

## Action Steps for Developing/Revising Curricula around KCAS

Curriculum development is the responsibility of each school district in the Commonwealth. While Kentucky’s Core Academic Standards (formerly the *Program of Studies*) define the minimum **content** that must be taught, it is not a ‘curriculum.’ Curriculum is **defined** in many ways (according to Wikipedia and Websters): *course of study; structured teaching plan for a course; both the content (the material to be learned), and process of learning (the actions and resources involved in teaching and learning); the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.*

In Kentucky, traditionally, districts have created a range of curriculum resources and components—from pacing guides and maps, to very detailed plans outlining specific instructional resources (books, articles, manipulatives, etc.), as well as specific common assessments for units and courses.

With the adoption of the Common Core Standards in Kentucky (now called “Kentucky’s Core Academic Standards”), all districts are facing the challenge of revising, editing, or rewriting local curricula to reflect this content change. The authors of the Common Core Standards (CCS) emphatically state that while the standards do define the content (or the ‘WHAT’), they do not prescribe HOW to teach or assess them. That is the function of the curriculum. Likewise, what is published on the KDE webpage as Kentucky’s Core Academic Standards defines the WHAT. As a local district, you will need to define the HOW.

The following action steps (**bolded**) are from the book: *What Works in Schools: Translating Research into Action* by Robert Marzano. ***Bulleted items are suggestions*** for making the transition to Kentucky’s Core Academic Standards by 2011-12.

**Action Step 1: Identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education.**

- For 2011-12, the new Mathematics and English Language Arts standards ***must*** be implemented. There is no room for ‘eliminating’ any of the new standards as they are incorporated into ‘law’ in terms of 704 KAR 3:303 (Required Kentucky Core Academic Standards).
- The KCAS for English Language Arts contain specific standards for reading and writing in Science, Social Studies, and Technical Subjects, so those areas should be updated to reflect these new standards as well. (*Note: while new standards are being developed for Science, Social Studies, etc., they will NOT be ready for implementation in the 2011-12 school year. Districts should continue to implement to current Program of Studies, 2006, for those until further notice.*)
- Consider decisions/policies of your local school board and SBDM councils regarding the content that should be taught to all of your district’s students.

Who should we involve?	When will we begin?	Expected Completion Date
	<ul style="list-style-type: none"> <li>• <i>January 2011</i></li> </ul>	

**Action Step 2: Ensure that the essential content can be addressed in the amount of time available for instruction.**

- Begin this process by considering the KCAS first, then any ‘supplemental’ expectations the district has for the students (see Action Step 1).
- Using the Bookmarked Crosswalk for Mathematics ([http://www.education.ky.gov/users/otl/CCDx/Mathematics\\_Bookmarked\\_Crosswalk\\_07192010\\_0226.pdf](http://www.education.ky.gov/users/otl/CCDx/Mathematics_Bookmarked_Crosswalk_07192010_0226.pdf)) and ELA ([http://www.education.ky.gov/users/otl/CCDx/ELA\\_Bookmarked\\_Crosswalk\\_07152010\\_1233.pdf](http://www.education.ky.gov/users/otl/CCDx/ELA_Bookmarked_Crosswalk_07152010_1233.pdf)), (or your **current local curriculum document** compared to KCAS) **evaluate** *the district’s CURRENT curriculum to determine if or where significant changes will need to occur.*

Who should we involve?	When will we begin?	Expected Completion Date
	<ul style="list-style-type: none"> <li>• <i>January 2011</i></li> </ul>	

**Action Step 3: Sequence and organize the essential content in such a way that students have ample opportunity to learn it.**

- Look at the collection of standards/other content determined locally for each grade level and organize it into ‘units’ or ‘chunks’ of learning based on topics. (*Note: examples/samples from KDE will be available in May 2011.*)
- ‘Map out’ the major units or chunks of learning, grade by grade, for an academic year. If curriculum maps *already exist*, consider the analysis done in step 2 to ensure that any time adjustments necessary to incorporate new or different standards are made, the maps are updated.
- *Now compare what you have mapped out with the new standards to your current pacing guides/curriculum maps* (hint: consider what is already in place in terms of courses or units instead of starting anew when possible). *What can you keep? What needs to be adjusted or tweaked? What do we need to add new? Does another grade level currently teach what we are adding? What can we use that they already have developed?*

Who should we involve?	When will we begin?	Expected Completion Date
	<ul style="list-style-type: none"> <li>• <i>January-July, 2011</i></li> </ul>	

**Action Step 4: Ensure that teachers address the essential content.**

- Organize the set of *Learning Targets* that will be developed in the Content Leadership Networks (complete set available by May/June 2011) by the units/courses/topics that have been identified grade by grade (see Action Step 3). Provide time for both horizontal and vertical grade level teams to meet to discuss the ‘chunked’ standards and targets, considering instructional materials and resources available/needed to address the targets effectively. Incorporate other resources from the Content Leadership Networks into the curricula as they are available (e.g., example learning/assessment tasks aligned to particular standards/targets).
- Identify the instructional and assessment resources that are currently in hand that align well to the new curricula; identify those that do not.
- Identify additional resources/materials that will be needed to effectively deliver the new curricula.
- ***Begin*** to identify additional professional learning opportunities teachers will need to effectively deliver the new/revised curricula.

Who should we involve?	When will we begin?	Expected Completion Date
	<ul style="list-style-type: none"> <li>• <i>June-July, 2011</i></li> </ul>	

**Action Step 5: Protect the instructional time that is available.**

- Consider any policies or procedures that should be established to protect classrooms from unnecessary interruptions.
- Consider scheduling so that teachers have regular opportunities to plan and reflect on their practice together.

Who should we involve?	When will we begin?	Expected Completion Date
	<ul style="list-style-type: none"> <li>• <i>April-June 2011</i></li> </ul>	