

Curriculum Development Guide




ADOPTED BY QPS BOARD OF EDUCATION

September 28, 2016

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*Educate students and teachers
to achieve personal excellence.*

MISSION & VISION

*The Quincy Public School District is committed to creating a culture
of excellence in education for college and career readiness by*

***Engaging** students to achieve personal excellence;*
***Building** professional knowledge and excellent teaching practices
through collaboration;*
***Utilizing** curriculum aligned to the state standards;*
***Establishing** high expectations and improving student growth; and*
***Developing** active partnerships with parents and the community.*

Introduction

This document has been prepared as a reference for Quincy Public School District personnel who are involved in reviewing, aligning, developing, revising, implementing, and evaluating curriculum, which may include the selection of textbooks and instructional or supplemental materials. The recommended procedures are to be used as guides in studying courses, subject areas, or the entire curriculum.

The Quincy Public School District's policies, goals and expectations in curriculum development are presented with procedures for reviewing and writing curriculum, necessary steps for making curriculum decisions, identification and responsibilities for building and district level curriculum leadership teams, plans for evaluation and procedures for textbook adoption.

The Quincy Public School District Board of Education Curriculum Committee, as well as the Director of Student Services and the Elementary Academic Director, will utilize this guide to ensure systematic and effective review, alignment, development, revision, implementation and evaluation of curriculum occurs on behalf of the students, families and educators.

Curriculum Development Guide

The primary function of the school program is instruction that results in student growth through learning. The district curriculum shall be under the direction of the Director of Student Services and shall be approved by the Superintendent of Schools, the Board Curriculum Committee, and the Board of Education. In addition, all course offerings in the instructional program are to be reviewed and approved by the Superintendent, the Board Curriculum Committee, and the Board of Education.

A committee of teachers and administrators will serve as the K-12 curriculum leadership teams for each subject area. Each K-12 curriculum leadership team will be commissioned for the purpose of reviewing, aligning and/or making recommendations related to the Quincy Public School District's curriculum. Each K-12 curriculum leadership team will be under the direction of the Director of Student Services and Elementary Academic Director, and all recommendations will be reviewed and approved by the Superintendent of Schools.

Each K-12 curriculum leadership team will also conduct a thorough evaluation of any potential textbook and instructional or supplemental material prior to adoption. Following the evaluation, the recommendation should be forwarded to the Director of Student Services and to the Superintendent of Schools. Upon the recommendation of the Superintendent, the Board Curriculum Committee and the Board of Education shall approve the adoption of textbooks that will be used in the Quincy Public School District. Copies of all textbooks shall be made available to the Board Curriculum Committee, the Board of Education, and any interested staff or community members for 30 days prior to the adoption.

Guiding Principles for Curriculum Decision Making

In order to accomplish the Quincy Public School District's mission by utilizing the identified strategies, the manner in which curriculum decisions are made becomes critical. The following factors were considered as this guide was developed and this decision-making process was designed.

- A. Horizontal and vertical articulation across all grade levels
- B. Mandates associated with the school recognition process
- C. Incorporation of all disciplines, including but not limited to special education, gifted education, accelerated education, Title I, alternative education, bilingual education, and blended or online learning
- D. Support of integration and/or the interdisciplinary connection among various disciplines and subject areas
- E. Establishment of broad-based involvement of faculty
- F. Encouragement of grant writing to support staff
- G. Correlation between local and common assessment results with state assessment results
- H. Support for the flexible and differentiated instructional methods for teachers
- I. Reduction of politics, policies and procedures which may hinder the process

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K-12 Curriculum Development and Review Process by Curriculum Leadership Teams

1. Standing K-12 Curriculum Leadership Teams

Major subject areas that are taught on a K-12 basis will be represented by standing leadership teams. The core subject areas of Literacy or English Language Arts, Mathematics, Science and Social Studies will have district leadership teams composed of representatives from each grade level and, if possible, each building. Members are appointed by both administration and the Quincy Federation of Teachers. The subject areas of Art, Music, and Physical Education will have district leadership teams comprised of all teachers employed in the field by the district. Currently, the Quincy Public School District has a standing District Literacy Leadership Team (DLLT), District Mathematics Leadership Team (DMLT), and a District Science Leadership Team (DSLTL).

2. Purpose of the K-12 Curriculum Leadership Teams

K-12 subject area leadership teams exist for the purpose of reviewing, aligning and/or making recommendations relating to the Quincy Public School District's curriculum to the Director of Student Services, the Elementary Academic Director, and to the Superintendent of Schools. New district-wide textbook adoption will originate with these leadership teams. Curriculum maps/guides relating to these subject areas will be developed, evaluated and revised through these leadership teams. The subject area leadership teams will also survey faculty at least annually to assess needs, gather input on implementation of curriculum and instructional materials, and evaluate alignment and effectiveness of local and/or common assessments to state standards. The K-12 subject area leadership teams may deal with any other areas deemed relevant to the curricular area as determined by the Director of Student Services, the Elementary Academic Director, and the Superintendent.

3. Meetings of the K-12 Curriculum Leadership Teams

K-12 subject area leadership team meetings will occur at the minimum of once each quarter during the school year. All meetings will be open to QPS faculty and minutes will be recorded and kept on file in the Academic Department.

Non K-12 Curriculum Areas

Certain curricular areas exist only at the secondary level. Career and Technical Education (CTE) and Foreign Language courses are offered at both the middle school and high school. All teachers in these subject areas will be considered to be the Curriculum Leadership Team for their respective subject area. The responsibilities of these teams are the same as the K-12 Curriculum Leadership Teams for core content areas.

Curriculum Review, Alignment and Evaluation Cycle

Year 1: Research and Alignment

- Create K-12 District Leadership Team (DLT) for subject area of curriculum under review.
- Communicate to create awareness of new Illinois Learning Standards (nLS).
- Assess alignment of current curriculum to nLS.
- Determine professional development model for implementation.
- Assess educators' awareness of nLS to gather baseline data for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

Year 2: Alignment and Implementation

Summer:

- Revise curriculum scope and sequence to align with nLS with vertical and horizontal.
- Determine instructional material needs and plan for purchase.
- Analyze educators' awareness of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.

Fall/Winter:

- Communicate and implement revised scope and sequence aligned to nLS.
- Implement professional development model.
- Implement revised curriculum aligned to nLS.

Spring:

- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

Year 3: Implementation:

- Analyze educators' awareness and implementation of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.
- Enhance and implement professional development model.
- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

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Year 4: Implementation:

- Analyze educators' awareness and implementation of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.
- Enhance and implement professional development model.
- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

Year 5: Implementation:

- Analyze educators' awareness and implementation of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.
- Enhance and implement professional development model.
- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

Year 6: Implementation:

- Analyze educators' awareness and implementation of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.
- Enhance and implement professional development model.
- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.

Year 7: Implementation and Evaluation:

- Analyze educators' awareness and implementation of nLS to enhance professional development model.
- Analyze student performance data aligned to nLS for school improvement planning.
- Enhance and implement professional development model.
- Assess educators' awareness of nLS for professional development model.
- Assess student performance data aligned to nLS for district and school improvement planning.
- Evaluate seven-year review of curriculum, educator's awareness and implementation, and student performance data aligned to nLS.
- Initiate next seven-year review curriculum, educator's awareness and implementation, and student performance data aligned to current Illinois Learning Standards.

Curriculum Review and Alignment Cycle

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Year One English Language Arts	Year One Mathematics	Year One Science	Year One Social Studies Physical Education	Year One Digital Literacy and Application Career and Technical	Year One Fine Arts Foreign Language	Year One Social/Emotional Learning Psychology
Year Two	Year Two English Language Arts	Year Two Mathematics	Year Two Science	Year Two Social Studies Physical Education	Year Two Digital Literacy and Application Career and Technical	Year Two Fine Arts Foreign Language
Year Three	Year Three	Year Three English Language Arts	Year Three Mathematics	Year Three Science	Year Three Social Studies Physical Education	Year Three Digital Literacy and Application Career and Technical
Year Four	Year Four	Year Four	Year Four English Language Arts	Year Four Mathematics	Year Four Science	Year Four Social Studies Physical Education
Year Five	Year Five	Year Five	Year Five	Year Five English Language Arts	Year Five Mathematics	Year Five Science
Year Six	Year Six	Year Six	Year Six	Year Six	Year Six English Language Arts	Year Six Mathematics
Year Seven	Year Seven	Year Seven	Year Seven	Year Seven	Year Seven	Year Seven English Language Arts

Annual Report of Curriculum

In order for the School Board to monitor whether the educational program is attaining the objectives set forth in the Quincy Public School District Policy 6:10 and 6:40, and to be knowledgeable of current and future resource needs as set forth in Policy 6:210, the Superintendent or designee shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in objective 8.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

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Quincy Public School Policy

The Quincy Public School District No. 172 Board of Education has adopted the following policies related to curriculum and instruction to provide direction aligned to the Illinois School Code.

District Educational Philosophy and Objectives (QPS Policy 6:10, Adopted October 2010)

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become lifelong learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

Curriculum Development (QPS Policy 6:40, Adopted September 2015)

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

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Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

Curriculum Content

(QPS Policy 6:60, Adopted April 2015)

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.

2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include classroom instruction on distracted driving as a major traffic safety issue. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.

4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.

5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.

6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.

7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Activity*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

14. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.

15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.

17. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.

18. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.

19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

Instructional Materials Selection and Adoption (QPS Policy 6:210, Adopted October 2012)

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

Complaints About Curriculum, Instructional Materials, and Programs (QPS Policy 6:260, Adopted October 2007)

Complaints About Curriculum, Instructional Materials, and Programs

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Complaints)

Appendices

A. New Course Proposal Form

B. Request for Adoption of New Textbook/Instructional Materials

C. Curriculum Objection Form

Appendix A
New Course Proposal Form

1. School: _____
2. Principal's Signature: _____ Date: _____
3. Department: _____
4. Title of Proposed Course: _____
5. Teacher(s) of Proposed Course: _____
6. Grade Level(s): _____
7. Duration: Quarter Semester Year Check One: ____ New Course ____ Pilot
Complete if Applicable: Replaces Course(s): _____
8. Reason for Consideration:

9. Rationale (Including Student and Teacher Data):

10. Course Description (Include prerequisites) for Course Catalog of Offerings:

11. Course Outline and Objectives (Please Attach)
12. Estimated Cost (Textbooks, Software, Instructional Materials): _____
13. Evaluation Method: _____
14. Coordination with Other Departments: _____

Appendix B
Request for Adoption of New Textbook/Instructional Materials

1. Course Title: _____
2. Subject/Curriculum Area: _____ Grade Level(s): _____
3. Text Replaced: _____
4. Text Recommended: (Title) _____
(Author) _____ (Publisher) _____
(Edition and Copyright) _____
(Reading/Lexile Level) _____
(Format: Hardback, Paperback, Consumable, Online) _____
5. Unit Cost: _____ Estimated Number of Copies: _____
6. Additional Items/Instructional Materials Recommended for Purchase:
Item(s): _____
Unit Cost: _____ Estimated Number of Items: _____

Signatures of Approval

Assistant Principal for Curriculum and Instruction: _____

Principal: _____

Director of Student Services: _____

Superintendent: _____

Completion of this form is required for adoption of materials.

This form is not used for ordering textbooks/instructional materials.

Appendix C
Curriculum Objection Form
To be submitted to the District Complaint Manager

Curriculum/Subject Area:	
Classroom Teacher:	
Complaint Initiated By:	
Complainant Represents:	<input type="checkbox"/> Parent/Guardian of Student; <input type="checkbox"/> Himself/Herself; <input type="checkbox"/> Organization (Specify) _____

1. Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which the user objects. (Name, Title, Author, Publisher, and Other Identifying Information)

2. How did you become aware of the curriculum area, instructional material or program?

3. To what in the curriculum area, instructional material, or program do you object?

4. What would you like to do about this curriculum, instructional material, or program?

_____ Withdraw it from the district's educational program.

_____ Refer it to a district committee for evaluation.

_____ Exclude the student(s) listed below from participation.

In place of participation in the curriculum area, what course of study would you recommend for the student(s) listed above.

Signature of Complainant:	
Name of Complainant: (Please Print)	
Address:	
Telephone:	
Date:	

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