

CURRICULUM GUIDES AND COURSE OUTLINES

1. 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
- c. When work on a guide is completed, the committee responsible for its development shall present it, through the office of the Superintendent, Accreditation Committee, and to the

2. 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
- 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 present the logical sequence of instruction.
- c. The curriculum guide is a guide, not a recipe. No teacher is 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
- e. Sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental items which add to motivation and meaningful
- f. The principal is responsible for assuring that curriculum guides and course outlines are being followed.

It shall be the responsibility of the Principal to see that curriculum guides and course outlines are developed, updated, published and distributed to staff.

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