



مدرسة الإتقان الأمريكية
ALITQAN AMERICAN SCHOOL

CURRICULUM DEVELOPMENT POLICY

POLICY REVIEW

Date of Completion:	20 August 2013
Date of Current version:	25 June 2019
Date of Next Revision:	25 June 2022

Rationale

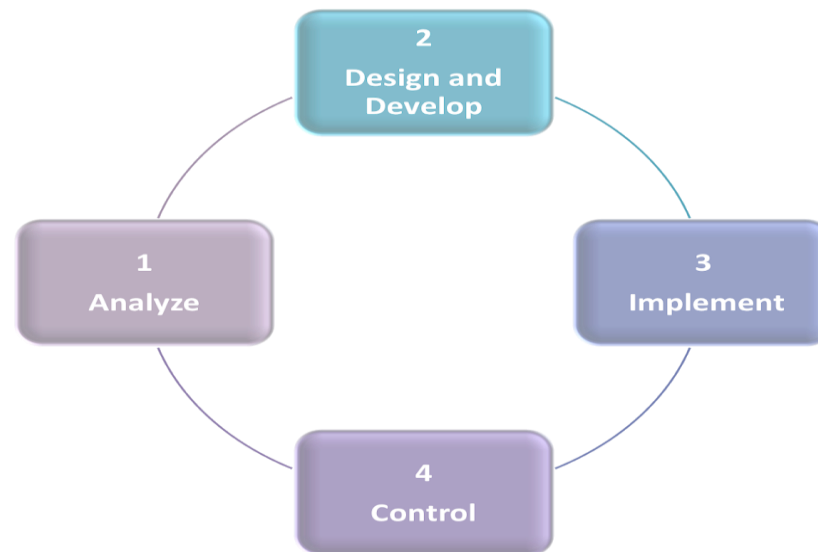
Curriculum development is defined as a planned, purposeful, progressive and systematic process in order to create a positive improvement in the educational system. This plan is intended for all curriculum developers including teachers and HODs in developing the academic and personal development needs of all the students (4.1.5). This plan primarily provides curriculum developers with a standardized curriculum development framework and a step-by-step process. As such, all curriculum developers shall read thoroughly this plan before the actual development of the curriculum begins. This plan is designed in consideration of the following conditions:

1. There is a need to enhance the curriculum design to make it relevant, comprehensive, innovative and challenging. The curriculum must be reflective of a balanced view of developing the students' knowledge, skills, and understanding. (4.1.1)
2. There is a need to improve the curriculum for the students to successfully participate and meet the challenges and opportunities of today's changing world. This plan primarily focuses on developing the 21st century skills. The skills needed are identified as those that generally refer to certain core competencies such **as collaboration, digital literacy, critical thinking, and problem-solving that education advocates believe schools need to teach to help students thrive in today's world.**"
3. There is a need to structure the progression among the key subject areas. It should be re-designed to cater to the needs of the students. Lessons should be appropriately sequenced towards smooth and effective implementation, thus preparing the students for the next phase of their education within school and beyond. (4.1.2).
4. The contents, skills and curricular standards needs to be structured as to meet the needs of the students during the different scenarios in this time of Pandemics in terms of Face to Face, Distance Learning and Blended Learning. The Academic council convened and collaborated with the Supervisors, HODs and teachers to review the scope and sequence as per the topics that will be taught and curricular standards to follow during the online teaching.
5. There is a need to enrich the provisions for older students to benefit from their learning experiences that would nurture their talents, interests, and aspirations through extensive choices and diverse avenue. (4.1.3)
6. There is a need to re-create cross-curricular links that are meaningful and purposively and innovatively planned which will enhance student's transfer of learning across different subjects. (4.1.4)

Phases for Curriculum Development

The development of an effective curriculum is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program to designing an improved program, implementing the new program and back to evaluating it at the end of its implementation. Below shows the different phases and description. The process is patterned after the System Model of Performance Improvement and Performance-Based Instructional Design System.

Figure: Curriculum Development Framework



Phase 1: Analyze

This involves crucial planning of curriculum through consideration of 2 key components: organizational performance diagnosis and work expertise documentation. Primarily, it includes front-end analysis which involves needs assessments, task analyses, and proposal development. In this phase, it is imperative for the curriculum developers to reflect on the current practices and analyses of the available data which are integral components for curriculum development.

	Steps	Documents Needed	Evidence
1	The teachers shall reflect their experiences in curriculum development and curriculum implementation. The HOD shall identify the significant factors that affect the implementation of the curriculum and use this to enrich the curriculum. During the Distance learning program, the teachers reviewed the scope and sequence or the list of topics to be taught with the aligned curricular standards to adopt to the Distance Learning delivery context.	Curriculum Maps / Yearly Plans	Completed curriculum development questionnaire
2	The teacher shall list the content of the lessons to be covered by the students in every term. This list is called Scope and Sequence . Teachers shall ensure that there is no repetition of the content across the grade level and that the pre-requisite skills are developed. During the Distance learning program, the teachers reviewed the scope and sequence or the list of topics to be taught with the aligned curricular standards to adopt Distance Learning.	<input type="checkbox"/> Student Books <input type="checkbox"/> Teacher's Guide <input type="checkbox"/> Curricular Standards <input type="checkbox"/> Other relevant resources	Grade Level Scope and Sequence
3	The teacher shall review the results of the MAP, PISA, TIMSS, Diagnostic Tests, Mastery and End of the Term Exam and identify significant factors which are applicable in enhancing the scope and sequence. The MAP learning continuum and the diagnostic tests results can be used to identify pre-requisite skills . TIMSS and PISA can be used to identify the content or skills needed to enrich the curriculum. The HOD shall review and approve the scope and sequence based on the grade level standards.	<input type="checkbox"/> School Performance Data	Grade Level Scope and Sequence
4	The teacher shall prepare the listings of the skills/competencies required to understand the content. The skills should match the curricular standards. The skills/competencies must be aligned with the grade level standards. The HOD shall review and approve the Grade level skills. These lists of skills will be the checklists for the student's portfolio.	<input type="checkbox"/> Student Portfolio <input type="checkbox"/> Curricular standards <input type="checkbox"/> Approved grade level scope and sequence	Grade Level Skills

Phase 2: Design and Develop

In this phase, program and lessons are designed based on the results of the analysis phase. New materials are developed and existing materials are revised. Prior to the development of the unit maps, the teachers and the HOD shall develop the interdisciplinary project themes (First and second term) and the performance Task (Third Term) for DL across grade levels. The steps for developing this project are shown below.

	Steps	Documents Needed	Evidence
1	<p>The Vice-Principal shall formulate grade level teams who will develop the interdisciplinary projects across the grade levels for first and second term.</p> <p>For the third term, the Performance Task was introduced as the final output, adjusting to the DL, the guidelines were provided for the HODs through a training spearheaded by the Curriculum Supervisor.</p>	<p>Lists of Teachers</p> <p>Guidelines in Making Performance task</p>	<p>Lists of Grade level teams and schedule of meeting and training</p>
2	<p>The grade level teams shall formulate the interdisciplinary projects (one project per term) for the first and second term.</p> <p>The third term as currently we are on DL, the output will be called Performance Task . The teams are required to follow the guidelines in preparing the performance tasks.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Goals Survey <input type="checkbox"/> Cultural Heritage Goals <input type="checkbox"/> UNESCO Activities and Celebrations <input type="checkbox"/> Calendar of Activities <input type="checkbox"/> Guidelines 	<p>Grade Level Interdisciplinary Project</p> <p>Performance Tasks (Proposal Template)</p>
3	<p>The grade level team shall submit the projects to the Curriculum Supervisor for approval and to the Vice-Principal for final approval. The approved projects will be given to all subject teachers through the HOD and shall serve as the main performance task under stage 2 of their unit plans. The role of the teacher is to align the content of the lessons to the projects without compromising the logical sequence of the lessons.</p> <p>For DL, third term, the HODs after their training with the Curriculum Supervisor, as planned will also trained their teachers to come up with their Performance Task proposal which will be approved by HODs, recommending approval for</p>	<p>IDP Profiles 1 and 2 (First and second term)</p> <p>Performance Task Proposal (Third term)</p>	<p>Grade Level Interdisciplinary Projects (First and second term)</p> <p>Performance task (Third term)</p>

	Curriculum Supervisor and all approved Peta will be submitted to the VP for final approval.		
4	The teacher shall prepare the unit maps based on the approved format in the context of the backward design (Understanding by Design). The main guidelines in the preparation of the unit maps are indicated in the succeeding page.	<input type="checkbox"/> Student Books <input type="checkbox"/> Teacher's Guide <input type="checkbox"/> Curricular Standards <input type="checkbox"/> Other relevant resources <input type="checkbox"/> EQuIP	Unit Maps
5	The teacher shall submit the unit maps to the HOD for checking, then to the Curriculum Supervisor for approval, these will be forwarded to the Vice Principal for final approval. The Curriculum Supervisor shall use the EQuIP forms in evaluating the unit maps.	Unit Maps	EQuIP

Guidelines in Preparing the Scope and Sequence

The **Scope and Sequence** is critical in preparing unit plans. **Scope** refers to the depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels. **Sequence** is the order in which the content should be taught for the best learning (building on past knowledge) within and across grade levels.

A. General Guidelines

1. The **Scope and Sequence** shall be divided into three terms. There is a prescribed format for each department. English, Math, and Science are required to prepare the scope and sequence.
2. The **Scope and Sequence** must be short and concise. It shall list the content, competencies, and standards to be covered across the term during the academic year.
3. The **teacher** shall use the student textbooks, teacher guide, approved curricular standards, and other relevant resources. The textbooks of the students are to be used as the main reference, but not the only resource for developing the Scope and Sequence. The results of the MAP through the learning continuum can also be the basis for determining the content and skills. Below are suggested resources in preparing the Scope and Sequence:
 - a. Approved textbooks and teacher guide to be used for the academic year
 - b. Previous years Unit Maps

- c. Learning Continuum from MAP results
 - d. Applicable PISA, TOEFL, SAT and TIMSS Results (whichever is available)
 - e. Educational Websites
4. The number of contents and standards to be listed in each term shall be proportional to the number of instructional weeks per term. As such, it is a must to write only the standards that will be explicitly taught and assessed.
5. The headings and formats shall not be changed unless otherwise approved by the Vice Principal. Teachers shall consider the following specifications:
- a. Font Style: New Times Roman
 - b. Font Size: 10
 - c. It should not exceed five pages.
 - d. Paragraph alignments must be properly observed.

B. English / Math and Science Scope and Sequence Guidelines

1. Complete the headings of the template by writing the full name of the subject, grade (in words), date revised following the format as shown (5th July 2019), and the author's name which contains at least two names. Names are to be separated by a comma.
2. A new format of the scope and sequence was introduced for AY 2019-2020. The sample was shown on the next page. The table shows the aims of every grade level to meet the department's overall performance expectations; the goals of term 1,2 and 3 to meet the goal of the grade level; and the specific performance expectation of the lesson. The table also contains the Codes and descriptions of the curricular standards as well as the contents/ topics, and the contents/ topics or the resources that will be covered within each term.



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SCOPE AND SEQUENCE

Subject:		Grade:	
Date Revised:		Authors:	
Date Created:			
Grade Level Aims:			
By the end of term 1, the students will be able to (main content/ priority standards) to promote (overall performance expectation).			

TERM :1				
Target of the Term (Final Goals)				
By the end of term 1, the students will be able to (main content/ priority standards) to promote (overall performance expectation).				
Lesson 1		Lesson Title:		
Expectation of The Lessons (Performance Goals)				
By the end of lesson 1, the students will be able to (main content/ priority standards) to promote (overall performance expectation).				
Standards (Code and descriptions)				
Acquisitions				
Code	Learning Ladder	Contents/ Topics	Contents/ Topics	Resources
	Learning Intentions	Success Criteria		
	Students will be able to	1. Students can		

C. Integrated Scope and Sequence Guidelines for KG and Grade 1

1. Complete the headings of the template by writing the full name of the subject, grade (in words), date revised following the format as shown (28 May 2018), and the author's name which contains at least two names. Names are to be separated by a comma.
2. The new template for KG and Grade 1 Scope and Sequence contains the table below. The table shows the aims of every grade level to meet the department's overall performance expectations; the goals of term 1,2 and 3 to meet the goal of the grade level; and the specific performance expectation of the lesson and the domains and lists of the topics to be covered related to the domain as shown in the format below



INTEGRATED SCOPE AND SEQUENCE

Subject:	English, Math, Science	Grade:	Kindergarten 2	
Date Revised:	04/09/2019	Authors:	Shaza Alabed Abir Abid Cynthia	Asma Emad Rahaf Narina
Date Created:	23/6/2019		15/12/2019	
Grade Level Aims:				
In English : At the end of KG2 students will be able to demonstrate basic knowledge of one-to-one letter –sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant ,read common high frequency words by sight, blend and segment onsets and rhyme of single-syllable in spoken words, write simple sentence with proper subject ,verb, punctuation, ask and answer questions about key details in a text and express ideas and share them in a whole group discussion with self confidence .				
In Math: They will be able to count from 1-100,solve addition and subtraction problems, Recognize and name 2D, 3D shapes, compare 2 sets of up to 10 objects, measure data and sort objects.				
In Science: Student will be able to tell how living and non-living things are different . They will sort all object as living and non-living, identify what plants and animals need to live and grow. In addition to understand why plants and animals live in certain places that have the things they need				

TERM 2 (The World Around Us) (4 lessons)

Target of the Term (Final Goals)

At the end of the unit, the pupils are expected to learn main ideas with details, sequence of events and story structure. In writing they will be able to use high frequency words, sentence exact verbs, nouns, sentence frame and structure of numbered list to make meaningful sentences. In grammar pupils will learn Verbs in past and future tense, Statements (Capitalization and Punctuation), proper nouns and pronouns. In Math the pupils will be able to use numbers and number names to count objects in or out the class. They will explore and identify two dimensional shapes and subtraction word problems.

In Science: Students will be able to tell some ways people can protect themselves from the sun, how living and non-living things are different . They will sort all object as living and non-living, identify what plants and animals need to live and grow, tell why plants and animals live in certain places.

Lesson 1

Lesson Title: Habitat

Expectation of The Lessons (Performance Goals)

In English: Students will be able to recognize the uppercase and lowercase letters, write and read his/her first and last name correctly ,read the sight words correctly, use sight words in a sentence, blend the sounds of two or three letter words, recite the sounds and the letters of the

alphabets, use nouns and verbs in the sentence uttered orally, draw pictures to explain about oneself and his surroundings ,retell the main idea of a story with expressions and use English language when telling stories / narrating.
In Math: By the end of the lessons students will be able to write numbers from 0 to 20 represent a number of objects with a written numeral 0-20.
In Science: Students will be able to tell some ways people can protect themselves from the sun.

Acquisitions								
ELA(English Language Arts)			MATH			SCIENCE		
Standards	Contents/ Topics	Resources Reader`s notebook pages	Standards	Contents/ Topics	Resources	Standards	Contents/ Topics	Resources
RF.K.1.D	Phonics: ▪ Letters and sounds. (Bb,li)	83, 84 (Readers notebook V 1) 3, 4 (Readers notebook V 2) Jolly Phonics: https://www.youtube.com/watch?v=yVvry9jpVjI Flash cards and flip chart Letters Activity.	K.CC.A.3 K.CC.B.4a K.CC.B.4b K.CC.B.4c K.CC.B.5	Numbers Bonds to 10.	Student text book "B" pages: 35-50. Activity Book pages: 23-34 Worksheet (bonding numbers from to twenty.) Cubes, Numeral cards. YouTube Video.	K-PS3-2	The sun and earth`s surface Lesson 2: protection from the sun	Student`s edition inspire science p. 81-90 https://www.youtube.com/watch?v=Zc2wE5dVx3Y&t=127s

Guidelines in the Preparation of Unit Maps

The guidelines below are based on the concepts of backward design by Wiggins and McTighe. Teachers and HODs are required to read and understand carefully the following points to ensure a well-prepared Unit Maps.

1. Science, Math, and English are required to develop unit plans that are based on backward design. Other subjects shall follow the Yearly Plan format including the mandated subjects from the Ministry of Education.
2. The Unit plans shall be comprised of three important stages: Desired Results (Stage 1), Evidence (Stage 2), and Learning Plans (Stage 3).
3. **Stage 1** identifies the desired results, essential questions, standards, transfer goals, and knowledge and skills. **Stage 2** shall indicate the performance tasks to be done at the end of the unit and the other evidence.

4. The content of PISA, TIMSS and the learning continuum of the MAP shall be integrated into the units whenever possible. The learning continuum of the MAP shall be the basis for identifying the pre-requisite skills.
 - a. The Learning Continuum contains learning statements that provide the teacher with an instructional starting point by describing the skills and concepts that are almost ready to be introduced, developed, or reinforced along a continuum of learning.
 - b. These statements must be indicated under pre-requisite skills column in Stage 3 of the Unit Map.
5. Subject teachers of the same grade level are required to use the approved integrated projects in every term as the performance task. However, the teachers shall ensure that the related content and skills are considered in the unit plan to prepare the students for performance task (PeTa)

Guidelines in Preparing Interdisciplinary Projects

1. The interdisciplinary projects are the main performance tasks that the students shall complete by the end of the term. The performance tasks must reflect the content and the skills the students must learn in English, Math, Science, Music and the Arts across the grade levels from grades 1 to 12 within the given term. Computer lessons should be designed based on the nature of the projects.
2. The Interdisciplinary projects also reflect the UNESCO goals in which when the Ministry of Education (MOE) and its strategic partners have laid out a strong strategy to harness the national human capital's full potential by maximizing participation in high-quality education, to focus on equity and quality from kindergarten to higher education to fill the gap between academic requirements
3. Use the **GRASP** principle when conceptualizing the project. **GRASPS** is an acronym to help designers construct authentic scenarios for performance tasks.
 - a. **Goal**: the goal or challenge statement in the scenario
 - b. **Role**: the role the student plays in the scenario
 - c. **Audience**: the audience / client that the student must be within doing the task
 - d. **Situation**: the particular setting / context and its constraints and opportunities
 - e. **Product / Performance**: the specific performance or product expected
 - f. **Standards**: the criteria for success written in rubrics form
4. Each subject must design performance rubrics. Performance rubric is the assessment criteria in evaluating the performance of the students in the completion of their performance task. It shall be reflective of the skills in the subject for the given unit and shall be well-aligned with the competencies checklist in the student portfolio.
5. The themes of the projects shall be based on any of the selection, which is developed based on the 21st Century Interdisciplinary Themes and Parent Survey goals.

- a. **Civic Literacy**. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes. Exercising the rights and obligations of citizenship at local, state, national and global levels. Understanding the local and global implications of civic decisions. In this theme, the following are related parent goals:
- Provide opportunities to meet people
 - Develop effective study skills
 - Understand basic moral and religious values
 - Develop correct values
 - Desire and achieve socially responsible behavior
 - Develop the ability to work cooperatively
 - Train an effective leadership
 - Develop an understanding of the meaning of life
 - Develop intellectual prowess
 - Develop critical thinking
- b. **Environmental Literacy**. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as related to air, climate, land, food, energy, water and ecosystems. Demonstrate knowledge and understanding of society's impact on the natural world (e.g. population growth, population development, resource consumption rate, etc.). Investigate and analyze environmental issues and make accurate conclusions about effective solutions. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues). In this theme, the following are related parent goals:
- Develop effective study skills
 - Acquire a set of values and an ethical system by which to live
 - Develop intellectual prowess
 - Develop critical thinking
 - Develop the ability to adapt to changing conditions and to learn from mistakes
 - Understand scientific method and how it works
 - Understand scientific and technological progress
- c. **Health Literacy**. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. Using available information to make appropriate health-related decisions. Establishing and monitoring personal and family health goals. Understanding national and international public health and safety issues. In this theme, the following are related parent goals:

- Acquire proficiency in expressing one's self
- Develop intellectual prowess
- Develop critical thinking
- Develop the ability to adapt to changing conditions and to learn from mistakes
- Understand scientific method and how it works
- Understand scientific and technological progress
- Maintain good physical and mental health
- Train an effective leadership
- Develop an understanding of the meaning of life
- Develop intellectual prowess
- Develop critical thinking

d. **Financial, Economic, Business and Entrepreneurial Literacy**. Knowing how to make appropriate personal economic choices. Understanding the role of the economy in society. Using entrepreneurial skills to enhance workplace productivity and career options.

- Discover and develop creative talent
- Acquire self-reliance
- Provide opportunities for self-discovery, self-expression and creativity
- Understand scientific method and how it works
- Understand scientific and technological progress
- Develop intellectual prowess
- Develop critical thinking
- Train an effective leadership
- Develop an understanding of the meaning of life

6. UNESCO (United Nations Educational, Scientific and Cultural Organizations) Sustainable Development Goals

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Quality education specifically entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force. As AIAS aims to establish a strong link with UNESCO and promote these sustainable goals for development, the theme in the IDP includes the UNESCO Sustainable Development Goals.



7. PeTa presentation should always be part of the school activity at the concluding part of the term.
8. Evaluation report for every student as a result of the PeTa should be kept in the student's portfolio.

An **Interdisciplinary Project Profile (IDP)** is shown in the next page

INTERDISCIPLINARY PROJECT PROFILE

GRADE 6

IDP GOAL	CORE SUBJECT	TRANSFER TASK/GOAL	DETAILS
<p>Present the cultural identity of one's country and elaborate the concept of diversity in the UAE.</p>	<p>SCIENCE</p>	<p>Make two illustrations with detailed description of fossils from one's own country.</p>	<p>The description of the fossil shall include one's unique identity which help his family cope with the UAE culture.</p>
	<p>MATHS</p>	<p>Make a timeline that illustrates one's family's history, then elaborates as to when and how the family cope with the UAE culture</p>	<p>The timeline should be both historical and descriptive. It shall reflect as to how one's family cope with the UAE lifestyle specifically in terms of economics.</p>
	<p>ENGLISH</p>	<p>Compose a handwritten story map, a picture story and a computerized journal that talk about artifacts about one's own country.</p>	<p>All outputs shall illustrate one's unique identity that help one's family adjust easily with the UAE lifestyle.</p>
<p>ROLES</p>	<ol style="list-style-type: none"> 1. All common core teacher guide the students in preparing their individual projects. 2. The ICT team guide the students in preparing the technology-related outputs: English journal, Science and Maths graphics. 3. The Art Teacher prepares the suitcase as directed by the ICT team. 4. All common core teachers prepare their students for oral presentation of the project. 		

It is to be noted that In Understanding by Design, the learners are actively involved in making connections and developing their personal understanding of chosen concepts. Thus, the teacher's role in the classroom is to create the conditions and to facilitate learning. It is the students who actually do the hard work of learning. Each student in the class, therefore, is expected to do the following:

- describe the goals (big ideas and essential questions) and performance requirements of the unit,
- explain what they are doing and why (i.e., how today's work relates to the larger unit goals),
- be hooked at the beginning and remain engaged throughout the unit,
- describe the criteria by which their work will be evaluated,
- be engaged in activities that help them to learn the big ideas and answer the essential questions,
- be engaged in activities that promote explanation, interpretation, application, perspective taking, empathy, and self-assessment (the six facets of understanding),
- demonstrate that they are learning the background knowledge and skills that support the big ideas and essential questions,
- have opportunities to generate relevant questions,
- explain and justify their work and their answers,
- are involved in self- or peer-assessment based on established criteria and performance standards, and
- use the criteria or rubrics to guide and revise their work.

For Distance Learning Program (Third term)

The Implementation of the Performance Task

A **performance task** is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks can be used to engage students in meaningful learning. Since rich performance tasks establish authentic contexts that reflect genuine applications of knowledge, students are often motivated and engaged by such “real world” challenges.

When used as assessments, performance tasks enable teachers to gauge student understanding and proficiency with complex processes (e.g., research, problem-solving, and writing, power point presentation, booklet), not just measure discrete knowledge. They are well suited to integrating subject areas and linking content knowledge with the 21st Century Skills such as critical thinking, creativity, collaboration, communication, and technology use.

Guidelines in the Preparation and Implementation of Performance Task

1. Performance tasks are the school's summative assessments. The tasks should commensurate to the level of challenge to students. It should be simple and easy to complete by the students appropriate to their grade level.
2. The teachers will be assigning and guiding the students of a performance- based task as the final output of their teaching for Term 3 which can be done during live sessions only.
3. The teachers will choose the topic that they will give as the performance- based task, and the task should be completed not more than 5 live sessions.
4. The topic should be derived from the lessons taught in Term 3 based on the scope and sequence.

5. The task maybe in the digital form that will not require any materials or any activity that will be impossible for the students to accomplish. Strictly no printing of papers, no downloading or cutting of any materials that are unavailable for the students.
6. The teacher should make sure that the students will perform their performance based task independently by themselves. Make the performance-based task simple but meaningful, for high school, the teacher can arrange group project whenever possible.

A Performance Sample Proposal Template is below:



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**DISTANCE LEARNING AUTHENTIC SUMMATIVE ASSESSMENT:
PERFORMANCE TASK**

Subject:	English	Prepared by:	Dr. Rommel Pelayo
Grade:	Three	Date:	6 May 2020

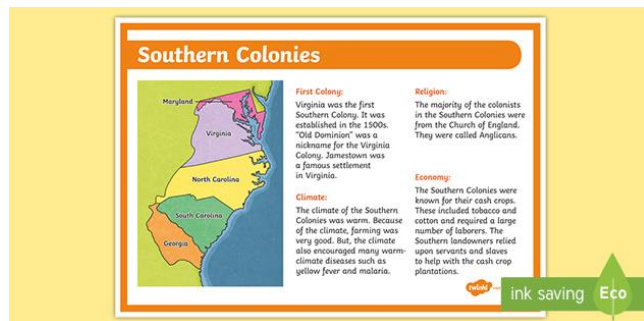
Goal:	The student's goal is to create an "advertisement poster" or "ads" about SARS-CoV-2 with preventive measures on how to protect themselves against COVID19
Role:	Pupils will be acting as "creator of advertisement" of a social media to inform people about safety measures against virus infection.
Audience:	The advertisement will be accessed by the students, teachers and parents of grade 3 as it will be posted as story in the class dojo.
Scenario:	There is a need to inform students, parents and teachers of ways to protect themselves against COVID19
Product / Performance:	<p>Product: The poster can be creatively done using paper, marker, crayons or any productivity tools (MS Productivity tools) where students are very much comfortable of using. Students can freely choose any tangible product. The product can easily be submitted to the teacher through class dojo. Samples of poster is shown below.</p> <p>Performance: The students should use different words and punctuation marks in sentences to express ideas and draw / choose pictures that best describe their sentences.</p>

Standards (Performance Rubrics) – 40 items

Standards	Outstanding	Very Good	Good	Acceptable	Weak
B.1.1 - Express ideas using basic sentences that are	Students write 10 correct sentences, with no mistakes, that	Students write 10 sentences, with few	Students write less than 10 sentences, with few mistakes, that	Students write less than 10 sentences, with many mistakes,	Students write less than 10 sentences, with many mistakes, and

organized around a specific topic for a variety of audiences and purposes /ideas	are organized around the given topic (15)	mistakes, that are organized around the given topic (14)	are organized around the given topic (13)	but are organized around the given topic (10)	ideas are not organized around the given topic (8)
B.1.2 - Create various drafts of writing.	Students submitted 4 drafts of writing (15)	Students submitted 3 drafts of writing (14)	Students submitted 2 drafts of writing (13)	Students submitted 1 draft of writing (10)	Student did not complete a single draft of writing (8)
B.1.3 - Use words and punctuation marks to create sentences that express ideas.	Students use 10 descriptive words and all types of punctuation marks correctly. (10)	Students use 10 descriptive words and punctuation marks with few errors (9)	Students use less than 10 but not less than 5 descriptive words and punctuation marks correctly / or with few mistakes (8)	Students use less than 5 descriptive words and punctuation marks (5)	Students struggle to use descriptive words and punctuation marks in the sentence. (3)

Note: The sample below show how the product should look like but not necessarily the same as shown below.



Phase 3: Implement

This phase primarily involves the delivery of plans in the classroom setting. The AIAS academic community is confident with the collaborative efforts of the teachers, the HODs and the management in curriculum design. All academic decisions are conducted in an autonomous process through consultations with all the stakeholders about the perceived and actual needs of the students. As such, the implementation process becomes everyone's ownership. To ensure the attainment of the curriculum objectives, the following steps shall be considered:

1. First, teachers need time and opportunities to become aware of the new curriculum and its overall design, particularly how it differs from the past.
2. Then teachers need time and opportunities to become familiar with the new curriculum - often school or grade level sessions that focus on those specific parts of the curriculum for which individuals are responsible.
3. Next, teachers need at least two years to pilot the new curriculum and new materials in their classrooms. It is not unusual for this period to take up to two years before the new curriculum is fully implemented and comfortably integrated into day-to-day practice. It is critical that the curriculum development committee, resource teachers and principals and the parents (as stakeholders) are aware of this process and are available to nurture it.

Below is the suggested lesson delivery flow.

DAY	TASK	NOTES
1	<p style="text-align: center;">Unit Overview and Expectation Settings</p> <p>Key: Discuss the unit's Transfer Task, Enduring Understanding, and Essential Questions</p>	<p>Orient the students briefly about the following:</p> <ol style="list-style-type: none"> a. House Rules b. Transfer Goal c. Expected Performance and Project Output d. Assessment Methods (Formative and Summative Assessments) e. Learning Methodologies (Whole Group Sessions, Small Group Sessions, Differentiated Tasks)
2	<p style="text-align: center;">Pre-assessment</p> <p>Key: Assess the students through a threshold approach (Beginning, Mid and End)</p> <p>UbD is heavy on Performance Tasks</p>	<p>A. Written Test based on the unit's standards and content</p> <p>B. Performance-Based assessment on the skills required to attain the transfer goal</p> <ol style="list-style-type: none"> a. Provide rubric for each performance assessment. b. All pre-assessment tasks are to be evaluated and approved by the HODs. c. Copy of the tasks with the rubric are to be submitted to the Curriculum Coordinator and the Assessment Coordinator. d. Data/Assessment results to be submitted to the Curriculum Coordinator and the Assessment Coordinator.

3	Lesson 1 Introduction	<ol style="list-style-type: none"> 1. Introduce the lesson as a whole group session. 2. Inform the students about the lesson's required output (e.g. paragraph, artwork, puzzle, etc) and the rubric to be used for assessing the student's work
4 onward s	Formal Lesson Delivery	<ol style="list-style-type: none"> 1. Conduct classes as planned. See Curriculum Map and Teaching Map. Indicate the required product or performance related to the transfer goal at the end of each lesson. 2. A Mastery Test can be conducted after two lessons.
End of the Term	Summative Assessment	<ol style="list-style-type: none"> 1. Conduct Post Assessment (Written End of the Term Exam) 2. Conduct Performance Assessment as set in the Transfer Task

Phase 4: Control

This phase is typically the evaluation part of the curriculum development. The conduct of lessons is evaluated, results are reported, teacher training and lessons are revised, teachers and students proficiency is monitored and maintained.

For this phase, the curriculum **implementation (Process)** and the **outcome (Product)** will be assessed. The purpose of which is to monitor the process of implementation, and provide feedback and judgment of the programme's effectiveness for continuous improvement.

Below is a checklist for evaluation:

Process (Implementation)	Product (Outcome)
<ul style="list-style-type: none"> <input type="checkbox"/> Identified the tasks/activities for monitoring <input type="checkbox"/> Received aligned Weekly Plans and Teaching Maps <input type="checkbox"/> Conducted class observations including peer observations <input type="checkbox"/> Documented tasks/activities <input type="checkbox"/> Gathered students' insights <input type="checkbox"/> Gathered teachers' insights <input type="checkbox"/> Gathered mid-level and senior management's insights <input type="checkbox"/> Reviewed teachers' self-reflections 	<ul style="list-style-type: none"> <input type="checkbox"/> Conducted post qualitative and quantitative assessments of teachers <input type="checkbox"/> Conducted post focus group interview of teachers <input type="checkbox"/> Conducted post assessment (Summative and MAP exams) of students <input type="checkbox"/> Interviewed or surveyed other stakeholders, principal, supervisors, HODs, teachers, assessment coordinator, and parents of students.

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| <ul style="list-style-type: none"><input type="checkbox"/> Reviewed students' work samples<input type="checkbox"/> Conducted debriefing with teachers | |
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It is to be noted that the implementation phase (process) monitors project's process and potential procedural barriers, and identify needs for the curriculum adjustments. The outcome phase (product) measures, interprets, and judges project outcomes, and interpret their merit.

1. Updating the New Program

The implementers of the program shall convene on a regular basis to update curriculum changes by sharing materials, activities, units, assessments and even student work that support the achievement of the curriculum goals that were unknown or unavailable when the guide was first developed. It is to be noted that resource teachers are particularly effective vehicles for the preparation and distribution of these updates.

2. Determining the Success of the New Program

The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program. The curriculum team shall conduct surveys, focused discussions and meetings for purposes of periodic data gathering on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively. The data from these surveys and meetings must then be combined with a careful analysis of more numerical data on the program such as:

- ongoing grade-level and course criterion-referenced exam data;
- teacher developed assessments, performance assessments, student portfolios;
- course enrollments (particularly by level in middle and high schools); and
- International Benchmark Test

This detailed review and analysis of quantitative and qualitative information on the program's impact and on the stakeholders' perceptions of its strengths and weaknesses form the foundation for the next round of curriculum development.