

CURRICULUM

Curriculum is the “what of education”. Through instruction, assessment, and reporting practices the King Philip staff communicates what students should know and be able to do. Our robust curriculum aligns with the MA Frameworks both vertically and horizontally. It has been designed to reflect:

- 1) Clear and measurable outcomes that represent the KPRSD vision of the graduate and MA Frameworks
- 2) Learning experiences that integrate a variety of instructional approaches that support the teaching of all students
- 3) Sequence that is relevant to forward thinking and integrates real world best practices in education

Our **Vision for our Graduates** includes developing student competencies to become an ethical and mindful community member, innovative thinker, collaborative and effective communicator, global communicator, resilient and adaptive learner, and a graduate that practices mindfulness and wellness.

Ethical and Mindful Community Member: Analyzes and embraces the humanity in oneself and others as integral to one’s learning journey and growth.

Innovative Thinker: Seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world. Embrace curiosity, creativity, informed risk taking, novel approaches, and cycles of inquiry.

Collaborative and Effective Communicator: Listen and use multiple methods, media, and contexts to share ideas and information clearly.

Global Communicator: Take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world.

Resilient and Adaptive Learner: Demonstrate adaptability, resilience, reflection, goal setting, and a growth mindset.

Mindfulness and Wellness: Embrace curiosity, creativity, informed risk taking, novel approaches, and cycles of inquiry.

Guided by the MA Curriculum Frameworks, the learning sequence is an articulation of skills, content, learning experiences, and assessments. Classroom learning is designed to support student engagement through integration of differentiated instructional approaches. Primary learning goals within each unit are connected to our assessment, our grades, and our reporting. Course descriptions and learning sequences are accessible to parents and the community, reviewed periodically, and assessed regularly to ensure that our students are meeting the expectations that will help them develop into productive citizens.

Annual ongoing curriculum work: Lesson redesign and updating; Common course assessment review and updating with use of district common [data](#) protocol; Review Staffing and Course Descriptions for all courses taught with new proposals submitted; and

Identifying best practices to guide professional development opportunities (so that what is learned is manageable for staff and students)

PURPOSE of the CURRICULUM DEVELOPMENT CYCLE

The purpose of this plan is to guide the revision and implementation of the competency framework and to support the critical cycle of reviewing the impact of instructional programs, resources, and pedagogy on student outcomes. Through evidence-based cross-department reflection and external review and feedback, this process is designed to: ensure calibration of defined best practices, inject emerging best practices from the field, and afford the department the time to create an action plan to address any findings that reveal discrepancies.

The following 5-year cycle will be used to ensure that we regularly analyze and evaluate the implementation of our curriculum frameworks.

Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Review	Science Art/Music	World Language	History/ Social Studies	Math/Business	English PE/Health Student Services
Develop	English PE/Health Student Services	Science Art/Music	World Language	History/ Social Studies	Math/Business
Implement		English PE/Health Student	Science Art/Music	World Language	History/ Social Studies

		Services			
Integrate			English PE/Health Student Services	Science Art/Music	World Language
Evaluate				English PE/Health Student Services	Science Art/Music

***Special Education will be integrated throughout all 5 years paired with the core subject that has been identified. (Special Education, Related Services, Counseling, Social-Emotional, ELL, Nursing)**

YEAR #1: REVIEW

- Establish, Update and Evaluate Department Vision for Learning
- Explore and/or pilot new resources/materials
- Reflect on MA Frameworks and analyze data from standardized assessments 7-12
- Inventory instructional resources/materials currently in use
- Determine updates needed for unit calendar maps

YEAR #2: DEVELOP

- Explore and/or pilot new lessons, units, and/or resources/materials
- Collect and summarize data/artifacts to provide evidence of student learning
- Consider how UDL is being integrated throughout the district specifically-
 - 1) How are teachers engaging students within lessons?
 - 2) How are teachers presenting information and content in different ways to our students?
 - 3) How are teachers differentiating so that students can demonstrate what they know?
- Make recommendations through budgeting process for any new curriculum textbook purchases for Year 3 implementation
- New curriculum requests need to be substantiated with research from Edreports or MA CURATE where possible

- Curriculum writing hours reserved in the budget with Department Heads/Team Leaders assigning curriculum writing tasks
- Meetings held along with approval from Assistant Superintendent

YEAR #3: IMPLEMENT

- Update curriculum with specific new or revised applications of DEI approaches in use
- Further thinking about specific to the department in Year 3 about UDL
 - 1)How are teachers engaging students within lessons?
 - 2) How are teachers presenting information and content in different ways to our students?
 - 3) How are teachers differentiating so that students can demonstrate what they know?
- Provide specific professional development to support implementation of new resources/materials in direct application of budget presented in Year #2
- Continued collection and summary of data/artifacts to provide evidence of student learning

YEAR #4: INTEGRATE

- Curriculum should be in the second year of full operation in the 4th year of the curriculum review process within the department. Evidence is available that determines that UDL application (teaching all students) occurred
- Represented in both written and taught curriculum is in process (engaging students, differentiating for students, and assessments that determining what students know and are able to do)
- Evidence of UDL application can be described by department heads/CTL's and department members

YEAR #5: EVALUATE

- Final changes for curriculum update have been made based on available district information (Changes needed to unit sequence and assessments that have been updated overall as department measures of learning)
- Impact of five years examined on unit sequence (moved, eliminated, and added) and lesson strategies incorporated that have and assessments that have continued to make learning more responsive to the teaching of all students
- Department Head/Curriculum Team Leader recommendations for future considerations that support teacher learning and direct impactful applications to student learning

