Farmington
PUBLIC SCHOOLS

Curriculum Framework
2007/08

**Student
Profile**

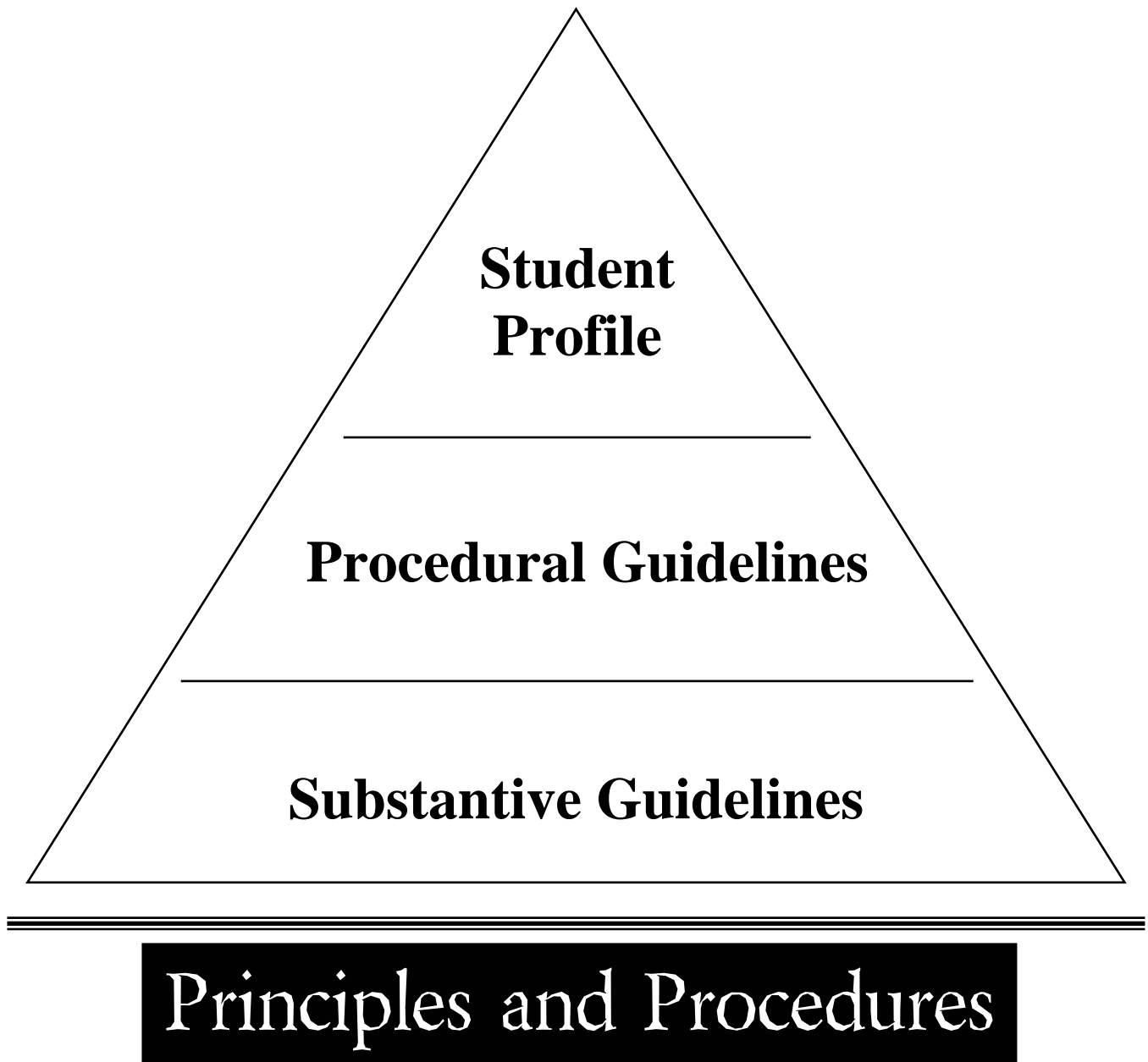**Procedural Guidelines**

Substantive Guidelines

Principles and Procedures

Farmington's Student Profile

Attributes We Envision for our Graduates

We live in a time of parentheses, a transition between eras. Our society previously moved from an agricultural era to an industrial era and now enters an era of information and communication. While we have adapted successfully in the past, this time the transition is especially challenging because of unprecedented changes in the distribution of global power.

The curriculum of our schools will play an important role in preparing the next generation for the new era. Three imperatives demand a rethinking of the curriculum for the 21st Century: economic, civic, and demographic. To sustain economic prosperity, our children must learn to work productively in a global economy. To fulfill the promise of democracy, our children must become dedicated to the rights and duties that safeguard human dignity. Our children must learn to bridge social diversity across the spans of age, ethnicity, gender, race, and religion. A curriculum that prepares our youth for these imperatives insures our future.

Presented below is a profile of the student we aim to graduate from the Farmington Public Schools. This profile sets forth a set of broad outcomes intended to result from a student's experience with the curriculum of our school district. The outcomes are stated as ideal attributes, which we expect to cultivate in our graduates. A description of each attribute is presented followed by a brief rationale for its importance.

Collaborative Team Member
A collaborative team member contributes to the efforts of a group striving to achieve a common goal. Collaborative team members perceive differing viewpoints and respond to individual differences with sensitivity and understanding. Regarding diversity and relationship building as strengths, they work cooperatively with people from various backgrounds and resolve disputes constructively. When involved in collective activity, they know how and when to lead, to follow, and to negotiate. Although they suspend self-reliance and competitiveness when necessary to work collectively, they retain the will to think and act individually when their best judgment diverges from that of a group.   A collaborative team member functions responsibly as a member of a family unit, workplace team, community organization, or other social group.

This outcome receives high priority as an aim of the curriculum because teamwork has become a hallmark of economic success in a market economy. The evolving workplace increasingly reflects the pluralism of our society and demands individuals who can pool their thinking and integrate their efforts. Collaboration also strengthens family bonds and builds a sense of community to offset the impersonal forces of modern society that cause isolation and feelings of alienation. People striving collectively realize that no one is self-sufficient and feel validated by their contribution to achievement of group goals.

Effective Communicator
An effective communicator is precise in thought, fluent in the use of oral and written language, and adept with other forms of expression. When reading, writing, viewing, speaking, or listening, effective communicators adopt strategies suited to their purpose and express themselves through various media. When appropriate, they use technology to send or receive messages. They seek out the ideas of other people, pay close attention to meaning, and respond thoughtfully. In order to adapt their message to the situation and audience, they check whether they are being understood and how they are being perceived.

This outcome receives high priority as an aim of the curriculum because the need for caring and satisfying human interaction between family members, friends, co-workers, and acquaintances is fundamental to human fulfillment. Furthermore, the ability to communicate takes on new importance in the emerging age of information. People will be expected to communicate remotely with wider audiences across an expanded array of social boundaries. They will be required to use new video and voice technologies to access and transmit information.

Healthy Individual
A healthy individual pursues a variety of interests and maintains balance among them. Committed to both emotional and physical well-being, and recognizing the relationship between them, healthy individuals follow a nutritious diet, participate routinely in physical fitness activities, practice preventive health care and safety, avoid substance abuse, and enjoy leisure time. Self-regulating, they respect their own dignity, express their emotions constructively, and adapt effectively to changes in their lives. They are able to form caring relationships, nurture others, and express and receive affection.   Healthy individuals accurately assess their abilities and confidently pursue their potential. They pursue happiness and cope effectively with obstacles they encounter.

This outcome receives high priority as an aim of the curriculum because of expanding threats to individual health and the proliferating costs of health care. Among other factors, the depersonalization of a mass technological society, changing family arrangements, hazards in the natural environment, and the accelerated pace of daily living add stresses which jeopardize our mental and physical health. Further compounding the danger is the spread of communicable diseases. All of these conditions urge greater understanding of preventative health care. The escalating costs of neglecting our health are greater than we can afford.

Knowledgeable Thinker
Knowledgeable thinkers acquire and retain a core of basic knowledge. This knowledge consists of powerful ideas that enable them to assimilate new information. Unlike trivia, these ideas are universally useful tools for building depth of understanding. They are powerful because they serve as a foundation on which to build future learning. Knowledgeable thinkers build a bank of powerful ideas from the arts, sciences, and humanities and continually draw upon these ideas to construct meaning. They apply their knowledge thoughtfully to the problems posed by real-life challenges such as demographic and economic shifts and technological developments.

This outcome receives high priority as an aim of the curriculum because foundational knowledge is necessary for complex thinking. Thinking, in turn, contributes to the development of all types of human intelligence, including for example, logical, interpersonal, kinesthetic, linguistic, or musical. These intelligences are not fixed at birth. They can be cultivated and expanded through thinking informed by powerful ideas. The development of multiple intelligences is necessary for competent functioning in the increasingly diverse roles we are expected to play in society.

Life-Long Learner
Life-long learners are internally motivated to sustain learning across the span of a lifetime. They are open-minded and flexible in adapting to new learning contexts and developing technologies. When pursuing knowledge, they think about thinking and about ways to learn. Their pursuit of learning is driven by a quest for ever-greater understanding and the personal satisfaction it brings. Life-long learners create a vision for the future, set attainable goals, and are willing to take reasonable risks to realize their vision. They monitor their progress toward achieving their goals and assume responsibility for what they can control. Life-long learners realize that education does not end with formal schooling and continually seek to renew and extend competence.

This outcome receives high priority as an aim of the curriculum because people are likely to change the nature of their work several times, and the knowledge required for adequate performance changes rapidly. An emerging global economy, technological advances, depletion of natural resources, and demographic changes, to name but a few, are forces that will be transforming the nature of work and the types of jobs to be performed. To adapt, people must continually renew their knowledge and hone new skills. Beyond the world of employment, in other realms of living, there will be constant pressure to update knowledge in order to function competently. Being an effective parent or care giver, maintaining fitness and health, enjoying leisure, and participating in civic life will all demand a disposition to life-long learning.

Quality Producer
Quality producers strive to achieve high standards and apply those standards when evaluating their performance in all facets of living. In setting their standards, they consider utility, accuracy, ethics, and aesthetic appeal. A quality producer draws upon prior knowledge and utilizes appropriate tools to create exceptional products and processes. Continually striving to improve the caliber of what they do, quality producers take pride in their progress and enjoy the process of creating. A quality producer is motivated by a work ethic and disciplined to honor it.

This outcome receives high priority as an aim of the curriculum because only high quality goods and services will be successful in an increasingly competitive global marketplace. The well being of the nation is threatened by declining levels of achievement and an erosion of standards. Mediocre performance threatens not only economic competitiveness but the vitality of our civic and cultural institutions. The unemployment and low wages that inevitably accompany poor performance undermine the American dream of increased prosperity for each new generation. The esteem of individuals and the confidence of the nation are damaged by diminished

expectations and a retreat from excellence.   Moreover, scarcity of resources demands that Americans do better work with less waste and greater efficiency.

Thoughtful Problem Solver
Able to distinguish symptoms from underlying causes, thoughtful problem solvers recognize problems when they arise and are eager to solve them. They discern the nature of a problem and evaluate alternative approaches to solving it before taking action. When confronting a problem, thoughtful problem solvers pose questions and explore imaginative ways of answering them. They think both critically and creatively. To generate feasible solutions, they draw upon their prior experience, the thinking of others, and additional resources. Thoughtful problem solvers evaluate their effectiveness and, if unsuccessful, persist in their efforts to solve a problem.

This outcome receives high priority as an aim of the curriculum because the complexities of modern society pose novel problems that must be addressed rationally and imaginatively. Routine thinking will not solve the problems awaiting us. Rather, higher order thinking (the ability to interpret, analyze, and manipulate information) will be required. As our economy shifts its emphasis from manufacturing to information, manual labor and mechanistic thinking will diminish in importance and demands for problem solving will grow. Cultural barriers, demands for competitiveness, new technologies, unprecedented ethical dilemmas, the changing role of government, and innumerable other conditions will all pose problems that demand more effective use of our minds.

Responsible Citizen
Committed to the ethical values of constitutional democracy, responsible citizens pursue the common good and protect human rights for everyone. In the United States, responsible citizens feel a common bond with other Americans and identify with the ideals of the American heritage. Loyal to the nation's democratic institutions, responsible citizens are also critical when society strays from its principles. Responsible citizens cherish their legal rights and uphold their civic duties. They realize that enlightened pursuit of self-interest is tempered by respect for the rights of others. Responsible citizens acknowledge their accountability for their own actions. They contribute their time, energies, and talents to serving their communities and solving societal problems. They understand and appreciate the layers of government and authority from local to State to Federal. Because of this, responsible citizens act to exert influence in civic affairs locally, nationally, and globally. They have the willingness and cultural competency to meaningfully participate in a pluralistic world that is becoming more interdependent.   A responsible citizen appreciates the benefits and challenges of diversity in society, seeks the expression of divergent views about public affairs, and cares about the dignity and well-being of all people. Responsible citizens have the ability to examine, analyze, and interpret world issues through multiple perspectives.
This outcome receives high priority because education in self-government is essential for sustaining a democratic society. Self-government means active participation in self-governance, not passive acquiescence to the actions of others. Responsible citizenship pertains not only to local, state, and national government, but also to collective decision making in all social arenas: religious, fraternal, workplace, family, and others. Renewed education for citizenship is an especially timely priority. Voter apathy and cynicism about public officials and institutions are

indications of widespread disengagement of citizens from the responsibilities and rewards of participation in civic life. Productive and civil debate suggests our commitment to the common good. Fragile and not guaranteed to endure, constitutional democracy can not long withstand inertia and antipathy from the people. Bigotry, environmental problems, poverty, crime, disease, terrorism, international conflict and other monumental challenges compete for our attention.   If the problems posed by these challenges are to be resolved, citizens must be educated to respond effectively. It is important that citizens understand different political systems and ways of successfully interacting with individuals from those systems. The responsibility to revitalize our own democratic system is especially urgent at a time when autocratic rule is fading and societies everywhere strive to emulate constitutional democracy.

Curriculum Framework Substantive Guidelines

Positions on Key Curricular Issues

The Curriculum Framework of the Farmington Public Schools begins with a set of student learning outcomes intended to result from a student's experience with the curriculum of our school district. These outcomes, described in the Student Profile, are attributes we envision for our graduates. We expect all of our students to make continuous progress toward achieving these outcomes.

Following the statement of intended student learning outcomes, our curriculum Framework describes the kind of curriculum necessary to develop the student characterized by those outcomes. That description takes the form of Substantive Guidelines. These guidelines are intended to guide the construction and delivery of our curriculum, regardless of subject area or level of schooling.

The Substantive Guidelines are statements of our positions on key curricular issues. Each issue is a problematic question about curriculum – a controversy that tends to divide educators. The issues were identified by the Educational Extension Service of Michigan State University in its guidebook entitled Frameworks: Rethinking Curriculum for the 21st Century. The Substantive Guidelines of our curriculum Framework are meant to resolve these controversial curricular issues within our school district. By taking positions on these issues as an educational community, we lend coherence to our curriculum and diminish the chances that we will be working to cross purposes. The positions conveyed by our Substantive Guidelines have been shaped by the vision of our Student Profile, Farmington Forward and the Tripod learning conditions (e.g. feasibility, relevance, support and press, engagement). They are also informed by the best available scholarship.

Substantive Guidelines have been adopted for each of eight key curricular issues called:

- • Excellence and Equity
- • Depth and Breadth
- • Higher–Order Thinking
- • Structures for Learning

- • Authentic Learning/Relevance
- • Curriculum Integration
- • Assessment
- • Unity and Diversity

The same format is used to present the guidelines for each issue. The issue is stated as a question. Next, guidelines expressing our position on the issue are presented. A brief explanation of the guidelines is then provided, followed by a short rationale to justify the guidelines.

<u>**TOPIC**</u>

I. Excellence and Equity

<u>**KEY CONCEPT**</u>

All students have equitable access to the core curriculum and all the offerings which extend and enrich it.

<u>**GUIDELINES**</u>

1. All students will have equitable access to a rigorous curriculum.

2. There will be no academic tracking of students.

3. All students have the right to enroll in any course or program provided that they meet the conditions necessary to succeed. Admittance to some programs is governed by outside regulations.

4. All students have the right to interventions/assistance needed to succeed.

5. For those cases in which a series of courses require a necessary sequence, it is legitimate to require the earlier part of the series prior to the latter unless students demonstrate they have met conditions necessary to succeed.

6. Students within a class may be temporarily clustered to enhance their achievement of the intended outcomes of the curriculum or to enrich or extend their learning.

<u>**EXPLANATION**</u>

All students should be afforded access to a rigorous curriculum. In order to access such a curriculum, some students will need additional instructional support. The instructional support will vary depending on the different needs of the students. A student learning English as a second language might need focused support from staff to achieve academic language proficiency. A particularly able learner may require differentiated lessons which extend and enrich the curriculum to ensure appropriate academic challenge.

Tracking refers to the practice of placing students into classes throughout their school careers based on a fixed judgment of their potential or motivation. Clustering refers to the flexible organization of students into smaller groups within the same classroom. Cluster groups should be temporary, flexible**,** and for a specific instructional purpose.

Conditions necessary to succeed are measures of demonstrated achievement. For example, a native of Quebec who moved to Farmington and wanted to enroll in an advanced French course would be eligible to do so after demonstrating proficiency in the French language. On the other hand, a student unable to play a musical instrument would be ineligible to enroll in symphonic band. Conditions necessary for success are not mere opinions of a student's potential or motivation. Grade point average, grades in previous courses, student's performance from multiple sources should be considered but not be exclusionary (e.g., advanced placement).

RATIONALE

Combining students of all achievement levels enhances student learning. Conversely, tracking and permanent ability grouping compound the disadvantages of lower achieving students and sometimes adversely affect higher achieving students. We are committed to a curriculum which ensures that all students have an equitable opportunity to learn and which does not provide any student or group of students an advantage at the expense of others.

We recognize that all students do not learn at the same rate or may have a variety of learning styles. Diversity among students in their ability or motivation to achieve the intended outcomes of the curriculum cannot be accommodated by rigidly separating students. Short term and flexible groupings within heterogeneous classes, however, offer an equitable and effective means to promote achievement. Achievement for groups or individuals can also be advanced by enrichment or extension of curriculum and by implementing differentiated instruction.

TOPIC

II. Depth and Breadth

KEY CONCEPT

The curriculum balance a broad base of knowledge with depth of understanding.

GUIDELINES

1. The curriculum aligns with and reflects the domain of the Michigan Curriculum Framework Standards and Benchmarks and/or the Michigan Grade Level (GLCE's) and High School (HSCE's) Content Expectations in all applicable subject areas.

2. The curriculum in each subject area is built upon selected powerful ideas and essential learnings that students come to understand more deeply as they advance in school.

3. Meaningful learning requires the curriculum for every grade level to broaden students' understanding of the powerful ideas and essential learning selected for the subject areas of the District curriculum.

4. The curriculum should provide opportunities for students to explore connections among powerful ideas across subject areas.

EXPLANATION

Powerful ideas are key concepts or generalizations essential to understanding a subject area. They are powerful because they are complex ideas considered necessary foundations of knowledge. They enable students to make sense of information they have already received and to assimilate and organize new information. Probability and volume are examples of powerful ideas from the subject area of mathematics. In language arts, the concepts of satire and imagery would be examples of powerful ideas. Energy and genetic inheritance are powerful ideas of science. Examples from music include harmony and rhythm, and from social studies, powerful ideas include due process of law, culture, or religion.

Powerful ideas, rather than isolated facts and definitions, are emphasized throughout the curriculum. Once understood, these ideas become prior knowledge that can be activated for further learning. In each unit of study the most powerful ideas germane to that unit become intellectual building blocks. They have the potential to be used repeatedly by students throughout their lives to organize and interpret new information. Powerful ideas cannot be comprehend by mere memorization.

Deep understanding of a powerful idea must be constructed by the learner. It is not transmitted by the teacher or materials alone.

The understanding of a powerful idea cannot be expressed by reproducing single words or phrases. Someone does not come to understand a powerful idea, like ecosystem for example, by simply memorizing a definition of the term. To build and express an understanding of such an idea requires deep study and elaborated discourse. Students studying the idea of ecosystem in science, for example, might spend considerable time constructing a habitat that would allow a common plant or animal to grow and meet its basic needs. They might observe the plant or animal within the habitat they had constructed and record their observations in a log. Their observations could guide them in explaining how the basic requirements of food, light, heat, water, air, minerals, and shelter enable living things to maintain their existence. This type of study in depth obviously limits the amount of content that can be included in the curriculum and requires careful selection of subject matter that builds understanding of powerful ideas.

RATIONALE
The curriculum has often been overloaded with too much information which can make learning shallow. Excessive emphasis is sometimes placed on memorizing bits of information that are soon forgotten. We now know that exposing students to less subject matter and pursuing it in depth will lead to greater understanding and retention. In curriculum, less content can mean more learning.

Rather than attempting superficial coverage of virtually everything, the curriculum must provide teachers with the opportunity to emphasize a limited number of powerful ideas. There is mounting evidence that students in a variety of curricular domains, including science, mathematics, and social studies, are receiving fleeting exposure to a vast amount of textbook driven content, most of which they forget. Students often fail to understand underlying ideas. To develop understanding of these powerful ideas, research evidence suggests that students need opportunities to explore them in depth, to talk about them, and to express their thinking about them in writing.

TOPIC

III. Higher Order Thinking

KEY CONCEPT

Students will develop meaningful understanding of complex ideas and learn to apply them.

GUIDELINES

1. To enable students to construct meaning, the curriculum should integrate knowledge of content with both critical and creative thinking skills.

2. Explicit teaching of higher order thinking processes are included in all grade levels and courses for all subject areas.

3. The curriculum provides students with frequent opportunities to think about their thinking and to reflect upon themselves as learners.

EXPLANATION

Higher order thinking is more than mere reproduction of knowledge presented by the teacher or text. It is producing knowledge by manipulating information and ideas in ways that are new to the learner. A curriculum that emphasizes thinking about powerful ideas and essential learnings is not driven by memorization of isolated facts or definitions. Some foundational knowledge and skills are, of course, important. These skills should be embedded within higher order tasks and not set aside and learned out of context. They are learned while students are constructing understanding of powerful ideas and when they apply their understanding in efforts to solve problems and make decisions. Bits of information memorized in isolation, or skills practiced in isolation are soon forgotten.

Sufficient opportunity to practice thinking skills is necessary for students to become proficient. At all levels of schooling and within every subject area, students develop their thinking capacity by determining which facts are relevant and by choosing strategies to pursue solving a problem or making a decision. These tasks require a classroom climate in which thinking skills are modeled and in which students' efforts are supported and encouraged. Opportunities to read, write and problem solve across the curriculum enhances student learning. Critical and creative thinking skills are built and encouraged.

The development of higher order thinking entails a type of self-assessment by students, what cognitive psychologists call "meta-cognition," and what might be more commonly termed "thinking about thinking."   When engaged in this type of reflection, students evaluate their level of knowledge, analyze their thought processes, assess their effectiveness, and come to realize more about how they personally learn.

RATIONALE

Conceptions of the relationships between basic knowledge and higher order thinking have been altered recently by the research of cognitive scientists. The evidence supports a shift from a curriculum that emphasizes mere reproduction of knowledge by students to one that emphasizes production of knowledge. This constructivist view of learning maintains that people are builders of knowledge rather than recorders of information. To know is not simply to have received information but to have also interpreted it and related it to other knowledge.

In the past, basic or rudimentary knowledge and skill was considered a precursor to higher order thinking. We believed that before being challenged one must first master the fundamentals. Research shows that students can and should engage in higher order thinking, including meaningful problem solving and disciplined inquiry, as they acquire foundational knowledge and skill. Beginning readers, for example, should actually read and have other literacy experiences while they learn to recognize letter names and sounds. Similarly, students learn basic number facts within the context of mathematical problem solving or geographic locations in the context of studying public issues.

We also now realize that higher order thinking must be practiced in a wide variety of contexts. Thinking done in one situation does not automatically transfer to a new situation. One who skillfully formulates and tests hypotheses in biology, for example, may not be able to do so in economics without practice in that domain. Consequently, the teaching of thinking must be embedded in all subject areas and in activities that integrate knowledge from more than a single subject area.

TOPIC

IV. Structures for Learning

KEY CONCEPT

Students will have multiple constructs for learning (e.g., collaborative, competitive, independent).

GUIDELINES

1.   The workplace, the curriculum for each subject area provides opportunities at every level of schooling for all students to contribute their individual efforts to a group effort and to value the achievement of a group as their own.

2.   Opportunities are provided throughout the curriculum for students to meet or exceed standards of excellence by competing as individuals and as team members.

3.   The curriculum includes independent learning activities to foster self-reliance and self-discipline.

4.   Working to balance high expectations with strong encouragement and support, the instructional process provides opportunities for the development of effective relationships between students and teachers.

5.   Whether learning is collaborative, competitive, or independent, there is individual responsibility for achievement.

EXPLANATION

There is an interrelationship among collaborative, competitive, and independent learning situations. Many cooperative projects require independent efforts. Competitors frequently work in cooperative or independent settings. All three structures are needed to develop the academic, personal management, and teamwork skills used across a lifetime.

As learning tasks become more complex, it becomes increasingly beneficial to combine individual efforts. When tasks involve higher order thinking, the solution to a problem becomes more important than inert knowledge. A group of students working together on a task can bring to it a variety of skills and understandings which can enhance and extend the thinking of any one person.

By learning to make their own thinking processes more and more collaborative, students can test their own thinking. This strengthens their mental skills, adding to their confidence in their own ability to contribute ideas and solutions. With this new information, they can begin to make decisions about which of these other strategies might be useful to them in their own thinking. In this way, the work of the individual and the group is enhanced.

A balanced curriculum includes competitive and independent learning activities. Competitive experiences enable students to realize how competition can inspire them to excel and motivate high standards of performance in society. Competitive activities in the curriculum are conducted to teach that in fair contests no individual or group is privileged at the expense of others. Some learning is neither cooperative nor competitive. Such independent learning can foster appreciation of solitude as well as self-discipline and self-reliance, virtues that complement competitiveness and the ability to cooperate in a well-educated person.

Whether working in collaborative, competitive or independent learning modes, students are more successful when they believe their teacher knows and cares about them as individuals and learners.

RATIONALE
We live in a world in which excellence is demonstrated in a variety of ways. It is vital that each person in our society aspire to perform at the highest possible personal standards. In our social, civic, and work environments we require the best effort from each individual. However, it is also increasingly necessary that we be able to work in collaborative groups to create products and solve problems. High quality performance standards require that each member of the group actively engage in the process to create a product, demonstrating teamwork for the common good.

A convincing body of recent educational research evidence establishes that working in carefully designed cooperative groups can enhance academic achievement for many students. Furthermore, working collaboratively in groups can increase most students' motivation to learn. Moreover, the research evidence indicates that students who learn in cooperative groups often show greater acceptance of differences among their classmates, when this is one of the specific instructional objectives of a well designed group experience.

In the work of collaborative groups it is necessary to develop standards and habits of combined excellence. We cannot afford to accept mediocrity in thinking or work. A truly collaborative group cannot be a place where participants lose their sense of individual responsibility or worth.

Whatever structure for learning is selected for a particular outcome, the success of that structure for individual students is impacted by the quality of the teacher-student relationship. Research increasingly points to the effective linking of clearly defined curricular outcomes, effective instructional pedagogy, and supportive teacher-student relationships as key to the academic success of students traditionally underrepresented among high achieving groups.

If, both personally and socially, we can create and nurture processes which require and reward excellence, then our schools will foster the growth of individual learners capable of making a contribution to the world they inherit. Our curriculum should foster the development of strong individuals capable of solitary achievement, competition, and cooperation within the communities to which they belong.

TOPIC

V. Authentic Learning/Relevance

KEY CONCEPT

The curriculum enables students to use knowledge and skills when performing meaningful tasks within and beyond the school setting.

GUIDELINES

1. Learning experiences that have value or meaning beyond school should be included in the curriculum for every subject area at all levels of schooling.

2. Authentic learning results in discourse, processes, products, or performances that reflect what people actually do in their personal lives, as workers, and as citizens.

3. Authentic instruction requires higher order thinking, depth of knowledge, substantive face-to-face conversation, and social support for student achievement.

4. Work-based learning experiences should take place in the work environment and are consistent with the workplace standards.

EXPLANATION

Learning is authentic and relevant when students can connect it to the larger social, as well as personal, context within which they live. Not all important learning, however, is authentic. For example, there are some facts, algorithms, procedures, and concepts that students must learn because they enable further learning. If students are to be prepared to function competently in the world beyond school, though, what they learn in school must have utility beyond the instructional setting.

Authentic and relevant learning requires students to use knowledge when performing challenging and realistic tasks. In science, students might be asked to apply their knowledge of circuitry and lighting to illuminate a stage for a performance. For social studies or language arts, a student might compose a letter to an editor expressing an opinion on a real matter of public concern. As part of a health unit, students could use their knowledge of nutrition to assess their own health status and modify their diets. As an integrated technology experience, students might design a waste disposal system and convince an audience of business people that it is a cost effective way to protect the natural environment. These examples illustrate authentic student products, discourse, and performances that have value beyond school.

Learning is enhanced by authentic and relevant tasks that involve students in manipulating information and ideas in ways that transform their meaning. This higher order thinking is different from lower order thinking which occurs when students receive or recite factual

information or employ rules or algorithms through repetitive routines. Authentic learning also requires deep understanding of substantive ideas. Deep understanding can be distinguished from thin or superficial knowledge that does not deal with significant concepts of a topic or discipline, or that entails only trivial understanding of important concepts and surface comprehension of their meaning. Another standard of authentic and relevant learning is substantive conversation about the ideas of a topic. Such conversation requires considerable interaction and is not completely scripted or controlled. Students explain themselves or ask questions in complete sentences and respond to comments of previous speakers. Dialogue builds coherently on participants' ideas to promote improved understanding of the topic under study. Finally, authentic learning is characterized by strong social support. This kind of support is characterized by high expectations, mutual respect, inclusion of all students in the learning process, and treatment of students in ways that encourage their efforts and value their contributions.

RATIONALE

Demand from today's employers is for a creative worker, one who can cooperate and collaborate with others, acquire new information, utilize technology, and solve problems. Our democracy requires participating citizens who can engage in informed discourse and reach decisions through reasoned debate and consensus. Educators must use methods of instruction that provide relevant learning experiences which will prepare students appropriately for these demands. Education cannot be isolated from the larger experiences in the world. We need a dynamic school curriculum which connects school learning to real life applications and links schools to the broader community through partnerships and other forms of involvement. Such connections motivate students to learn and reflect the world in which they will spend their future.

<u>**TOPIC**</u>

VI. Curriculum Integration

<u>**KEY CONCEPT**</u>

Relevant connections are made across curricular areas.

<u>**GUIDELINES**</u>

1. In designing curriculum for achievement of the District's Student Profile, the integrity of subject areas are respected and the relationships among them should be cultivated.

2. Curriculum and instruction makes every effort to integrate key concepts and common themes within and across subject areas.

<u>**EXPLANATION**</u>

Knowledge must be organized for purposes of curriculum. Subject areas are meaningful and useful categories for organizing bodies of knowledge. Each subject area offers a unique realm of understanding with its own powerful ideas, essential learnings and methods of inquiry. In determining learning outcomes for each subject area, we can ask how it contributes uniquely to the achievement of the District's Student Profile.

Within each subject area we expect integration of its key concepts. The science curriculum integrates the physical sciences, life sciences, and earth/space sciences rather than teaching each discipline in isolation. Language arts integrates speaking, listening, reading, writing and viewing into literary genres. Similarly, social studies integrates geography, history, civics, economics, and the behavioral sciences. These integrations, to varying degrees, occur within and across all grade levels and courses.

Beyond the integration of key concepts within subject areas, instruction should build bridges across curricular areas. Efforts should be made to link areas of study from one discipline to another. For example, the concepts of graphing and percentages studied in mathematics can be applied concurrently through geography and economics. World language, fine arts, and social studies could be integrated in units that focus on cultural diversity. Science and social studies could be correlated in an innovative course emphasizing science-related public issues. Work-based experiences in the curriculum offer yet another opportunity for this type of curricular integration.

<u>**RATIONALE**</u>

The subject areas and their key concepts provide useful and well established structures for delivering instruction. Each subject area offers a special lens for constructing meaning. Because each subject area contributes uniquely to the development of the well-rounded student, a comprehensive general education must encompass the full range of subject areas. While knowledge and skill must come from various subject matter domains, students confined to a

narrow range of subject areas will be limited in their scope of understanding and in the development of their learning styles and preferences.

Non-compartmentalized learning enhances student discovery and builds broad networks of understanding. Moreover, personal and societal issues often encompass more than a single discipline. Facing problems in areas such as environmental stewardship, energy use, human rights or economic development requires understanding drawn from various fields of study. Decisions necessary for success in our daily adult lives cut across the boundaries of cultural, mathematical, linguistic, ethical, scientific, and aesthetic understanding.

Integrated curriculum is an educational approach that prepares children for lifelong learning. Those who support curriculum integration believe that schools must look at education as a process for developing skills and abilities for life in the twenty-first century, rather than discrete, departmentalized subject matter. Creating meaningful curricular associations focusing on broad areas of study generates holistic learning and teaching that reflects the real world and better prepares our students for the future.

TOPIC

VII. Assessment

KEY CONCEPT

Assessment of student learning aligns with curriculum and guides instruction.

GUIDELINES

1. The assessment system will consist of both summative assessment OF learning and formative assessment FOR learning.

   a) Assessments of student learning should measure state standards, benchmarks, and the Michigan Grade Level (GLCE's) and High School (HSCE's) Content Expectations derived from the intended learning outcomes of the curriculum.

   b) Assessments are varied so that all students have multiple opportunities to demonstrate what they know and are able to do.

   c) Assessments are used to report individual progress to students and their parents, to determine the effectiveness of curriculum and instruction, and/or to report general progress to the community for public accountability.

   d) Assessment provides opportunities for comparisons of achievement by Farmington students with that of other students in the county, state and nation.

2. Assessments will meet five standards of quality:

   a) The achievement target is clearly defined and appropriate.

   b) The purpose(s) for the assessment (uses and users) are clear.

   c) The method of assessment is aligned with the identified target and purpose.

   d) The sample of student work collected is representative and sufficient to provide a clear picture of student achievement.

   e) Sources of extraneous interference are controlled (e.g., assessment readability, clarity of directions, and environmental distractions).

EXPLANATION

A high-quality assessment system relies on a variety of assessments that provide timely and understandable information to all who need it, so instructional decisions which maximize student success can be made.

A comprehensive assessment system does the following:

1. Defines the achievement expectations to be assessed.

2. Understands who is to use assessment results and how.

3. Decides when and how achievement will be assessed.

4. Communicates results effectively to the intended users.

Assessment FOR Learning

When teachers use assessment FOR learning, they generate a continuous flow of formative information about student achievement during the instructional process. Such feedback provides teachers, parents and students with valuable information about a student's strengths and places where additional instruction and scaffolding (temporary supports provided learners to promote success on the benchmarks) may be needed. Assessment FOR learning is implemented by teachers:

1. Understanding and articulating to students the achievement targets that they are to hit **in advance of the teaching.**

2. Informing their students about those learning goals **in terms that students understand** from the very beginning.

3. Becoming assessment literate so they can transform those expectations into assessment exercises and scoring procedures that **accurately reflect student achievement**.

4. Using classroom assessments **to build students' confidence** in themselves as learners, helping them take responsibility for their own learning, which lays the foundation for lifelong learning.

5. Translating classroom assessment results into **frequent, descriptive (versus judgmental) feedback** for students, providing them with specific insights regarding their strengths as well as how to improve.

6. **Adjusting instruction** continuously based on the results of classroom assessments.

7. Engaging students in **regular self-assessment** with standards held constant so they can watch themselves grow over time and thus learn to take charge of their own success.

8. **Involving students actively in communication** with their teachers and families regarding their achievement status and improvement.

9. Making sure that students understand **how the achievement targets** that they strive to hit now **relate to those that will come later.**

Assessment OF Learning

Assessment OF learning works to document individual or group achievement on mastery of the standards, benchmarks or grade level content expectations. It measures achievement status at a point in time for the purposes of gathering and reporting evidence of learning. This data provides the district with information necessary to make decisions about resource allocation and professional development to ensure equitable learning for all students. Examples include unit/course/grade level final exams given by classroom teachers, and state or district-mandated standardized tests. Summative assessments of learning can take the form of exams, tests, quizzes, projects, performances, interviews, reports, and oral presentations designed primarily for the purposes of educational program planning or grading.

RATIONALE

Systemic school reform supports the alignment of curriculum, instruction, assessment, and evaluation. If assessment is to serve its purposes, it must parallel what we expect students to know and be able to do as defined by local, state and national curriculum standards. The assessment methods and tools we use should capture authentic demonstrations of student work. This includes the things they make, their oral and written discourse, and their performances. These kinds of assessments are no longer separate events but rather integral aspects of activities that demonstrate learning. Instruction and assessment are becoming increasingly seamless. This melding will improve our ability to inform students and their parents about meaningful learning, to adjust teaching, and to modify the curriculum.

Multiple methods of assessment are used to ensure equity. A single measure is often an inadequate indicator of what a student has learned. Achievement of an outcome might be best assessed by a poem for one student, an essay from a second, or a drawing by a third. All students should be afforded opportunities to demonstrate what they know and are able to do. Whatever measure is used to assess and evaluate student learning, it must meet established standards which are fair, objective and unbiased.

TOPIC

VIII. Unity and Diversity

KEY CONCEPTS

The curriculum reflects the pluralism in our society.

GUIDELINES

1. The curriculum reflects both the shared culture that bonds Americans together and forges our national identity, as well as the differences that make us unique.

2. The curriculum enables students to develop respect for diversity among individuals and groups as a core democratic value.

3. The curriculum reflects the perspectives and contributions of the different groups represented in our society.

4. The curriculum enables students to think critically about controversial issues.

EXPLANATION

The curriculum can enable students to develop their national identity, to realize what they have in common with others by virtue of being a part of the American community. This requires study of our history, political systems, literature, art, major institutions and popular culture. It also requires the development by students of a reasoned commitment to the core values of American democracy including liberty, equality, justice and others derived from the Declaration of Independence and the Constitution. By building understanding of our shared national heritage, the curriculum can foster patriotic unity in a diverse society without promoting uniformity. The curriculum should also enable students to recognize the differences that make us unique. The diversity of cultures, religions, customs and traditions not only enriches the individual but our national identity as well.

Within the national community there is great diversity (religious, racial, ethnic, regional, and other kinds of differences including physical characteristics, learning styles, interests and ability status). The curriculum should enable students to appreciate this American mosaic. It should also be a means of building respect for diversity of cultures throughout the world. To instill respect for diversity, the curriculum must embody it. Students must be able to see both themselves and those unlike themselves reflected in what they study. This means going beyond the superficial cultural attributes of foods, holidays, and cultural heroes to meaningful encounters with a rich array of cultures, past and present, near and far. Our curriculum should reflect the perspectives and contributions of different societal groups. Students will learn more when the topics are more relevant to them**.** Respecting diversity does not, however, mean approval or

acceptance of cultural norms that violate human dignity and the ethical standards of a democratic society.

The curriculum provides opportunities to explore controversial issues through a variety of perspectives which will help students think critically. The curriculum enable*s* students to make informed decisions about these issues.

RATIONALE

A pluralistic curriculum is not a divisive force. It promotes the values of unity and diversity. Curriculum *is* constructed to advance cohesion and foster respect for differences.

The curriculum should cultivate the common core of values as well as reflect the diversity of our society. It should promote the goals of both unity and diversity. Unity is realized by promoting the macrocultural values expressed in the U.S. Constitution and the Bill of Rights. Diversity is realized by promoting respect for differences and by recognizing the value of diversity not only to the individual student but to society as a whole.

Curriculum Framework Procedural Guidelines

FOR CURRICULUM DESIGN AND REVIEW

The Curriculum Framework of the Farmington Public School District begins with a Student Profile that describes the student we hope to graduate by presenting a set of broad outcomes intended to result from a student's experience with the curriculum of our school district. The Framework then presents a set of Substantive Guidelines that characterize the kind of curriculum necessary to produce the student we have profiled. These guidelines guide the construction and delivery of our curriculum for all subject areas and grade levels. The concluding component of the Curriculum Framework is a set of Procedural Guidelines.

The Procedural Guidelines establish procedures to guide the actual construction of the K-12 curriculum. The Procedural Guidelines respond to the following eight questions:

I. Who constructs the curriculum?

II. What steps are followed to produce the curriculum?

III. What are the content areas of the curriculum?

IV. What are the components of the curriculum and according to what format will these components be written?

V. How are instructional resources procured and documented?

VI. What provisions are made for professional development activities that build understanding of the curriculum, effective teaching, and valid assessment of student learning?

VII. How is the curriculum presented to all concerned groups?

VIII. How does the District ensure that the curriculum is being delivered?

A set of procedural guidelines is presented in response to each of these questions. The same format is used for each set of guidelines. First, the topic is identified and the question is posed. Next, the guidelines responding to that question are presented, followed by a short rationale which briefly explains the basis for the guidelines.

I. Responsibility for Constructing the Curriculum

QUESTION

Who constructs the curriculum?

GUIDELINES
1. District curriculum is constructed by certified teachers, and members of the Instructional Services staff, with opportunity for review and suggestion from school administrators, parents, students and the community. Existent curricula should be reviewed/revised every 5-7 years. New curricula can be developed at any time there is an identified need. New curriculum documents should have obtained School Board approval by March of a given year in order to be implemented in the fall of that same year.

2. Suggestions from administrators, parents, students and the community may be submitted in writing at any point in the development process using the Farmington Curriculum Framework Review Form (Appendix B). Comments on the curriculum that are beyond the scope of the criteria on the review form should be submitted as an attachment to the form.

3. The District web site will provide clear communication regarding the processes and timelines for curriculum development in order to facilitate opportunities for participation in the process by all of our stakeholders. The posting will provide an up-to-date listing of the anticipated curriculum projects for the school year and contact information for the staff member facilitating that project. The dates of the District Framework and Board Curriculum Committees will be posted. This website information will include a list of the expected topics one week prior to the meeting.

4. The Director of Curriculum will designate a chairperson for each authoring committee. When appropriate, District specialists for technology, media, assessment, and other special services, as well as external specialists, may consult with the authoring committee. Final draft documents of courses are submitted to the Director of Curriculum by the authoring committee chairperson for submission to the Curriculum Framework Committee.

5. When designing curriculum for a subject area, the authoring committee will take into account opportunities for integrating learning across subject area boundaries. National education standards, the Michigan State Curriculum Framework standards and benchmarks, Michigan Grade Level (GLCE's) and High School (HSCE's) Content Expectations and research on best practice will also be considered.

6. The Farmington Curriculum Framework Committee, appointed by the Superintendent and consisting of central administrators; Instruction Services staff; principals and teachers from the elementary, middle, and high school levels; special education staff; and parents and community members, evaluate curriculum documents using the Frameworks Curriculum Review Form to decide whether or not to recommend adoption of the curriculum submitted by the Director of Curriculum. The criteria delineated on the form ensure alignment with the District's Beliefs, Mission Statement, goals, Student Profile, and Substantive Guidelines.

7. When the Curriculum Framework Committee convenes, a member of the authoring committee will overview the work and the Framework members will discuss, seek clarification, raise concerns, and make specific suggestions for correction or alteration based on the Frameworks Curriculum Review criteria. Following the discussion, committee members will complete and sign their Farmington Curriculum Framework Review Form, indicating their recommendation, and submit the review form to the Director of Curriculum to be filed. If a majority of committee members recommend revision, the course will be sent back to the authoring committee with a written explanation and a detailed list of concerns that need to be addressed before resubmitting the document to the Frameworks Committee.

8. All approved curriculum documents will be referred by the Director of Curriculum to the Superintendent and the Board of Education for review and potential adoption.

9. Curriculum proposals initiated by administrators, teachers, parents, students, or community groups are submitted to the Director of Curriculum for consideration and possible referral to an authoring committee or the Curriculum Framework Committee. Any curriculum project that proposes to substitute for the adopted curriculum will be considered a pilot and must be approved for a trial period in advance by the Director of Curriculum and the Superintendent. To continue beyond the designated trial period, a pilot must provide evidence of increased student performance, and be approved by the Frameworks Committee and the Board of Education.

RATIONALE

This method for constructing curriculum balances the factors of central coordination, professional expertise, school autonomy, teacher creativity, and community participation. It is intended to be an interactive system whereby curriculum decisions are neither "top-down" nor "bottom-up." Decisions about curriculum, whether at the district, building, or classroom level, are influenced by judgments made at other levels. On behalf of the district, the Curriculum Framework Committee references the Student Profile of desired student attributes, the Substantive Guidelines for the kind of curriculum necessary to produce the student profiled, and the Procedural Guidelines for the process of constructing such a curriculum within the boundaries of best practice. Teachers are then responsible for delivering the curriculum as adopted by the Board of Education including scope and sequence, assessments, and time allocation.

II. Curriculum Design Cycle

QUESTION

What steps are followed to produce the curriculum?

GUIDELINES

1. The curriculum is constructed by content area in accordance with a five-phase Design Cycle. The phases are:

    Phase One - Research and Study

    Current research and best practice are reviewed to update knowledge in the field including new understandings regarding teaching and learning when appropriate. Local assessment data will be analyzed to determine how well Farmington students are performing. The District Mission, Student Profile, and Substantive Guidelines for curriculum are reviewed to ensure alignment between them and the curriculum. National and Michigan curriculum standards, benchmarks and Michigan Grade Level (GLCE's) and High School (HSCE's) Grade Level Content Expectations are studied to guide construction and alignment of the curriculum.

    Phase Two - Drafting the Curriculum Document/Course

    A curriculum document/course is drafted in accordance with the format specified in these guidelines (see Topic IV). Each component of the document is reviewed by the authoring committee and curriculum staff during writing, and outside consultants as deemed necessary by the authoring committee and the Director of Curriculum.

    Phase Three – Adoption and Implementation

    Once the curriculum is adopted, teachers are provided with the necessary resources and training to implement it at the classroom level. During this phase, teachers will implement appropriate differentiation techniques, curricular integration, and standards-based common assessments.

    Phase Four - Monitoring

    Implementation of the curriculum will be supervised by building administrators. The administrators may seek support from the appropriate directors and curriculum coordinators in understanding the particular curriculum and

instructional practices associated with it.   While being delivered in schools, the curriculum may be adjusted to improve student learning, and additional support will be provided to teachers as needed.

Phase Five - Evaluation

The curriculum will be reviewed to assess the extent to which all students have met the standards of achievement it sets, and to begin planning for Phase One of the next cycle. This evaluation can be based on a variety of data, including, but not limited to, standardized assessment data, common assessments, parent and staff surveys, and performance assessments. It will also be evaluated for its compatibility with the Professional Learning Community (PLC) process.
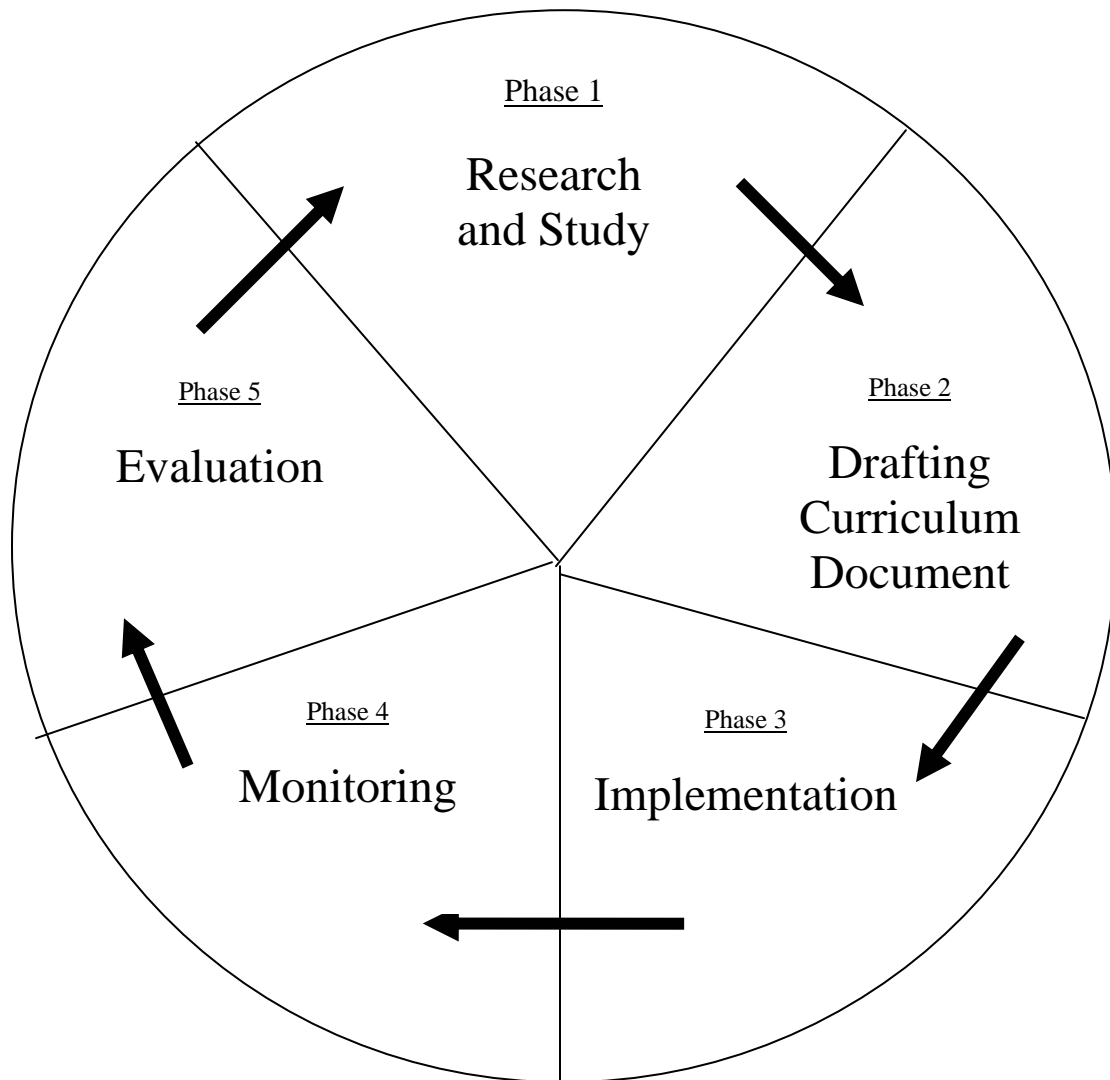
Any component of the curriculum may be slightly modified during any phase of the design cycle upon approval of the content coordinator and the Director of Curriculum. However, major modifications or changes will have to follow the original process of new course development and will be rewritten and submitted to the Curriculum Framework Committee.

2. The Director of Curriculum annually schedules the cycles for all content areas and sets timelines for the completion of tasks and the delivery of products.

RATIONALE
Knowledge is increasing dramatically in every content area. New discoveries, modes of inquiry, and communication technologies accelerate the rate of change, rapidly outdating information in a field of study. Understanding about teaching and learning also evolves. Both the increase in academic knowledge, and its uses for educating young people, must be considered when planning the curriculum. The five-phase-cycle described here assures that the curriculum will be kept current. It also enables the District to allocate and manage resources efficiently when constructing the curriculum. Moreover, it provides vehicles for involving all pertinent staff in curriculum planning, and on-going assessment of instructional programs with input from parents and community members.

Curriculum Design Cycle

Phase 1
Research and Study

Phase 5
Evaluation

Phase 2
Drafting Curriculum Document

Phase 4
Monitoring

Phase 3
Implementation

TOPIC

III. Content Areas

QUESTION

What are the content areas of the curriculum?

GUIDELINES

1. Curriculum will be designed for each of the following content areas:

   Business: Business includes the study of entrepreneurship, sales, marketing, finance, accounting, personnel, economics and management.

   Design & Technology: The study of physical, bio-related, and informational systems using technological materials, tools, and processes for communicating and managing information, solving real problems, creative expression, research, design, and product development.

   English Language Arts: The study of the English language through listening, speaking, reading, writing, and viewing to enhance language development and build literacy through oral and written texts.

   Fine Arts: The study, creation, production, and performance of human aesthetics through music, visual arts, dance, and theater.

   Life Management: Life Management includes the study of human growth and development, child care, sociology, health and nutrition, domestic engineering, and leisure and recreational activities.

   Mathematics: The study of the patterns and processes of quantities and shapes, and their relationships.

   Physical Education & Health: The study and practice of behavior for maintaining a healthy body and mind for lifelong fitness.

   Science: The study of science concepts through observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena.

   Social Studies: The study of history, geography, civics/government, and economics for social understanding and civic competence in a democratic society.

   World Languages: The study of communication in a language other than English.

2.   For each content area, curriculum documents/courses will be produced following the format established by the district.

RATIONALE

Knowledge must be organized in order to construct a curriculum. Categories of subject matter provide a basis for ordering what students are expected to learn and increase the chances that important content is neither omitted nor duplicated during a student's school career. The content areas of the Farmington curriculum encompass all fields of learning within general education. They include the content areas of the Michigan Curriculum Framework as well as additional fields of study deemed necessary to achieve the District's Student Profile. The curriculum for each content area encompasses its constituent disciplines. For example, Science includes life sciences, physical sciences, and earth/space sciences; and Fine Arts include music, visual arts, and performing arts. Integration of learning can be accomplished by merging disciplines within a content area or by coordinating the study of subject matter from various content areas of the curriculum. For example, chemistry and biology could be merged within science, or the study of American History in social studies could be coordinated with the study of American Literature in English Language Arts. Structuring curriculum by content area supports the learning of essential concepts both within and among the fields of study generally considered vital for the development of a well-rounded person.

TOPIC

IV. Curriculum Format

QUESTION

What are the components of the curriculum and according to what format are they written?

GUIDELINES

1. A curriculum document/s for each content area is written following a uniform format that is consistent with the Substantive Guidelines of the District Curriculum Framework.

2. The curriculum document consists of the following components:

    Overview/Course Description - A one-paragraph summary highlighting what will be learned during the course of study.

    K-12 Content Standards - These are identified from state and nationally recognized sources and delineates the content domain for the course.

    Career Pathways/Clusters – Examples of careers that are directly or indirectly related to this field of study that inform students about possible careers they might wish to investigate.

    Units of Study - A list of the major topics into which the grade-level or course is divided as well as recommended time allocations for each unit.

    Common Assessments – The district has begun the process of developing standards-based common assessments that:
    a. are aligned and cited with the standards, benchmarks and Michigan Grade Level (GLCE's) and High School (HSCE's) Content Expectations of the identified course/grade,
    b. use an assessment method that reflects the content and complexity of the achievement target,
    c. effectively employ a variety of assessment methods that allow students to demonstrate their learning in multiple ways,
    d. are developed through an evolutionary process that begins with focus on the essential objectives of a grade or course,
    e. support the Professional Learning Community (PLC) and NCA goal measurement processes by producing usable data, and
    f. are used by all appropriate staff at the identified grade/course level.

    The curriculum document for a course or grade level will include a summary of the progress on common assessment development.

Unit Key Concepts/Focus Questions – Articulates major ideas students are expected to comprehend as a result of each unit of study.

Unit Benchmarks - Statements of what students should know and are able to do as indicators that they are making progress toward meeting the content standards set for the course.

Unit Activities and Assessment Tasks – Examples of activities that may be used during the instructional process are designed to engage students in the content of the unit and measure whether, and to what degree, students have attained the benchmarks of the unit (assessment FOR learning).

Instructional Resources – This is a list of materials and technology that have been screened by the authoring committee, curriculum staff, and outside consultants as deemed necessary to support the teaching of the course. Each curriculum will contain a list of essential materials to be used, and may include a list of enrichment materials. The authoring committee will determine whether to report the resources by unit or as a single list at the end of the document.

Opportunities for Integration – A list of possible connections between key concepts within a course of study, and subject matter from other disciplines. This component of the curriculum may be delineated by unit, or at the end of the document for the course of study.

Authentic Applications - Descriptions of how the learning within a course of study is actually used in the world outside of school. It answers the question of "Where and when will I use this beyond school?" This component of the curriculum may be delineated by unit, or at the end of the document for the course of study.

3.   The final curriculum document will be written according to the ***Formatting Guidelines For Development of Curriculum Documents*** (Appendix A).

RATIONALE

The written curriculum, when constructed according to these guidelines, can be made available as a whole or in part to school district staff, parents, and members of the community. The use of a consistent format in the written curriculum enhances understanding of the various audiences that read it, including parents. Furthermore, teachers, especially those who are new to the profession, or assigned to teach a course for the first time, will find that a common curriculum format will enhance their understanding and effectiveness when teaching. Writing curriculum according to this format offers a rich opportunity for professional development. Participants are engaged by the format in thinking carefully about what is most important to teach, how best to assess student learning, how to bridge learning across content areas, and how to equip themselves for imaginative and effective instruction.

V. Instructional Resources

QUESTION

How are instructional resources procured and documented?

GUIDELINES

1. A list of instructional resources is identified in the curriculum document for teaching each unit of study. Resources will be identified as either essential or enrichment. The list of essential resources will include materials formatted with universal design principles in mind. Universal design is achieved by providing a variety of materials that support multiple means of representation, expression, and engagement. This effort will increase the points of access to the curriculum, ensuring access to high standards for a diverse group of learners.

2. The list of instructional resources identified in a curriculum document may include published print materials, unpublished print materials, manipulatives, electronic resources, and learning activities that have been designed by local teachers. When selecting online electronic resources teachers should consider directing students to district, community library, and state provided subscription databases of information sources. Teachers should also take advantage of lists of recommended web sites provided by district curriculum staff, media center personnel, state library collections and other educational organizations that offer filtered search results.

3. When selecting resources to support curricula developed around current events or potentially sensitive topics, special care must be taken to avoid bias. Lists of resources must be developed in a balanced manner and never to advance a political position or ideology. Such an agenda would be outside the parameters of ethical instruction.

    The explosive growth of the internet as an information resource has been both an asset and a challenge. Lists of web sites should be routinely re-examined to ensure that they meet Farmington standards and are educationally sound. Web sites can be used in a variety of ways to support instruction and provide opportunities for critical thinking. This includes providing background information, examples of various viewpoints on a topic, and a source of information to support the development of discussion, debates, and essays. In the exploration of various viewpoints, it is essential to distinguish fact from opinion and maintain an overall balanced, unbiased approach with regard to instructional delivery and the materials used.

4. When teaching a unit, teachers are expected to use the essential resources identified in each unit of study. They are also encouraged to select materials from the building and District Media Centers, ISD sources, and other resources they deem necessary for

teaching. They may also use enrichment resources at their own discretion provided they pertain to the unit topic, meet accepted quality standards, and are used to help students achieve the unit benchmarks. Teachers are encouraged to submit enrichment resources they find beneficial to the content area coordinator to have them considered for addition to building/department/district media centers.

5. When appropriate, the authoring committee of a curriculum document may recommend a textbook be adopted as an essential support for the course. Textbooks will be selected on the basis of their alignment with the benchmarks and standards of the course, and will, at minimum, be reviewed using the Farmington Instructional Resource Review Form (Appendix C). The recommendation of the authoring committee will then be reviewed by additional staff with knowledge and experience in the content of the course. These additional reviewers may be staff members who teach at the same or similar grade levels, within the same department, or from the Instructional Services Department. If there is still some dissatisfaction with the recommendation following these two reviews, additional reviews may be sought from sources outside the school district (e.g., universities, professional associations and reputable research organizations). The Instructional Resource Review Forms of all reviews are available for inspection upon request to the Director of Curriculum. Care will be taken to ensure that the textbook is of high quality, free of bias and developmentally appropriate for the grade for which it is intended. The final recommendation for a textbook adoption is made to the Board of Education by the Director of Curriculum.

6. Staff, students, parents, and community members who have concerns regarding the recommended instructional resources may submit their concerns on the Farmington Instructional Resource Review Form at any point in the development/adoption process. These forms are submitted to the Director of Curriculum who will provide a written response.

7. Prior to phase three of the curriculum design cycle, following approval by the Board of Education, all essential instructional resources are procured by the district. New instructional resources can be added during phase two, three, or four of the curriculum design cycle by recommendation and review by teachers, ISD consultants, media specialists, content area coordinators, and other educational staff/specialists.

8. All essential instructional resources identified for a course of study are made available to all teachers expected to use them, utilizing district funds during an adoption year and building funds in non-adoption years.

9. Enrichment resources, that are not already available, may be purchased with discretionary funds as they become available.

RATIONALE
These guidelines provide for identification of appropriate instructional resources for teaching each unit of study. Teachers are expected to use essential resources and may choose from the enrichment resources or use other resources that enhance student learning. The repertoire of high

quality instructional resources is continually evolving. If the appropriateness of instructional resources is challenged, they can be defended as screened and recommended in the curriculum guide or as enrichment items aligned with the benchmarks for a unit of study.

TOPIC

VI. Professional Development

QUESTION

What provisions are made for staff development activities that build understanding of the curriculum, effective teaching, and assessment of student learning?

GUIDELINES

1. Professional development experiences for the continuing education of teachers and administrators correspond with, but are not limited to the phases of the curriculum design cycle.

2. District curriculum staff, building teams, Professional Learning Communities, coaches and individual teachers, assume responsibility to design and conduct appropriate local professional development activities.

3. In addition to locally conducted professional development activities coordinated with the phases of the curriculum design cycle, teachers are encouraged to attend regional, state, and national conferences and workshops; to pursue relevant advanced formal education; and to visit other schools to observe best practice and confer with colleagues.

4. Training should be job-embedded whenever possible to allow for appropriate follow-up and feedback.

RATIONALE

Ongoing staff development is provided and teachers are encouraged to keep abreast of new developments in their field. To ensure that both the curriculum document meets high standards and that teachers learn what is essential, professional development activities are planned and implemented. In that way, teachers are systematically learning what they need to know about new thinking within a content area, state and federal guidelines, curriculum writing technique, effective teaching, improved assessments of student learning, selection of instructional resources, integration of subject matter, and other pertinent topics. Professional development involves both programming designed by and for local staff, as well as experiences that draw teachers to events where they encounter experts and master teachers. Workshop presenters for all professional development opportunities must model the teaching strategies we expect from teachers. This includes, but is not limited to, such best practices as differentiation, cooperative learning, brain-based learning strategies, and effective inclusion of technology. Coaches can also provide embedded professional development opportunities within the school and classroom.

TOPIC

VII. Publicizing the Curriculum

QUESTION

How is the curriculum presented to all concerned groups?

GUIDELINES

1. A current edition of the Farmington Curriculum Framework and the curriculum guides for each course are made available upon request from the Director of Curriculum.

2. A K-5 parent curriculum handbook for all content areas, containing the sequence of study, overviews, and unit titles included in the curriculum are available to parents online at the district website and in the main office of every elementary school. Similar course description documents are available at the middle and high schools.

3. Curriculum coordinators are responsible for updating curriculum documents and annually updating course description materials for their content areas. Curriculum maps are found in the district folders and on the website.

5. All official descriptions of curriculum presented to the public, including those in course syllabi, handouts for parents, newsletters, and web resources, should correspond to information in the District Curriculum Framework and course curriculum guides.

RATIONALE

These provisions ensure that a clear and current version of the curriculum is always available to the public. Consequently, there is less chance for confusion about major topics within a course, what students are expected to learn, and the materials that are recommended for instruction. A readily accessible curriculum guide informs students, parents, community members, those who are considering moving to the school district, as well as people from other school districts, about the content of our curriculum.

VIII. Monitoring

QUESTION

How does the District ensure that the curriculum is being delivered?

GUIDELINES

1. Teachers are responsible for delivering the curriculum as adopted by the Board of Education including scope and sequence, assessments, and time allocation.

2. It is a responsibility of building administrators to monitor the delivery of curriculum through instructional supervision. A monitoring system assures quality and consistency in the delivery of the curriculum.

3. Staff from the Instructional Services Division will collaborate with school building personnel to monitor student achievement data, identify significant trends, and support curriculum development and delivery as assigned by the Assistant Superintendent for Instructional Services.

4. School improvement teams use assessment data to identify areas of weakness in student achievement and to recommend adjustments in curriculum that address those deficiencies.

5. Teachers are responsible for participating in district, building and grade level/department Professional Learning Communities (PLC) to accomplish goals of the NCA Performance Accreditation process and meet requirements of NCLB and Ed YES. Duties include identifying critical course outcomes, assessing student progress toward the specified outcomes, and implementing interventions to ensure all students meet learning objectives.

6. Students, parents, teachers and administrators are encouraged to report concerns they encounter in the delivery of the adopted curriculum to the Director of Curriculum and/or the Assistant Superintendent for Instructional Services.

RATIONALE

Once a curriculum has been written and adopted, there must be a means of determining the effectiveness of its implementation. Both formal and informal instructional supervision ensure that the written curriculum is translated into practice. Administrators are expected to be knowledgeable about the curriculum, and to discuss it directly with teachers in connection with their observation. In addition to supervision, the school improvement/accreditation processes and routine communication among staff members are used to identify possible concerns with the curriculum, or its delivery, and to guide corrective action.

(Appendix A)   **Formatting Guidelines for the Development
of Curriculum Documents**

In order to ensure quality, consistency, and alignment with the District Framework when developing curriculum documents, the following guidelines are provided:

1. Develop documents in *Microsoft Word* format so they can be made available on the district network and support later updates/revisions.

2. The title page of each document should include the title, course name, number, description, grade level(s), and department or area, all members of the authoring committee, month and year of adoption (date when the Board approves the document), and amount of credit /length of course where applicable.

3. The footer for the document includes "© Farmington Public Schools – month, year, and page number."

4. Course prerequisites are listed immediately after the Course Description/Overview paragraph where applicable.

5. Curriculum map must be completed following the FPS template (Appendix D).

6. K-12 Content Standards are drawn from state and nationally recognized sources and delineate   the primary content domain of the course. The document should include a complete list of all the content standards from the content area. Where available, standard numbering codes should also be used. The sources of these standards must be clearly identified.

7. A copy of the Career Pathways/Cluster and a list of related careers pertaining to the course of study can be obtained from the Career Development Department electronically and copied into the document following the K-12 Content Standards

8. Lists which articulate examples of Key Concepts, Benchmarks, Activities, and Assessments in each unit must be numbered.

9. Each benchmark must be clearly identified with the code numbers used in the Michigan Curriculum Framework when applicable. If another source of benchmarks is used, benchmarks must be indicated with appropriate code numbers and the outside source must be identified. Locally developed benchmarks should be identified with the code "FPS." Identifying codes, numbers and letters should appear after each benchmark within parentheses. Example: (3.5.8 MS)

10. Assessments are aligned with State Content Expectations and FPS Curriculum Maps.

11. Opportunities for Integration will be clustered by content area. Several opportunities may be listed under each content area if available.

12. Authentic Applications answer the question, "Where and when will I use this beyond school?" All identified applications must be listed and numbered.

13. Certain courses require student participation in projects and activities which take place beyond the regularly scheduled school day. Expectations for student participation outside of regular school hours should be clearly articulated in the curriculum document.

14. All essential resources needed to teach the course should be listed by unit with appropriate reference information including title, author, publisher, copyright date, ISBN number, and/or other identifying information (video, audio tape, CD, music, software, etc.) using the Purchase Order Requisition form (Appendix E).

(Appendix B)   **Farmington Curriculum Framework**
Review Form

Course/Curriculum _____

<u>**Substantive Guidelines:**</u>   **Rate using:**
1 as agree completely and
5 as disagree completely

1. Does the course support the Student Profile?
   Comments:

    1   2   3   4   5

2. Does the course/curriculum relate to building/district goals?
   Comments:

    1   2   3   4   5

3. Does the course/curriculum promote excellence and equity?
   Comments:

    1   2   3   4   5

4. Are there opportunities for integration with other curricular areas?
   Comments:

    1   2   3   4   5

5. Is the assessment varied (pencil/paper, performances, projects,
   demonstrations, etc.) and relevant (tied to life/work beyond school)?
   Comments:

    1   2   3   4   5

6. Is the assessment aligned to the content expectations?
   Comments:

    1   2   3   4   5

7. Does the curriculum reflect a value for diversity (culture, gender,
   ethnicity, teaching strategies, learning style, intelligence mode, etc.)?
   Comments:

    1   2   3   4   5

8. Will the instructional materials and resources be varied and include
   technology?
   Comments:

    1   2   3   4   5

9. Is there evidence of higher order thinking and problem solving?
   Comments:

    1   2   3   4   5

10. Is there evidence of real-world application and/or connections
    to Michigan's Career Pathways and National Career Clusters?
    Comments: 1   2   3   4   5

<u>Academic Content:</u>

11. Is there evidence of research and best practice?
    Comments:
                                                                 1   2   3   4   5

12. Are significant concepts included?
    Comments:
                                                                 1   2   3   4   5

13. Does the course promote depth of understanding?
    Comments:
                                                                 1   2   3   4   5

14. Are concepts presented in a balanced, unbiased manner
    where appropriate?
    Comments: 1   2   3   4   5

<u>Format</u>:

15. Is this course constructed around the categories identified in the
    Frameworks procedural guidelines?
    Comments: 1   2   3   4   5

16. Is staff development needed?
    Comments:
                                                                 1   2   3   4   5

17. Do you recommend approval of this curriculum?
    Comments:
                                                                 1   2   3   4   5

                                                      REVISION
                                                      RECOMMENDED

    Signature: _____ Date: _____

(Appendix C)   **Farmington Instructional Resource Review Form**

          Curriculum authoring committees utilize this form when reviewing possible textbook/resources which best support curriculum delivery. Thoughtful review of the available resource options results in a match between our instructional goals and student learning. Professional discernment when recommending textbooks/resources is facilitated by responding to the questions below:

Title: _____ **Publisher:** _____

Copyright Date: _____

Course: _____ **Reviewer(s):** _____ **Date:** _____

Characteristics	**Rating**				
	Disagree				**Agree**
1. The resource is well aligned with the curriculum key concepts & benchmarks.	1	2	3	4	5
2. It provides multiple perspectives for examining a topic.	1	2	3	4	5
3. It is thorough in terms of its coverage of identified topics.	1	2	3	4	5
4. It is free of bias; including, but not limited to, race, gender, ethnicity, religion and culture.	1	2	3	4	5
5. The page layout/format is inviting and supportive of student engagement	1	2	3	4	5
6. The content provides thoughtful challenge for higher level critical analysis.	1	2	3	4	5
7. The reading level is appropriate.	1	2	3	4	5
8. There are appropriate support materials (i.e., transparencies, maps, charts, CDs, test generators, etc.).	1	2	3	4	5
9. There are video/computer support materials.	1	2	3	4	5

10. Strengths of this resource:

_____

_____

_____

_____

11. Weaknesses of this resource:

_____

_____

_____

_____

12. How can we address the weaknesses?

_____

_____

_____

_____

13. Other Comments: _____

_____

_____

_____

Signature of reviewer(s): _____ **Date:** _____

(Appendix D)
Note: This is a sample only. The FPS template is located on the Shared Drive in the Frameworks folder.

... Curriculum Map

Units of Study	Standards, Benchmarks, GLCEs or HSCEs	Big Ideas / Key Concepts	Assessments		Learning Strategies	Content Activities	Vocabulary	Instructional Resources
			OF LEARNING	FOR LEARNING				

(Appendix E)   **PURCHASE ORDER REQUISTION**

Date:	Purchased For:
Vendor Name:	Building:
Address:	Department:
	Special Instructions:
Phone:	

Line	Quantity/Unit	Description (Include ISBN &/or Item #)	Unit Price	Total Price
1.				
2,				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
** Shipping and handling charges **must** be included, if unknown, add 10% **			**S & H =**	

TOTAL PRICE $ _____

Brief Rationale (If Needed) _____

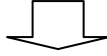**Budget Manager Approval** _____

CURRICULUM DEVELOPMENT PROCESS

WHO?

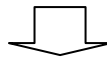|	
C2/ District Curriculum Committee	**EXAMINE STATE STANDARDS/ BENCHMARKS/GLCE/HSCE**
	⬇
	IDENTIFY AND PRIORITIZE "POWER STANDARDS"
	⬇

Curriculum Coordinators and Representatives from District Curriculum Committee	**DEVELOP CURRICULUM MAPS**
	
	• Determine units of study
	• Determine key concepts
	• Unpack / label with benchmarks
	• Create / match assessments of and for learning
	• Review appropriate instructional resources
	• Imbed:
	   - Differentiation
	   - Integration
	   - Technology
	   - Vocabulary
	   - Career development
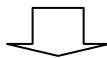
	⬇
Curriculum Coordinators & Representatives from District Curriculum Committee	**CURRICULUM MAPS PRESENTED TO DISTRICT CURRICULUM COMMITTEE**
	⬇
	CURRICULUM MAP IS SHARED AMONG STAFF FOR REVIEW AND REVISION
Curriculum Coordinators	**CURRICULUM MAPS PRESENTED TO DISTRICT CURRICULUM COMMITTEE FOR REVIEW AND FINALIZATION**
	⬇
	CURRICULUM MAP IS PRESENTED TO DISTRICT FRAMEWORKS COMMITTEE
Curriculum Coordinators & Curriculum Director	⬇
	CURRICULUM MAP IS PRESENTED TO SCHOOL BOARD