**Considerations for Creating a Curriculum Document**

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| Possible areas of emphasis in the curriculum document include:   * An articulation of the depth at which students need to learn, demonstrate their understanding of and apply a given concept * Identification of and support for implementing evidence-based practices into classroom instruction aligned to the articulated philosophy * Instructional strategies for teaching standards * Scope and sequence of the curriculum that specifies what content knowledge and skills should be taught, and at approximately which point during a school year in order to create a coherent learning experience * Best practices for delivering content at key points in the curriculum, particularly for concepts and skills that have traditionally proven challenging for students * Time required to address essential content with flexibility for teachers to respond to student needs * Assessments aligned to depth of standards * When and how to use assessments, including formative assessments, to determine whether students are making progress in attaining a particular standard or set of standards * Specific instructional resources to support standards-based instruction * Culturally responsive texts and resources that respect and celebrate the cultural, ethnic and linguistic diversity of students. * Interdisciplinary connections. * Concepts and skills where large numbers of students are likely to have learning gaps, with suggested guidance that will help students fill those gaps while simultaneously accessing grade-level material. * Natural coherence within and across content areas and across grade levels. |

Council of Great City Schools. (2017). *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.* Retrieved from: <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Curriculum%20Framework%20First%20Edition%20Final.pdf>