

Curriculum Documents

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 subject area.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the Wallingford School District will develop its own curriculum guides and course outlines to reflect the needs of the district.

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.

I. DEVELOPMENT OF GUIDES

- A.** Curriculum guides are best developed by the staff and 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 system-wide committees for study, creation, and revision of any particular guide.
- C.** When work on a guide is completed, the committee responsible for its development shall present it to the Curriculum Council which shall present it, through the office of the assistant superintendent for instruction, to the Board.

II. USE OF GUIDES

- A.** Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers new to the system look to them for information about what is expected to be taught in the grade or subject area in which they serve.
- B.** Curriculum guides are to serve as a framework from which a teacher will develop units of study, 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.
- C.** The curriculum guide is a guide, not a recipe. No teacher is expected to teach everything that is included in the guide; nor is he/she expected to use all of the suggested methods and materials. A good guide suggests more than can be used. The teacher is expected to follow the content approximately, making changes as may be needed.

- D. In subjects where sequence is important, such as mathematics, 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.
- E. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental which add to motivation and meaningful teaching and learning.
- F. The principal, program leader, department chairman, and coordinators shall see that optimum use is made of available curriculum guides.

Policy Approved: 6/24/85

Policy Revised: