

CURRICULUM PROCESSES OVERVIEW

Huntingdon Area School District

Travis Lee,
Director of Curriculum and Instruction

October, 21, 2024



AGENDA

- Mission and Vision
- What is Curriculum?
- HASD Curriculum Philosophy
- Curriculum Process
- Curriculum Cycles
- Curriculum Phases
- Curriculum Mapping Tool
- Training Plan
- Evaluation Plan
- Enhancing the Curriculum



MISSION AND VISION

HASD Mission Statement

The Huntingdon Area School District community engages all stakeholders to create a nurturing learning environment, focused on achievement and growth, social and emotional wellness, and preparation for varied career pathways.

HASD Vision Statement

The Huntingdon Area School District will create diverse opportunities for each student to meet their maximum potential in an engaging environment.

HASD Shared Values

Safety ~ Responsibility ~ Respect ~ Accountability ~ Integrity



WHAT IS CURRICULUM?

- **Merriam-Webster**
 - The courses offered by an educational institution
 - *the high school *curriculum*
 - A set of courses constituting an area of specialization
 - *the engineering *curriculum*; the liberal arts *curriculum*
- **Latin**
 - “currere”
 - Run, runway, running course



WHAT IS CURRICULUM?

- “Curriculum refers to the ***specific blueprint for learning*** and is derived from content and performance standards.”

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.

- “The plans made for guiding learning in the schools, usually represented in ***retrievable documents*** of several levels of generality, and the ***actualization of those plans*** in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned.”

McBrien, J. *The Nature of Curriculum, Chapter 1.*



WHAT IS CURRICULUM?

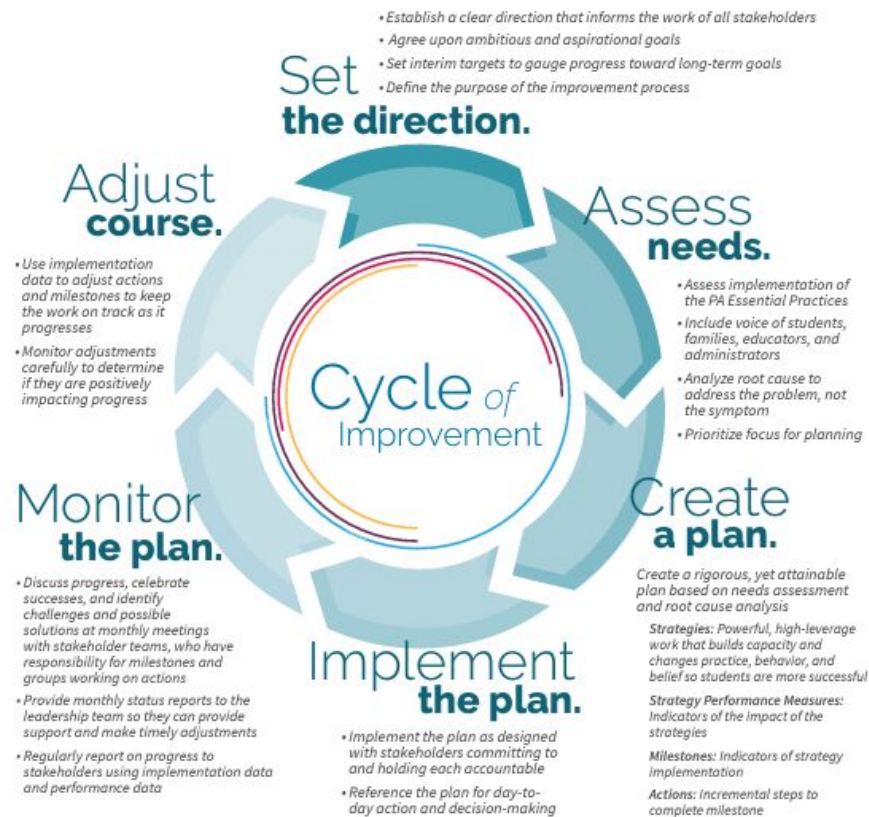
- “*Curriculum leadership* is **connecting** curriculum, instruction, assessment, and evaluation in an effort to improve learning and understanding.”

Sorenson, R. D., Goldsmith, L. M., Mendez, Z. Y., & Maxwell, K. T. (2011). *The principal's guide to curriculum leadership*. SAGE.



WHAT IS CURRICULUM?

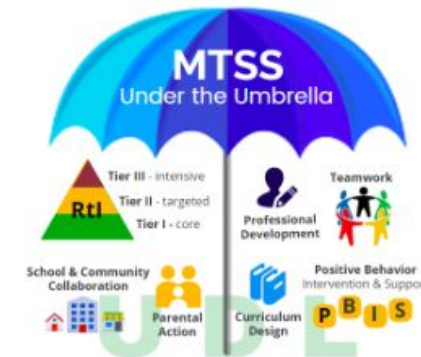
- Connection to Future Ready Comprehensive Plan (FRCP) and MTSS (**Systems Approach**)



Last revised 08/2021

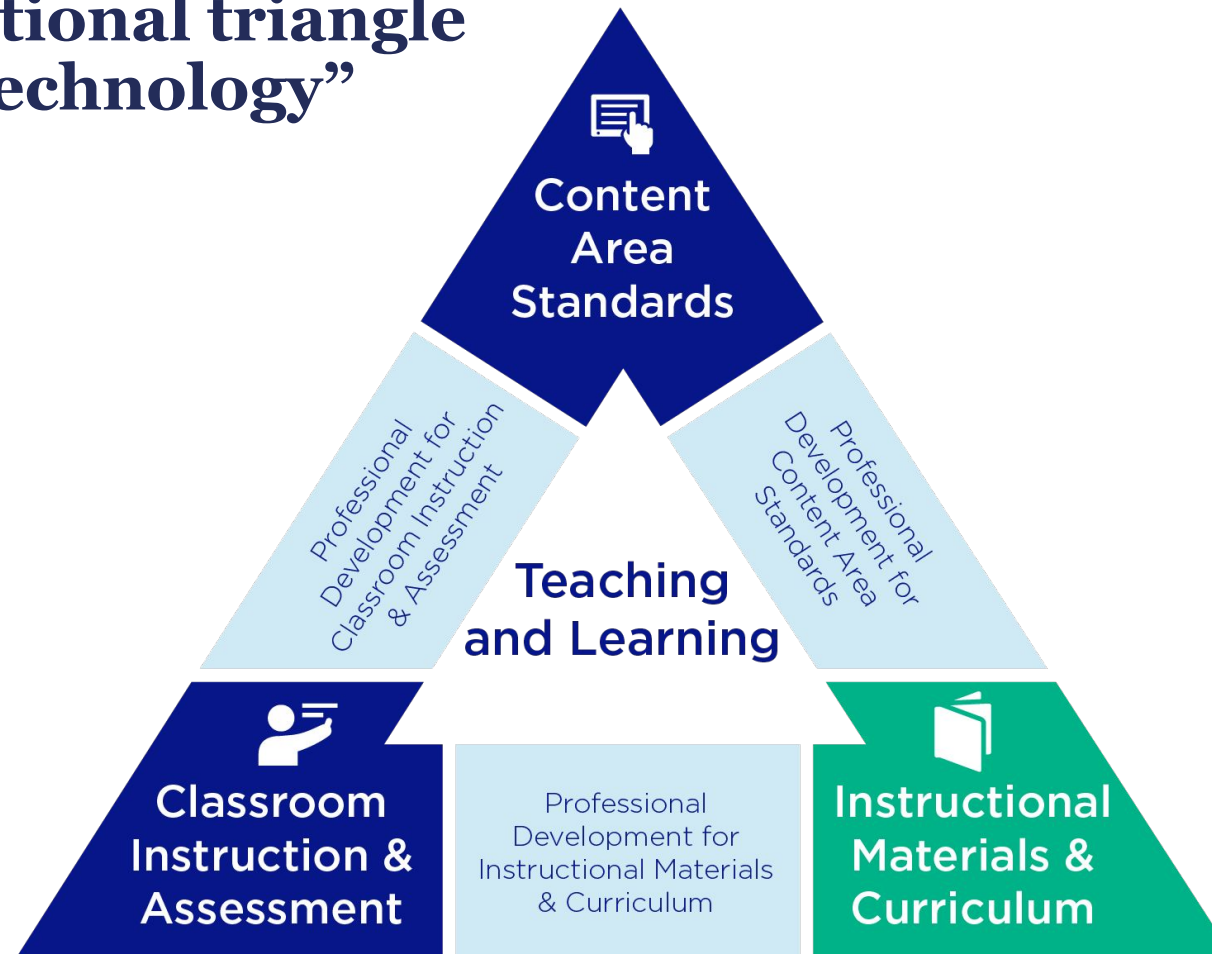
HASD Multi-Tiered Systems of Support (MTSS)

Our team will use data to provide necessary school and community support to help all students to be successful academically, behaviorally, socially and emotionally.



WHAT IS CURRICULUM?

- Connection to Future Ready Comprehensive Plan (FRCPP) and MTSS (**Systems Approach**)
 - Instructional triangle
 - “Core technology”



WHAT IS CURRICULUM?

HASD Definition of Curriculum

1. Plans for guiding learning
 - Retrievable **documents**
2. The actualization of those plans in the classroom
 - Instructional **practices**

*Written curriculum is only as effective as how it is implemented,
and the experience of students*



WHAT IS CURRICULUM?

Types of Curriculum

- **Written** (Prescriptive)
 - What “ought” to happen
- **Experience** (Descriptive)
 - True glimpses of the curriculum in action
 - ****ECRI and Vocabulary video examples***
- **Hidden**
 - Unspoken or implicit academic, social, and cultural messages that are communicated to students
- **Supported**
 - Shaped by the resources allocated to support and deliver the curriculum

McBrien, J. *The Nature of Curriculum*, Chapter 1.



WHAT IS CURRICULUM?

Written Curriculum

Typically refers to the **knowledge** and **skills** students are expected to learn and includes:

- **Learning standards** or **learning objectives** students are expected to meet
- **Materials**, books, videos, presentation, and readings used in a course
- **Assessments**, and other methods used to evaluate student learning
- **Units** that organize the lessons that teachers create



HASD CURRICULUM PHILOSOPHY

The Huntingdon Area School District strives to implement a high-quality, comprehensive curriculum that aligns with the school's mission and vision. To develop and implement a meaningful curriculum, we believe that our curriculum should:

- Be collaboratively designed by teacher leaders, department chairs, and administrators
- Be informed by contemporary research and evidenced-based best practices
- Be aligned to the Pennsylvania Standards Aligned System (SAS) or recognized content-specific standards when appropriate
- Delineate the scope and sequence of courses to ensure K-12 horizontal and vertical alignment to facilitate depth of understanding and skill mastery and leverage cross-curricular or interdisciplinary learning when appropriate
- Guide teaching and learning activities



HASD CURRICULUM PHILOSOPHY

The Huntingdon Area School District strives to implement a high-quality, comprehensive curriculum that aligns with the school's mission and vision. To develop and implement a meaningful curriculum, we believe that our curriculum should:

- Establish *high expectations for student achievement*
- Prioritize student *engagement*
- Emphasize Universal Design for Learning (UDL) principles and quality instruction to meet the needs of all students and address equity and access concerns
- Complement Multi-Tiered Systems of Supports (MTSS)
- Promote college and career readiness skills, including critical thinking, collaboration, communication, and creativity
- Acknowledge the importance of diversity, seeking ways to strengthen exposure and access to this concept



CURRICULUM PROCESS

- **Two Cycles**
 - Cycle 1: In Progress
 - Cycle 2: Future Review
- **Three Phases**
 - Phase 1: Analysis and Evaluation
 - Phase 2: Curriculum Development and Planning
 - Phase 3: Implementation and Monitoring



CURRICULUM CYCLES

- **Cycle 1 (Current)**
 - **Completion of courses** that already started the curriculum writing process
 - Ensure **written curriculum for all courses and all content areas**
 - Establish a **long-term curriculum cycle** for review
 - *Informs **budgetary considerations**
 - Modified Phase 1 and Phase 2
- **Cycle 2 (Future)**
 - District Level: **Policy Alignment Review**
 - ***13** “Programs - 100 Level” policies
 - Seeking **interdisciplinary and career readiness connections**
 - Phases 1, 2, and 3 fully implemented



CURRICULUM PHASES

- **Phase 1: Analysis and Evaluation**
 - Time dependent upon course/content area
 - **Internal Analysis**
 - *Standards Gap Analysis
 - *Performance Data Review
 - *Current resources
 - *Professional learning needs
 - **External Analysis**
 - *State conferences and workshops
 - *School site visits
 - *Review with consultants and content experts
 - *Connections with post-secondary institutions and employers
 - *Exploration of new resources
- Note:** There is a process for new core resource review, specific to each content area



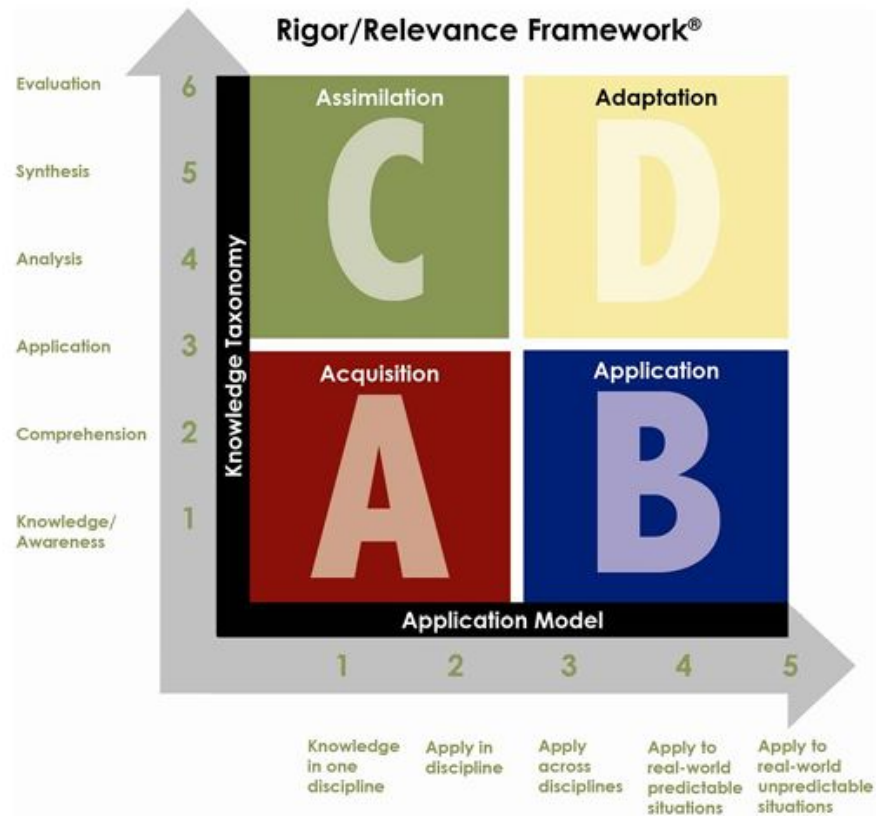
CURRICULUM PHASES

- **Phase 2: Curriculum Planning and Development**
 - 3-4 days of **active curriculum planning and writing**
 - *Completing the curriculum map PowerSchool for the course
 - *Typically using substitute staff for class coverage to create consecutive days for planning and writing
 - *Summer days with administrative approval
 - **Application of the Rigor Relevance Framework** to guide planning
 - *Developing a “thinking” and “action” curriculum



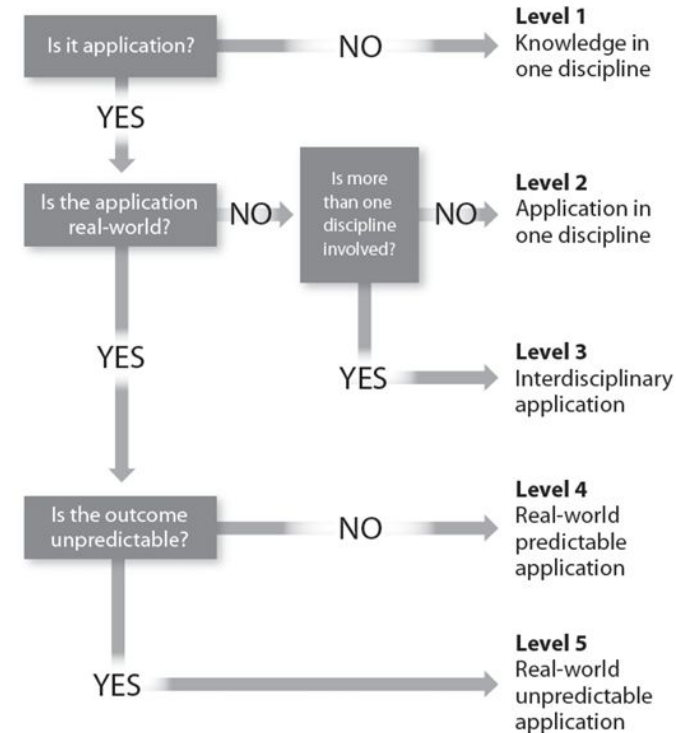
CURRICULUM PHASES

- **Phase 2: Curriculum Planning and Development**
 - **Rigor Relevance Framework** (Daggett, International Center for Leadership in Education)



Application Model Decision Tree

Select a task, application, or activity. To determine the level of relevance, use the Application Model Decision Tree to reflect on it by answering the following questions.



CURRICULUM PHASES

- **Phase 3: Implementation and Monitoring**
 - **Enact the written curriculum**
 - **Teachers** submit suggested changes/edits after the first year of implementation to the **Department Chair** and the **Director of Curriculum and Instruction**
 - *Coverage time may be provided as necessary to update the Curriculum Map
 - **Teachers** and **Principals** continue to monitor the pacing guide for implementation fidelity
 - The curriculum is to be **dynamic**, with adjustments informed by data, evidence-based instructional shifts, and student needs



CURRICULUM MAPPING TOOL

Curriculum & Instruction

Lessons

Curriculum

Reports

Resources

Admin

Huntingdon Area School District

157 Curriculum Maps

Home

Curriculum Maps

Starred

Reports

Friday, October 11

Good Afternoon, Travis

PowerSchool PowerUps with your Education Impact Consultants

Want to learn more about the Curriculum & Instruction platform? Join our quarterly PowerUps, where you can collaborate, communicate, and learn from our team and one another.

Learn about PowerUps

Recent

HS - Child Development (ECE 110) - 11/12 - Spring 2024

Edited April 9, 2024

Potter Test

Edited January 11, 2024

MS - Math 7

Edited October 20, 2023

HS Lee Science Test 9th

Edited October 19, 2023

HS Art Boot Camp

Starred August 31, 2023

What's Happening in Curriculum

October 8, 2024

Erin Shaffer updated a unit on "HS - Visual Arts and Graphic Design"

Posters

October 3, 2024

Phil Mazurowski updated 6 units on "MS-Math 8"

Spring Math

Interleaved Practice Format (I...

Spaced Learning Over Time (...)

Scatter Plots and Two-Way Ta...

Volume

Congruence and Similarity

Mary Ann Buckley updated a unit on "HS - Visual Arts and Graphic Design"

Font

Phil Mazurowski created 5 units on "MS-Math 8"

Spring Math

Interleaved Practice Format (I...

Spaced Learning Over Time (...)

Scatter Plots and Two-Way Ta...

Congruence and Similarity

Internal

CURRICULUM MAPPING TOOL

- **District Curriculum Map**
 - Unit Overview
 - Standards/Expectations
 - Big Ideas
 - Essential Questions
 - Learning Targets: Knowledge and Skills
 - Evidence of Learning and Assessment
 - Learning Activities
 - Instructional Resources



CURRICULUM MAPPING TOOL

- Similar to the **PA Standards Aligned System (SAS) Curriculum Framework**

Curriculum Framework Definitions:

Term	Definition
Big Ideas	Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
Concepts	Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
Competencies	Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
Essential Questions	Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.



CURRICULUM MAPPING TOOL

MS-Math 8

DRAFT UPDATED OCT 03, 2024

UnitsStandardsPacingActivity

Publish

Search content

Map Completion

121 lessons

Map Completion

Unit 1: Exponents and Scientific Notation

Unit 2: Real Numbers

Unit 3: Solve Equations with Variables on Each Side

Unit 4: Linear Relationships and Slope

Unit 5: Functions

Unit 6: Systems of Linear Equation

Unit 7: Pythagorean Theorem

Unit 8: Transformations

Unit 9: Congruence and Similarity

Unit 10: Volume

Unit 11: Scatter Plots and Two-Way Tables

Unit 12: Spaced Learning Over Time (SLOT)

Unit 13: Interleaved Practice Format (IPF)

Unit 14: Spring Math

New Unit

Map Completion

Units

UNIT OVERVIEW

STANDARDS/EXPECTATIONS

BIG IDEAS

ESSENTIAL QUESTIONS

Unit 1: Exponents and Scientific Notation 6 Lessons 5 Standards Covered	Develop and use the Law of Exponents to evaluate, simplify, and	CC.2.2.8.B.1M08.B-E.1.1M08.B-E.1.1.1M08.B-E.1.1.3	Big Ideas	Essential Questions • Why are exponent
Unit 2: Real Numbers 5 Lessons 10 Standards Covered	Learn about the real number system by identifying, calculating, and	CC.2.1.8.E.1CC.2.1.8.E.4CC.2.2.8.B.1M08.A-N.1.1	Big Ideas	Essential Questions • Why do we classifi
Unit 3: Solve Equations with Variables on Each Side 5 Lessons 4 Standards Covered	Write and solve linear equations with variables on each side.	CC.2.2.8.B.3M08.B-E.3.1M08.B-E.3.1.1M08.B-E.3.1.2	Big Ideas	Essential Questions • How can equations on each side be us
Unit 4: Linear Relationships and Slope 6 Lessons 5 Standards Covered	Graph and write equations to represent linear relationships.	CC.2.2.8.B.2M08.B-E.2.1M08.B-E.2.1.1M08.B-E.2.1.2	Big Ideas	Essential Questions • How are linear rela
Unit 5: Functions 6 Lessons 8 Standards Covered	Identify, construct, and compare linear and nonlinear functions.	CC.2.2.8.C.2M08.B-F.1.1M08.B-F.1.1.1M08.B-F.1.1.2	Big Ideas	Essential Questions • What does it mean
Unit 6: Systems of Linear Equation 5 Lessons 5 Standards Covered	Write and solve systems of linear equations.	CC.2.2.8.B.3M08.B-E.3.1M08.B-E.3.1.3M08.B-E.3.1.4	Big Ideas	Essential Questions • How can systems i



CURRICULUM MAPPING TOOL

MS-Math 8

Huntingdon Area School District

UNITS (14/14 SELECTED)

- Unit 1: Exponents and Scientific Notation
- Unit 2: Real Numbers
- Unit 3: Solve Equations with Variables on Each Side
- Unit 4: Linear Relationships and Slope
- Unit 5: Functions
- Unit 6: Systems of Linear Equation
- Unit 7: Pythagorean Theorem
- Unit 8: Transformations
- Unit 9: Congruence and Similarity
- Unit 10: Volume
- Unit 11: Scatter Plots and Two-Way Tables
- Unit 12: Spaced Learning Over Time (SLOT)
- Unit 13: Interleaved Practice Format (IPF)
- Unit 14: Spring Math

SUGGESTED DURATION

6 lessons

5 lessons

5 lessons

6 lessons

6 lessons

5 lessons

3 lessons

4 lessons

5 lessons

5 lessons

5 lessons

25 lessons

15 lessons

26 lessons



CURRICULUM MAPPING TOOL

- *“The use of the Curriculum and Instruction (UCCI/Chalk) tool has been an important asset for our district as we are in the process of revamping our curriculum district-wide. The tool is easy to use for our teachers. This tool will easily allow us to review and revise the written curriculum, as this should be a dynamic, "living" document - remember, "mapping is a verb." When we couple this process with our MTSS system and data analysis, the tool will allow us to hone in on where our instruction needs to improve to better meet the needs of our students. This is a work in process, but it would not happen without the C and I tool.”*
 - ***Travis Lee, Director of Curriculum and Instruction at Huntingdon Area School District***



TRAINING PLAN

- The **Director of Curriculum and Instruction** collaborates with **Department Chairs** and **Principals** at quarterly meetings
 - Expectations for completion of the **Course Curriculum Approval Checklist** are reviewed
- **Department Chairs** and **Teachers** are provided with a **curriculum writing process overview presentation** by the Director of **Curriculum and Instruction** at the start of Phase 1 and Phase 2
 - Additional content-specific professional learning as needed
- **Ongoing professional learning** opportunities as part of the yearly PD and Act 80 calendar
 - Additional content-specific professional learning as needed



EVALUATION PLAN

- **Future Ready Comprehensive Plan (FRCP)**
 - 3-year review cycle
 - **Academic Standards and Assessment Requirements** (Chapter 4)
 - **Professional Development Plan** (Act 48)
 - Induction Plan (Chapter 49)
- Continuous review as part of the **MTSS framework**
- Continuous evaluation during **Phase 1 of the cycle**



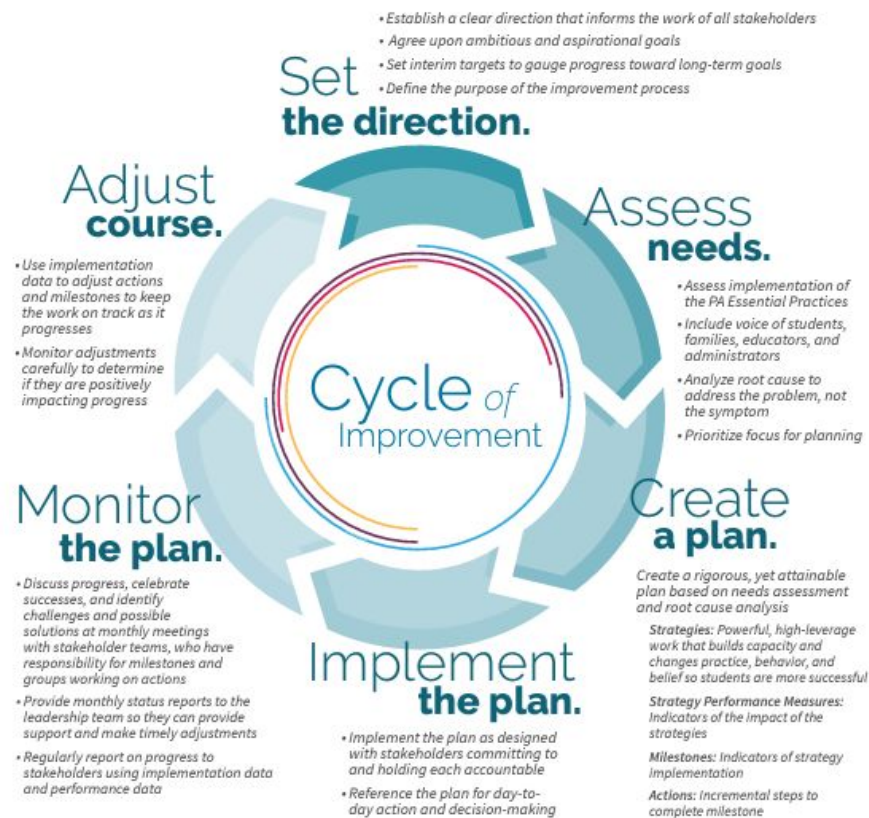
ENHANCING THE CURRICULUM

- It's a journey!
 - Schools are **complex**!
 - Facilitating change with fidelity takes time
 - Model for Managing Complex Changes (Knoster)



ENHANCING THE CURRICULUM

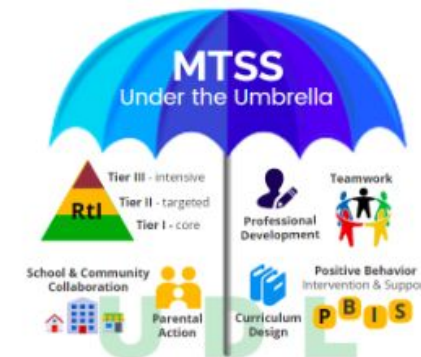
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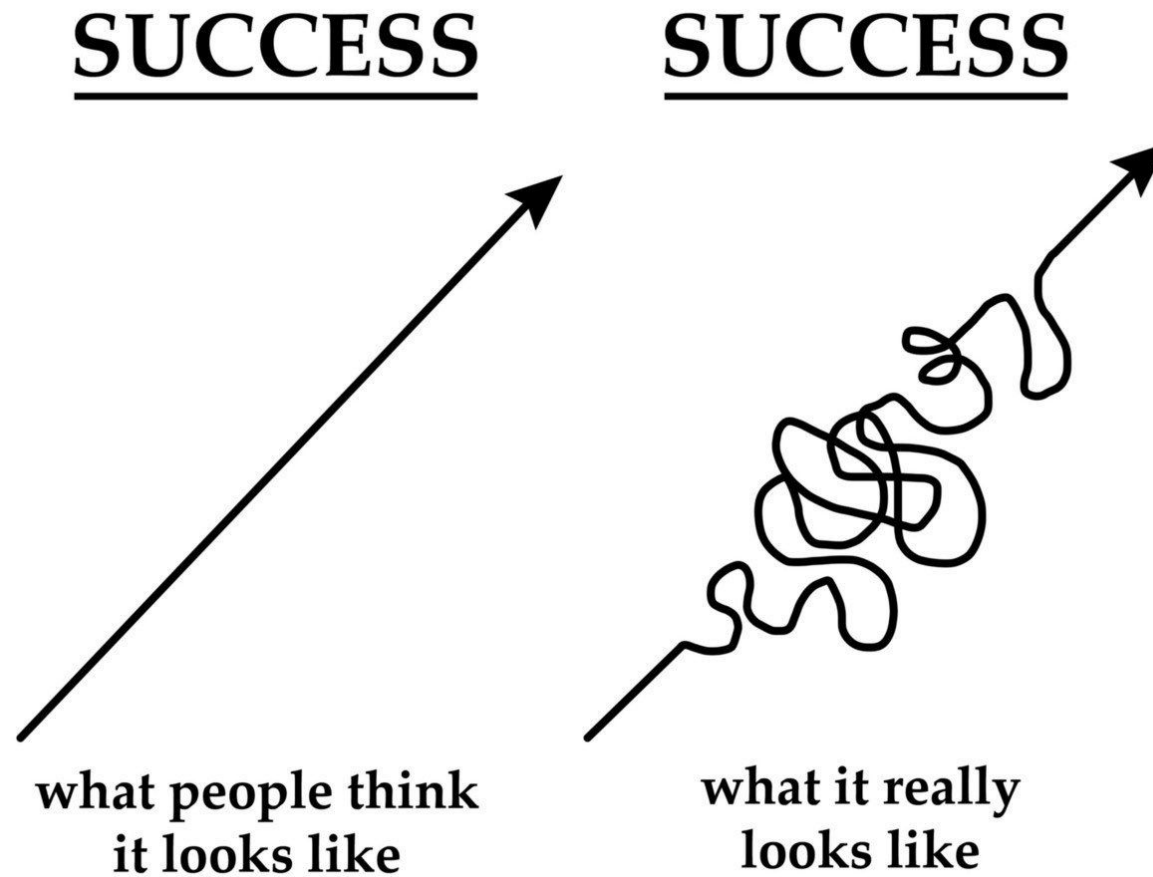
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- It's a journey!



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REFERENCES

- Daggett, W. R. (2014). *Rigor/relevance framework: A guide to focusing resources to increase student performance*. International Center for Leadership in Education.
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THANK YOU

