

**PETERS TOWNSHIP SCHOOL DISTRICT
6-YEAR CURRICULUM CYCLE
2017-2018**

The 6-year curriculum cycle proposed below attempts to balance the time and cost of curriculum planning for core curricular areas against those of non-core curricular subjects. More importantly, it is designed to provide sufficient time to address the needs of the students of Peters Township School District with the understanding that our students are not the product of programs, but of experiences.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Research/Selection	Development/Writing	Implementation	Monitoring	Monitoring	Evaluation
*****	1	2	3	4	5	6
Language Arts (K-6)	2020-2021	2021-2022	2022-2023	2017-2018	2018-2019	2019-2020
Language Arts (7-12)	2022-2023	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
BCIT/Media/ Tech Ed	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Science (K-6)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Science (7-12)	2022-2023	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Social Studies (K-8)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Research/Selection	Development/Writing	Implementation	Monitoring	Monitoring	Evaluation
*****	1	2	3	4	5	6
Social Studies (9-12)	2020-2021	2021-2022	2022-2023	2017-2018	2018-2019	2019-2020
Music (K -12) Art (K -12) Counseling (K-12) Theater Arts (9-12)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018
Health/ Physical Education (K-12)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018

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Mathematics (K- 6) S.T.E.M/ Engineering (K-12)	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018	2018-2019
Mathematics (7- 12)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018
World Language (K-12)	2019-2020	2019-2020	2020-2021	2021-2022	2017-2018	2018-2019

*** Special Education curriculum should mirror the regular education curriculum except where modifications within the IEP exists. This curriculum should be monitored yearly.

1. Research /Selection Phase—During this school year, teachers will gather research, examine student performance data, visit schools with quality programs, attend national, state, and local conferences, conduct surveys where appropriate, review pilot materials, review the current curriculum guides, share this information at grade level and departmental meetings and set the direction for the curriculum for the next five years.
2. Development/Write Phase—During this school year, teachers will pilot different programs, strategies and materials they are considering for implementation, receive training on the Understanding By Design curriculum writing process, review and propose textbooks for adoption and write the revised curriculum using curriculum management software. The curriculum (curriculum map, scope & sequence, course description/content, Core Body of Knowledge) will be written with the following emphases:
 - a. Integration of technology
 - b. Integration with other subject matter
 - c. Appropriate and varied methods of assessment

- d. Differentiation of all learners
- e. K-12 Articulation
- f. Career Standards
- g. Pennsylvania Core Standards
- h. National and State Subject Standards
- i. Common Assessments

The curriculum will be developed by unit and will include: appropriate grade level(s), length of course, vocabulary, textbooks and supplemental materials, the Standards/goals/anchors being addressed, understandings, essential questions, objectives, assessments and instructional strategies/procedures.

A budget proposal will be presented to the board for curriculum writing, materials, assessments, software/hardware and professional development to effectively implement the curriculum.

3. Implementation—During this school year, teachers will implement the new curriculum, noting pros and cons of the curriculum and/or materials throughout the year.
4. Monitoring—During this phase, teachers will implement modifications that they observed as problems with the initial plan that were discussed within the curriculum committee meetings and approved by the committee
5. Continue to monitor—During this phase, the monitoring shifts to articulation. Departments will continue to meet k-12 to identify any areas that may be hindering articulation of the curriculum k-12, as well as any other shortcomings of the planned instruction.
6. Evaluation—During this phase, teachers will evaluate the impact of their curriculum on student achievement, examining standardized test scores, AP/SAT data and common/local assessments in preparation for the beginning of their curriculum cycle the following year.