

NORTH KINGSTOWN SCHOOL COMMITTEE
POLICY MANUAL

CURRICULUM REVIEW AND UPDATING

PURPOSE:

The purpose of the Curriculum Review and Updating Policy is to provide a vehicle through which to review and update the curriculum of the district on a continuous basis involving all components of the school community.

PHILOSOPHY:

The North Kingstown School Committee acknowledges it's responsible for the maintenance of the highest quality educational program it can provide for the students of the community and commits to achieving this end. As part of this responsibility it further acknowledges that final changes and the adoption of school curriculum rests with it.

POLICY STATEMENT:

RESPONSIBILITIES:

The School Committee charges the Department's Curriculum Director, in coordination with the Superintendent of Schools, with the responsibility for the overall operation of the curriculum improvement process.

School Principals are responsible for the operation and application of the process within the schools.

Teachers are responsible for implementation of the curriculum in the classrooms.

PROCESS:

The curriculum improvement process will consist of a district-wide curriculum cycle, district goals and objectives for each subject in each grade level, a district scope and sequence, district time allocations for each subject, and a school level curriculum improvement process. A district curriculum committee, chaired by the curriculum director and composed of students, parents, teachers, administrators and elected officials will oversee the curriculum improvement process.

CURRICULUM CYCLE:

A curriculum cycle will be established to provide for continuous updating and renewal of the curriculum. The cycle will consist of the following steps: assessment of student needs, development of goals and objectives, selection of materials, development of instructional methods, delivery of staff development, implementation of the curriculum area, and evaluation of the curriculum area.

*Students need a curriculum which has the flexibility to accommodate different styles and rates of learning, as well as their various educational, social, emotional, physical, and developmental needs. Curriculum should address student interests, should motivate students to learn, and should be challenging to all students.

*Goals are statements of intent for student performance. Objectives are specific actions taken to achieve stated goals including who, what, when and how.

*Materials Selection is an ongoing process of reviewing, identifying, examining, piloting and selecting a wide variety of resources which support the program goals and objectives.

*Methods are the strategies by which program goals and objectives are achieved. Strategies should be varied to meet the needs and strengths of individual students, motivating them to achieve their potential. Strategy assessment should be on going.

*Staff development includes continuing education for staff; sharing of ideas, techniques, methods, materials and philosophy among staff, and encompasses all of the curriculum cycles. It should be correlated with goals and objectives and include evaluation.

*Program implementation is a flexible process relying on teacher expertise in instructional methods which help students use prior knowledge and talents, learn new skills, and construct new knowledge to reach the adopted goals. In order for program implementation to be successful, there must be ongoing staff development for teachers, stated curriculum goals for students and adequate materials for all.

*Program Evaluation defines clearly what is being measured, addresses program goals and objectives, is conducted by the total school community, and is used as a tool for making any necessary adjustments and changes to the program.

Following is a chart which defines the cycle phase of each curriculum area through 2013.

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Needs Assessment	MED LIB	MU ART	SCI FL	SS	MA PE/HE	LA READ	CAR ED VOC ED
Goals and Objectives	CAR ED VOC ED	MED LIB	MU ART	SCI FL	SS	MA PE/HE	LA READ
Materials Selection	LA READ	CAR ED VOC ED	MED LIB	MU ART	SCI FL	SS	MA PE/HE
Methods and Strategies	MA PE/HE	LA READ	CAR ED VOC ED	MED LIB	MU ART	SCI FL	SS
Staff Development	SS	MA PE/HE	LA READ	CAR ED VOC ED	MED LIB	MU ART	SCI FL
Program Implementation	SCI FL	SS	MA PE/HE	LA READ	CAR ED VOC ED	MED LIB	MU ART
Program Evaluation	MU ART	SCI FL	SS	MA PE/HE	LA READ	CAR ED VOC ED	MED LIB

MA (Mathematics), PE (Physical Education), HE (Health), SS (Social Studies), GUI (Guidance), SCI (Science), FL (Foreign Language), MU (Music), ART (Art), TECH (Technology), MED (Media), LIB (Library), CAR ED (Career Education), VOC ED (Vocational Education), LA (Language Arts), READ (Reading).

Curriculum Areas Defined and Refined as of 5/6/96 by N.K. Curriculum Committee.

MATHEMATICS:

The Mathematics curriculum includes the cumulative understanding of numbers and operations. It also includes the use of technology, manipulative, various logical strategies and thinking skills and it addresses the mathematics standards. The curriculum emphasizes the integration of mathematics with other curriculum areas as well as the application of mathematics in life skills and problem solving.

LANGUAGE ARTS:

The Language Arts curriculum enables students to use written and oral language effectively for a variety of purposes and in a variety of settings and incorporates the literacy skills of reading, writing, speaking and listening along with literature and related genre.

FOREIGN LANGUAGE:

Foreign Language includes ancient and modern languages, and stresses communication as the goal of modern foreign language study. It exposes students to a variety of languages and cultures. The curriculum promotes international and intercultural understanding and prepares students to function in a global society.

SOCIAL STUDIES:

Social Studies includes the study of humankind's interactions as individuals and groups over time and space. Viewing the world as a global community with diverse cultures fosters understanding of the cause and effects of historical events and their implications for current life. Citizenship development is interspersed throughout the social studies.

PE/HEALTH:

This curriculum includes the knowledge, attitudes and skills which will enable students to make informed choices about health and fitness.

SCIENCE:

The science curriculum involves the study of the natural world. It is based on the scientific method, the cycle of experiment, observation and theory and considers the ethical implications of scientific discovery.

MUSIC:

The music curriculum includes the study of people's communication through music, both vocal and instrumental, and includes music appreciation, theory, history and performance.

TECHNOLOGY:

The technology curriculum includes computer skills and applied science and crosses core curriculum areas. It is the use and application of a wide variety of programs to support learning, management, access to and production of information.

CAREER EDUCATION:

Career education provides opportunities to explore a wide variety of career options prior to making a commitment to a specific area of employment.

VOCATIONAL EDUCATION:

This curriculum prepares students through providing entry level knowledge, skills and attitudes necessary to pursue and maintain an occupation. This curriculum is offered within the school environment.

ART:

The arts curriculum entails the study of both two and three dimensional visual forms of human expression. The art curriculum includes both visual and performing arts.

LIBRARY/MEDIA:

The library/media curriculum provides students with the skills and tools to access and process information needed in all curriculum areas. It will also develop in each student an understanding and appreciation of literature and communication studies.

GUIDANCE:

Guidance addresses the social, emotional, and psychological needs of the student within the school environment. The guidance curriculum develops the student's academic and career potential.

EXTENSIONS AND SUPPORTS TO CORE CURRICULA:**EXTRA-CURRICULAR ACTIVITIES:**

Extra-curricular activities provide students with opportunities to explore, extend, and strengthen areas of interest. These activities enhance adopted curricula and link community and schools.

REMEDIAL EDUCATION:

Remedial education is not a separate curriculum, but rather a plan of strategies for addressing the need for re-teaching learners not yet able to demonstrate performance in particular curriculum areas.

GIFTED/TALENTED EDUCATION:

Gifted/talented education includes strategies for challenging the most able learner while providing talent development opportunities for all students. It is not a separate curriculum, but an extension of the regular curriculum which adjusts pace, depth of learning, and process to that of the learner.

Adopted: 11/18/1980

Amended: 7/2/96; 12/6/06