

Dover School District Curriculum Approval Criteria

			EVIDENCE
Criteria # 1	Non-Negotiable STANDARDS:	a. The curriculum aligns with district, state and national standards.	☐ Yes ☐ No
Criteria # 2	Non-Negotiable COMPETENCIES:	a. Competencies for the course are fully developed and include explicit measurable, transferable learning objectives that empower students. b. Competencies emphasize application and development of important skills. c. Competencies allow for student choice in learning outcomes.	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No
Criteria # 3	Non-Negotiable INSTRUCTIONAL OBJECTIVES:	a. Instructional objectives are stated clearly in terms of standards and learning targets.	☐ Yes ☐ No
Criteria # 4	Non-Negotiable RESEARCHED BASED:	a. The curriculum is researched based. b. The curriculum supports best practice models.	☐ Yes ☐ No ☐ Yes ☐ No
Criteria # 5	Non-Negotiable EXPECTATION OF LEARNING:	a. The curriculum facilitates learning and understanding. b. The curriculum takes a developmentally appropriate approach to student learning, allowing students to learn at their own pace. c. The curriculum focuses on supporting students in meeting their maximum potential.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 6	Non-Negotiable STUDENT INTERACTION AND COLLABORATION:	a. The curriculum materials contain effective, authentic and engaging activities. b. The curriculum focuses on developing 21 st century skills.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 7	CONTENT:	a. The curriculum contains appropriate content that is relevant to the diverse abilities and needs of the students. b. Curriculum materials allow teachers the freedom to offer students choice when learning. c. The curriculum is accessible and geared towards culturally and linguistically diverse students. Materials are available to support all learning needs.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 8	KEY CONCEPTS:	a. The curriculum concentrates on developing big ideas, essential questions, and key concepts, allowing for depth of knowledge, higher order thinking skills and inquiry around big ideas. b. Focus is on mastery of skills and knowledge more than "getting through the curriculum."	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 9	PEDAGOGY:	a. The curriculum emphasizes the exploration of questions, rather than the learning of answers. The curriculum stresses less recitation and encourages student inquiry, problem solving and constructivist teaching. b. Classroom instruction reflects a student driven learning environment. c. Students are asked to solve real world and authentic challenges when appropriate.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Criteria # 10	<u>ASSESSMENT:</u>	a. The curriculum supports valid and varied assessments, including formative, summative, performance based and traditional assessments. Assessments are created using Depth of Knowledge 3-4 to assess competency. b. Assessments focus on a variety of tasks that address multiple modalities. c. Students are required to apply their understanding, knowledge and skills for summative assessments. Students are allowed to design their own presentation of competency.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 11	<u>ADDITIONAL RESOURCES:</u>	a. The curriculum includes supplemental or parallel resources that supplement, enhance or augment the concepts within the content and meet all criteria for the National Instruction Materials Access Center. b. The additional resources also support multiple modalities.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 12	<u>INTERDISCIPLINARY CONNECTIONS AND COHERENCE:</u>	a. The materials encourage interdisciplinary connections by integrating big ideas and essential questions or skills and processes across disciplines. There is coherence across subject matter domains and grade levels.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5