculum documents will be developed for each course taught within the district. These course documents will include a unit map for each unit taught (See Appendix A). Unit maps should include:
 - Essential Question(s)
 - Standards
 - Concepts/Content
 - Skills
 - Assessments
 - Activities

Each course curriculum document will be housed on the district website and only available for staff to view. Teachers and other staff may access these documents. Parents and community members may request printed copies of these documents.

- **Scope and Sequence Documents:** Each department will prepare a scope and sequence document listing the big ideas from each grade level and/or course. This document will be available on the District website and accessible to parents, staff, students, and community members. In this way, all stakeholders are informed of the content and sequence of the curriculum.

Curriculum Development:

Developing a curriculum is a process that goes through several stages. It is not a one-and-done activity that results in documents sitting on a shelf. The curriculum should be a living document developed after data analysis, teacher collaboration, and the study of standards and best practices in the discipline. To that end, the District will engage in a cyclical process of curriculum development that includes four stages:

- Evaluation & Planning
- Writing
- Materials Selection
- Implementation

Each stage includes several activities that must be completed for ultimate success.

- **Years 1 & 2: Evaluation & Planning**
 - Analyze assessment data in the content area, including the identification of strengths and weaknesses. Discuss and implement ways to support students in areas of weakness. Analysis of assessment data should include, but is not limited to: Forward Exam, ACT, District universal screeners, DPI Report Cards, District-issued report cards, etc.
 - Gather feedback from teachers.
 - Survey parents, students, and/or community members.

- Study best practices in the content area may include consulting with DPI or CESA experts, attending a state or national conference in the content area, and reading current scholarly literature in the content area (articles and books).
- Review and revise the content area scope and sequence.
- **Years 3 & 4: Writing**
 - Analyze and disaggregate state standards.
 - Write grade/subject-level curriculum using the mapping process.
 - Review K-12 curriculum maps to ensure they align with established K-12 scope and sequence.
 - Gain approval for finalized curriculum maps from the administration.
 - Post finalized curriculum maps and scope and sequence on the District website.
 - Update elementary report cards to align with standards and updated curriculum maps.
- **Years 5 & 6: Materials Selection**
 - Establish a rubric to review potential curriculum materials. Be sure the rubric addresses standards alignment and equity.
 - Utilize the rubric to review potential materials for implementation.
 - Meet with vendors to learn about potential materials.
 - Pilot materials for potential implementation.
 - Select materials for implementation.
- **Year 7: Implementation, Part A: Acquisition**
 - Present committee work of the past six years to the Board of Education, emphasizing the updated curriculum and new materials.
 - Purchase new materials.

- **Year 8: Implementation, Part B**
 - Participate in professional development and teacher collaboration associated with new curriculum maps and materials.
 - Implement new materials and new curriculum maps.

Roles and Responsibilities:

The curriculum process (years 1 - 8) for the areas of ELA, math, science, and social studies will be carried out by a small committee of teachers. Each committee will be made up of the following people:

- Committee Chair (teacher with knowledge of the content area)
- Secondary teachers in the content area
- Two to three elementary teachers

The curriculum process (years 1 - 8) for the areas of World Language, Family and Consumer Economics, Health, Physical Education, Music, Art, Technology Education, and Business Education will be carried out by the teacher or teachers of the content area. In content areas where there is more than one teacher, a Committee Chair will be designated.

Committee chairs are responsible for ensuring committees meet regularly (once per trimester) to complete the tasks listed in each year of the curriculum process (years 1 - 8). They should also be leaders in their curriculum area, seeking knowledge and information through reading and conference attendance. Committee Chairs should attend conferences in their content area at least once every other school year, in addition to the conference(s) they attend with committee members. They should schedule a meeting with the Administration at least twice annually to provide updates and discuss ideas. They should also set up professional development opportunities for teachers.

Committee members are responsible for attending curriculum committee meetings to complete each step of the curriculum process. They should work with and support their committee chair to ensure that best practices in the discipline are being practiced in grades K-12. In addition, committee members should plan to

attend conferences, work with curriculum consultants, and read current literature in the field. Finally, they should work to complete all eight steps of the curriculum cycle.

Committee chairs in the four core content areas will be compensated. Committee chairs in areas where there are multiple teachers, including Health, Physical Education, and Music, will be compensated. Teachers who are a department of one (Art, Technology Education, Business Education, World Language, Family and Consumer Economics) will be compensated. Compensation will be provided through the Teacher Earned Incentive Program. Committee chairs should meet with the administration to discuss the progress of the content area in the curriculum process, including professional development, conference attendance, curriculum writing, Board presentations, and utilization of the acquisition budget. The administration should oversee and support committee chairs as they work through the curriculum process.

Curriculum Leadership Committee

The Curriculum Leadership Committee is responsible for overseeing the successful implementation of the curriculum process. The committee is made up of eight teachers, four from elementary and four from secondary. Building principals are also a part of the committee. The committee will troubleshoot problems that arise, make modifications to the curriculum process document, and ensure the successful completion of the curriculum cycle. (See Appendix B)

Curriculum Cycle

Year	1	2	3	4	5	6	7*	8
Task	Evaluation & Planning		Writing		Materials Selection		Implementation Part A: Acquisition	Implementation Part B
Core Content Area	Science		Math and 4K		Social Studies		ELA	
Encore Content Area	Music	F/CE	Health	Bus. Ed.	World Lang.	Art	Tech Ed	PE

*Year 7 is the acquisition year when materials are purchased.

**Special Education, Alternative Education, and Intervention will follow the regular cycle, purchasing content area materials in the same year as regular education.

Acquisition Budget

In year 7, departments will be provided a budget of money with which to purchase materials for students represented by their content area. Departments will need to create a budget within the allotment provided, which best meets the needs of students throughout the District. This budget must be presented to the administration for approval.

Curriculum Map Changes Outside of the Eight-Year Process

Teachers may modify their copies of curriculum maps on Google Docs throughout the school year outside of the eight-year cycle. Before these changes are reflected on the PDF copy of the curriculum map on the website, the changes must be approved by:

- The content area curriculum committee
- The administration

Once these approvals are completed, the changes may be updated on the website on an annual basis.

Appendices

Appendix A Curriculum Map Template

Course _____

Grade Level _____

Unit _____

Essential Question(s)	The essential question embeds the important enduring understanding(s) of the unit. It should set the learner into a path of inquiry in pursuit of knowledge. • Is there a clear concept driving the question? • Is it written for the targeted students as the audience? • Can it organize and frame a set of classroom experiences? • Does it align with standards? • If there is more than one question, are all of them necessary? • Does it link and bind content, skills, and assessments on the maps?
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Standard	Learning Targets		Common Assessments	Common Resources & Activities
	Concept / Content	Skills		
The district-approved standards that will be taught during the unit.	Key ideas and understandings that students should know at the end of the unit. (Examples may include: key facts, names, events, points of knowledge, and vocabulary).	Skills represent what students should be able to do at the end of a unit. Skills must contain action verbs and be observable and assessable. (Examples may include: "I can" statements, "Students will" statements, etc.)	An assessment is a demonstration of learning, thus it takes the form of a product or performance. The assessment is genuine evidence of how our students are doing with what we want them to know and be able to do. Common assessments are those expected to be administered to all students of a particular course and grade level and align with targeted skills, content, and essential questions. Teachers may use other assessments that are not listed in the curriculum map.	Common resources and activities are those expected to be used by all teachers of a particular course. Resources include textbooks, supplementary texts, and other materials. Activities include things that students engage in to learn the knowledge and skills required in the curriculum map. Teachers may use other resources and activities not listed in the curriculum map.

Appendix B

Curriculum Development Cycle

By Department

Curriculum Cycle

Year	1	2	3	4	5	6	7*	8
	Evaluation & Planning		Writing		Materials Selection		Implementation Part A: Acquisition	Implementation Part B
Core Content Area	Science		Math and 4K		Social Studies		ELA	
Encore Content Area	Music	F/CE	Health	Bus. Ed.	World Lang.	Art	Tech Ed	PE

*Year 7 is the acquisition year when materials are purchased.

**Special Education, Alternative Education, and Intervention will follow the regular cycle, purchasing content area materials in the same year as regular education.

ELA

25-26: Year 7, Implementation Part A: Acquisition

26-27: Year 8, Implementation Part B

27-28 & 27-28: Years 1-2, Evaluation & Planning

29-30 & 30-31: Years 3-4, Writing

31-32 & 32-33: Years 5-6, Materials Selection

Social Studies

25-26 & 26-27: Years 5 & 6, Materials Selection
27-28: Year 7, Implementation Part A: Acquisition
28-29: Year 8, Implementation Part B
29-30 & 30-31: Years 1-2, Evaluation & Planning
31-32 & 32-33: Years 3-4, Writing

Math

25-26 & 26-27: Years 3 & 4: Writing
27-28 & 28-29: Years 5 & 6, Materials Selection
29-30: Year 7, Implementation Part A: Acquisition
30-31: Year 8, Implementation Part B
31-32 & 32-33: Years 1-2, Evaluation & Planning

Science

25-26 & 26-27: Years 1-2, Evaluation & Planning
27-28 & 28-29: Years 3-4, Writing
29-30 & 30-31: Years 5-6, Materials Selection
31-32: Year 7, Implementation Part A: Acquisition
32-33: Year 8, Implementation Part B

Tech Ed

25-26: Year 7, Implementation Part A: Acquisition
26-27: Year 8, Implementation Part B
27-28 & 28-29: Years 1-2, Evaluation & Planning
29-30 & 30-31: Years 3-4, Writing
31-32 & 32-33: Years 5-6, Materials Selection

Health

25-26: Year 8, Implementation Part B
26-27 & 27-28: Years 1-2, Evaluation & Planning
28-29 & 29-30: Years 3-4, Writing
30-31 & 31-32: Years 5-6, Materials Selection
32-33: Year 7, Implementation Part A: Acquisition

Music

25-26 & 26-27: Years 1-2, Evaluation & Planning
27-28 & 28-29: Years 3-4, Writing
29-30 & 30-31: Years 5-6, Materials Selection
31-32: Year 7, Implementation Part A: Acquisition
32-33: Year 8, Implementation Part B

F/CE

25-26: Year 2, Evaluation & Planning
26-27 & 27-28: Years 3-4, Writing
28-29 & 29-30: Years 5-6, Materials Selection
30-31: Year 7, Implementation Part A: Acquisition
31-32: Year 8, Implementation Part B
32-33: Year 1, Evaluation & Planning

World Language

25-26 & 26-27: Years 3-4, Writing
27-28 & 28-29: Years 5-6, Materials Selection
29-30: Year 7, Implementation Part A: Acquisition
30-31: Year 8, Implementation Part B
31-32 & 32-33: Years 1-2, Evaluation & Planning

Business Education

25-26: Year 4, Writing

26-27 & 27-28: Years 5 & 6, Materials Selection

28-29: Year 7, Implementation Part A: Acquisition

29-30: Year 8, Implementation Part B

30-31 & 31-32: Years 1 & 2, Evaluation & Planning

32-33: Year 3, Writing

Physical Education

25-26 & 26-27: Years 5 & 6, Materials Selection

27-28: Year 7, Implementation Part A: Acquisition

28-29: Year 8, Implementation Part B

29-30 & 30-31: Years 1 & 2, Evaluation & Planning

31-32 & 32-33: Years 3 & 4, Writing

Art

25-26: Year 6, Materials Selection

26-27: Year 7, Implementation Part A: Acquisition

27-28: Year 8, Implementation Part B

28-29 & 29-30: Years 1 & 2, Evaluation & Planning

30-31 & 31-32: Years 3 & 4, Writing

32-33: Year 5, Materials Selection