

CURRICULUM

| DATES (Adopted/Revised) | GUIDE WORDS |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August, 1973 Revised January, 2002 | Curriculum Arbor Day Career Education Content Health Education Humane Environment Instructional Assessment Instruction in English Multi-Culture Reading Assessment U.S. Citizenship Veterans Day Observance |

The school district curriculum will be designed to assure that there is alignment between the written curriculum, taught curriculum and the assessed curriculum.

WRITTEN CURRICULUM:

The Superintendent or designee will develop a systematic ongoing process for the development and adoption of the written curriculum. Staff members and parents/guardians are to be represented in development of the curriculum. Allocation of resources, time, and services are to be directed toward accomplishing the standards and expectations set forth in the written curriculum. The written curriculum is to be clearly communicated to the Board and the public.

Curriculum developed for the district's schools will concentrate upon the essential skills and provide for consistency and clarity of an instructional focus among the schools. Common textbook adoptions and curricular material used to deliver the written curriculum will be aimed at promoting consistency and clarity of an instructional focus (See Textbook Adoption Policy 6210).

The written curriculum will be developed and revised in accordance with state guidelines, relevant federal mandates where applicable, and local needs. It shall be congruent with those subject areas and skills tested by the state and locally adopted criterion referenced or standardized assessments. A curriculum map is to be developed for each curriculum and made available to teachers and the public.

TAUGHT CURRICULUM:

The taught curriculum will be aligned with the written curriculum to bring about a high degree of consistency. Teachers are charged with teaching the written curriculum set forth in the state achievement standards and the Pocatello/Chubbuck School District curriculum maps. Building principals are charged with monitoring the delivery of the district curriculum to ensure that instruction delivered by teachers follows the curriculum maps.

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A variety of instructional methods and strategies are to be used to promote student achievement and address the unique need of learners during the delivery of the written curriculum. Curriculum standards and maps represent clear expectations for the content to be taught. The instructional goal is to promote student achievement of the standards. Staff development is to be designed to prepare staff members to teach the written curriculum and use effective pedagogical practices.

ASSESSED CURRICULUM:

The written and taught curriculum will be assessed in accordance with the programs outlined by the Idaho State Legislature, the State Board of Education, the State Department of Education, and School District No. 25. A variety of assessment approaches are to be used to determine the effectiveness of the written and taught curriculum. District and classroom assessments serve as benchmarks for achieving the state standards. Teachers and principals will use assessments to monitor the status of student achievement, regroup students for instruction, identify trends, and modify instruction as warranted. Assessment results are also to be used by the Superintendent and his/her administrative staff to determine the effectiveness of the written and taught curriculum, and as a basis make adjustments to the curriculum as warranted to assure students are able to meet state and district standards. Assessment results will be shared with students, parents, and the public.