

**Whiteford Agricultural School District  
Curriculum Review and Adoption Process**

**Form: Overview**

An ongoing assessment of curriculum is paramount to a healthy K-12 education system. As curricula change and adapt to growing bodies of knowledge and research, so must we be attentive to the materials we provide to students. This document provides an overview of our expectations for curriculum, as well as the processes we have adopted to ensure our curriculum is aligned, rigorous, and accessible to all students. We recognize that curricula, or the materials provided to teachers, do not constitute, or replace instruction. However, the curriculum carries with it both implicit and explicit messages regarding not just the content we value, but the methods by which we teach that content. We require a rigorous review of any curriculum purchased with district funds. The four different methods of curriculum review are outlined below.

**1. Curriculum Review Steps: full curriculum adoption**

- a. The first step to initiate a curriculum review for a full adoption is to request permission to study a course or instructional materials. **The Request to Study Form** is available below. A Request to Study form may be submitted to the Superintendent's Office at any time during the school year.
- b. After obtaining approval from the Superintendent's Office to study materials, a department or grade level team may then begin the process of materials review. The **Curriculum Study Form** will guide the investigating teams in the study. For full curriculum (i.e. textbook) adoptions, groups will need to review at MINIMUM TWO different curricula, completing two different curriculum study forms in the process. The group will present their findings to the District Leadership Team.
- c. After completing the study, a formal Curriculum Proposal must be made using the **Curriculum Proposal Form**. The Board of Education will consider proposals. The resolution for approval of the curriculum changes or instructional materials will then be presented at a second Board of Education meeting. Any curriculum changes or instructional materials approved by the Board of Education will be implemented the following fall.

**2. Curriculum Review Steps: supplementing an existing curriculum**

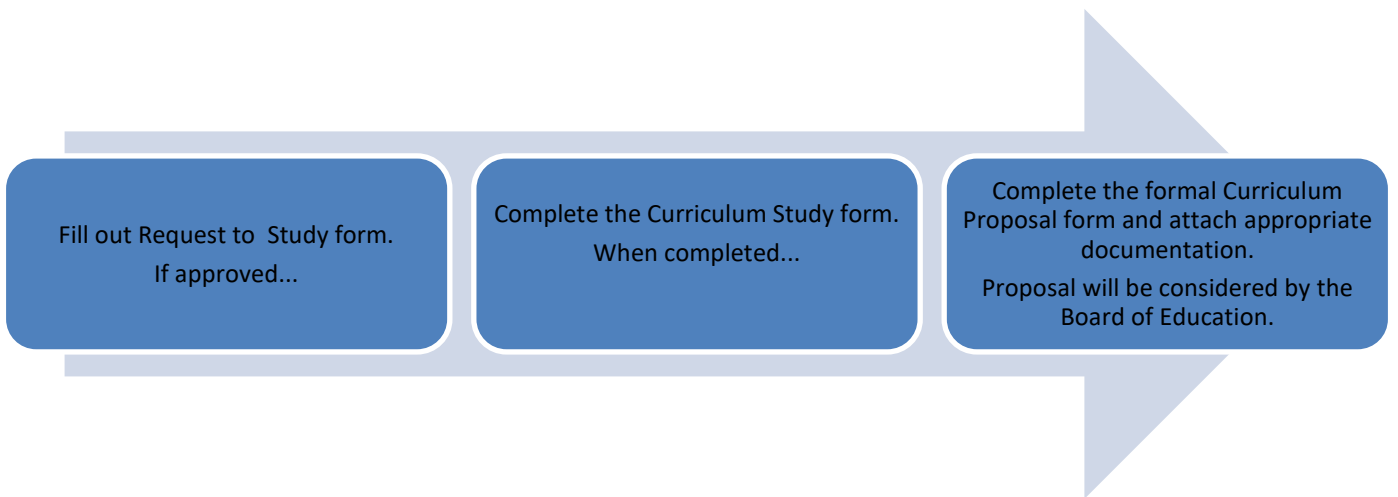
- a. The first step to initiate a curriculum review for supplementing an existing curriculum is to request permission to study a course or instructional materials. **The Request to Study Form** is available below. A Request to Study form may be submitted to the Superintendent's Office at any time during the school year.
- b. After obtaining approval from the Superintendent's Office to study materials, a department or grade level team may then begin the process of materials review. **The Curriculum Study Form** will guide the investigating teams in the study. Since an existing Curriculum Study form should already exist for the core of the curriculum, the Curriculum Study form should reflect the supplemental materials ONLY. The group will present their findings to the District Leadership Team.
- c. After completing the study, a formal Curriculum Proposal must be made using the **Curriculum Proposal Form** should the group want to request materials. See above, #3, for a more detailed outline of the process.

**3. Curriculum Review Steps: replacing or updating materials for an existing curriculum**

- a. We recognize that often buildings do not have enough funds to purchase bulk replacement materials through this method, and we are willing to supplement as needed. We must have a completed review on file for the purchased materials.
- b. To replace existing materials which already have a Curriculum Study form on file, the group must first review the existing Curriculum Study form for accuracy, and then add information to questions 1-4 of the **Curriculum Study Form** regarding the new materials to be purchased. The group will present their findings to the District Leadership Team.
- c. To formally request a purchase of the materials, a fill out the **Curriculum Proposal Form**

4. **Curriculum Review Steps: auditing or reviewing an existing curriculum**

- a. For curricula that do NOT have a Curriculum Study form on file, or curricula that is over five years old, grade levels or departments may request to do a Curriculum Review in order to ensure the curriculum is aligned to best practices and philosophies regarding content and process.
- b. The first step to initiate a curriculum review for an audit is to request permission to study a course or instructional materials. **The Request to Study Form** is available below.
- c. After obtaining approval from the Superintendent's Office to study materials, a department or grade level team may then begin the process of materials review. The **Curriculum Study Form** will guide the investigating teams in the study. They need only complete the form for the existing curriculum. The group will present their findings to the District Leadership Team.
- d. Should the team notice deficit areas to address, they should complete a **Curriculum Proposal Form** regarding supplemental training or materials, or make an appointment with the Superintendent's Office to review the findings and discuss next steps.



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**Form: Request to Study**

This form should be submitted to the Superintendent's Office prior to the process of curriculum review. Once this form has been approved, the curriculum team will complete the **Curriculum Study Form** found below on next page.

Your name:	Date:
Summarize the nature of your request, as well as the materials being requested.	
Grade level:	
Content area:	
Building:	
What resources do you need to complete your study of or for these materials?	

Grade level leader/Department Chair Signature	Date
Principal Signature	Date
Superintendent Office Signature	Date

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**Form: Curriculum Study**

It is recommended that the following form be completed collaboratively with several stakeholders and varied lenses.

**1. Context**

What are the circumstances under which you are requesting new materials? What need will the new curriculum fulfill?

**2. Learning Objectives**

\*For questions 2-4 you may use the **Scope and Sequence Form (See Below)**.

List the disciplinary-specific practices, skill and content knowledge reflected in the course, as defined by state and/or national standards. (Please name the standards used.) If the course is two semesters/three trimesters long, outline the skill and content for each semester/trimester separately. If you have access to a document which includes this information (curriculum map, unit plans, etc.) you may attach that document.

**3. Units of Study**

How will the learning progress in order to meet the learning objectives? Please organize the learning objectives outlined in question 2 into units and list the units below, with the learning objectives/standards connected to each unit. You may also use the **Scope and Sequence Form**.

#### 4. Resources

For each unit of study, document how the curriculum you are requesting/reviewing fulfills the needs for that unit. This can include supplemental materials that come with the purchased curriculum. **How does it support the content and skill knowledge being taught?** You may also use the **Scope and Sequence form**.

#### 5. Levels of Rigor

**Document evidence of different levels of rigor built in throughout the curriculum.** Give specific examples of places to illustrate the pattern(s) the curriculum scaffolds for students to move from retrieval to comprehension to analysis to knowledge utilization. Consider [Depth of Knowledge Wheel!](#)

#### 6. Inquiry-Based Content

**Document evidence of areas in the curriculum where students can follow an inquiry-based or student-centered model** (Reference: <http://www.apa.org/education/k12/learners.aspx?item=1>). Where are students asked to develop and/or pursue answers to their questions? When are they pressed to explore information?

### 7. Access Points for Learning

Document evidence of areas in the curriculum designed differentiation for students who are struggling with content as well as students who are achieving proficiency in the content quickly.

### 8. Opportunities for Collaboration

Document evidence of areas in the curriculum which allow students to collaborate with others? Project or Skilled-Based learning opportunities?

### 9. Opportunities to Demonstrate Competence

Document evidence of areas in the curriculum which allow students to illustrate competence in the expected content and skills for that unit of study. Include what the expected methods for assessing summative proficiency would look like based on the curriculum. Include the ways in which the curriculum is structured to allow for formative assessment practices.

## 10. Analysis for Inclusive Characteristics

Circle each bullet for each description below if it is found to be accurate for the curriculum under study?

Reference: <http://www.sadker.org/curricularbias.html>

- The text is balanced in gender representation
- The text provides a fair and balanced representation of diverse cultures and circumstances in valued roles and positive situations
- The text is free of stereotyped roles for genders and races/ethnicities
- The curriculum represents multiple perspectives of groups
- The curriculum avoids fragmentation of minority groups

## 11. Technology Incorporation

How does the curriculum encourage the use of technology to enhance, extend, or support learning? How does the curriculum build opportunities for the students to engage with authentic outside audiences?

Other notes:

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**Form: Scope and Sequence**

This document may be used to fulfill questions 2-4 of the **Curriculum Study Form**. You may adjust the form as needed to fulfill your grade level or subject area specifications. You may need to complete more than one form if the curriculum spans more than one semester or trimester. **You also could use a pacing guide or curriculum map developed by an outside source (publishing company, etc.) if it contains all of the required information below.**

Grade level: \_\_\_\_\_

Course/Subject: \_\_\_\_\_

Curriculum Publication Information (title, author, etc.) \_\_\_\_\_

What standards (state, national, or other) are referenced in this document? \_\_\_\_\_

Unit of Study (Title)						
Content and skill standards per unit						



Documentation of where in the curriculum the content and skills are addressed. (chapters, pages, etc.)						
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**Form: Curriculum Proposal**

After concluding the Curriculum Study, please complete the Curriculum Proposal to share with the Superintendent's Office. Please attach the:

1. Request to Study Form
2. Curriculum Study Form
3. Itemized budget for any materials or services requested

Materials and/or services requested by way of the Curriculum Study (list all):

<b>Analysis</b>
What are the strengths of the resources you are proposing? Be specific.
How do these resources uniquely or exceptionally serve our students?

Overall, what will be the short- and long-term impacts of these resources?

In narrative form, please describe the expenditures this proposal will require. Include training as well as materials.

What specific steps will need to be taken in order to implement these materials or resources as effectively as possible?