

<p>Timberlane Regional School District</p>	<p>Policy Code: IGEA</p>
<p>Adopted: 06-16-83 Revised: 05-02-91 Reaffirmed: 02-24-05 Revised: 06-18-09 Revised: 02-21-19</p>	<p>Page 1 of 2</p>

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum is a written document, aligned with the school-wide learning expectations, that prescribes content, integrates relevant school-wide expectations, includes course-specific learning goals, suggests instructional strategies, suggests assessment techniques including the use of school-wide rubrics and suggests a time frame. The curriculum engages students in inquiry, problem solving, and higher order thinking, and provides opportunities for authentic application of knowledge and skills.

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course. Teachers are expected to follow curriculum guides, unless specific exceptions are approved in advance by the Principal.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the School District will develop courses of study aligned with the New Hampshire Curriculum Frameworks and other national, state and local curriculum documents. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials and assessments.

1. Development of Guides:

- a. Curriculum guides should be initially developed by the staff teachers who are to use them.
- b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form committees for study, creation, and revision of any particular guide.
- c. When work is completed on a guide, the committee responsible for its development shall present it through the Curriculum and Assessment Committee to the office of the Superintendent to the Board.
- d. Curriculum study, creation and revision should include representatives from Grade K-12 for continuity.

2. Use of Guides:

- a. Curriculum guides are to serve as a framework from which a teacher will develop individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.

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- b. In subjects where sequence is important, such as mathematics and reading, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence, provided that the full curriculum is completed by year's end.
- c. In all cases, sufficient latitude should be permitted to provide the teacher with time to reach the current, topical, and incidental which add to motivation and meaningful teaching and learning.
- d. The Principal shall see that optimum use is made of available curriculum guides.