**Curriculum Plan**

Welcome to Hypothetical Traditional High School in New Hanover County Schools. I am your new hypothetical principal and in real life I would probably just assign you as the brand new teacher to a grade and a course. I would also hand you the textbook and a faculty manual and say welcome!

But since I am the nicest principal you may ever have, I will let you choose what grade and course you will teach. And you already chose your textbook. Luckily, you only have one course to prepare for this year:

**1. Pick one grade: 9 -12.** Grade 10

**2. Pick a course you want to teach.** English II: World Literature

**3. State Standards:** Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

**4. Calendars**

Then download both the following calendars from New Hanover Schools.

<http://www.nhcs.net/calendars.htm>

One is the traditional school calendar. The other is the testing calendar.

Assume you were hired for New Hanover County Schools this past year.

1. How many grading periods do you have? 2
2. How many instructional days per grading period? Approx. 45 first grading period, approx. 40 second grading period
3. How many days will be reserved for teacher work days and testing? First grading period: 2 Second grading period: approx. 7 workdays (spring break), approx. 7 for testing

**5. Curriculum Mapping**

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

They should have mastered the skills from English I and the previous standards.

1. What the students are to learn during the present school year?

The students in English II should master the Common Core standards for Grade 10.

1. What they are going to be required to learn in future grades?

Students will be require to master the English III and IV standards.

### 6. Year-long/Semester-long Planning

**What is It?** Year-long planning is the overall curriculum framework (scope and sequence) for a specific academic year or period. It serves as an outline of what topics and objectives will be taught and when they will be taught.

**Why is a Year-Long Plan Important?** Year-long planning provides for continual, sequential, integrated, and cumulative learning. It helps teachers to pace their presentations of the required curriculum and to ensure that all curriculum objectives are covered.

**Completing Year-Long Plans** Keep in mind the sample steps below when developing a year-long plan.

|  |  |  |
| --- | --- | --- |
| checkmark | Step 1: | Identify the required general curriculum goals and objectives for your particular grade or subject. |
| checkmark | Step 2: | Identify specific benchmarks and performance standards. |
| checkmark | Step 3: | Identify how student progress will be measured. |
| checkmark | Step 4: | Consider the timing of local, state, and national assessments. |
| checkmark | Step 5: | Consider the timing of related topics covered in other classes. |
| checkmark | Step 6: | Determine themes for instruction and the applicable objectives that need to be covered within each topic. This is done by applying the curriculum guidelines. |
| checkmark | Step 7: | Keeping in mind the material to be covered, decide on what sequence of instruction will best meet the needs of the students. |
| checkmark | Step 8: | Outline topics to be covered within specific time periods (semesters, weeks, etc.). Identify what part of the required curriculum is being covered with individual topics in order to ensure all of the required curriculum will be taught. |

**7. View the example of a mathematics year-long plan.**

**8. So what do I have to do?**

Make a semester long block curriculum or a yearlong traditional curriculum that looks like the example.

**9. What standards are not covered well by your textbook choice? What other materials and resources do you plan on using? ( list a minimum of 5)**

Grading Rubric: 5 points total

One point each for quality work for each of the following:

1. Fully identified state standards and allotted them in a systematic way to each grading period.

2. Realistically allotted time to instruction keeping in mind the instructional days for each quarter. Identified the accurate amount of instructional days for each quarter.

3. Identified the standards students have mastered before your course, during your course, and will need to learn after your course.

4. Identified which standards were not well covered in the course and identified a minimum of 5 additional resources that could be used to supplement the textbook.

Adapted from [IRIS http://iris.peabody.vanderbilt.edu/cnm/chalcycle.htm](file:///C%3A%5CUsers%5CJanna%5CDesktop%5CIRIS%20http%3A%5Ciris.peabody.vanderbilt.edu%5Ccnm%5Cchalcycle.htm)