

ADMINISTRATIVE REGULATION

APPROVED: June 23, 2015

REVISED:

CENTENNIAL SCHOOL DISTRICT

106-AR-0. GUIDES FOR PLANNED INSTRUCTION

The main purposes of a guide for planned instruction are to:

1. Guide the teachers' instruction.
2. Describe the curriculum to others, such as substitute teachers, administrators, parents/guardians and the community.

Academic standards for the planned instruction established by the Board dictate the main characteristics for all guides.

Guides for planned instruction developed within the district will contain the following minimal components:

1. Course Title

The title should parallel the student selection guide when applicable.

2. Description

The general purpose, rationale or philosophy of the course should be indicated. In some cases, the course description from the student selection guide is most appropriate.

Any prerequisite knowledge or skills that are pertinent should be stated, as well as a clear indication of the intended student population. If applicable, a phase or level description may be included to distinguish among the different expectations for different groups of students.

3. Academic Standards

A list of academic standards will be used to indicate the measurable or observable achievements that are expected of the students.

Academic standards should be written for the course in general, and for specific units or course segments, when appropriate.

4. Content

A simple topical content outline should be included that addresses the concepts and skills to be taught. For some programs, specific behavioral objectives define the content adequately.

5. Suggested Activities/Techniques/Resources

Items listed in this section are suggestions, offering assistance and guidance where needed without restricting creativity. It is recognized that certain programs are, by their nature, highly structured and specific and require prescribed activities, techniques and resources, while others are less prescriptive.

6. Procedures For Evaluation

Some description of the methods to be used to evaluate student achievement or attainment of the objectives should be given. The degree of specificity is determined by many factors and cannot be described for all curricular areas.

7. Other Components

Other components are desirable when they improve the effectiveness of the guide, such as Table of Contents, how to use the guide appendices, etc.

8. Acknowledgement

Acknowledgement of the efforts of staff members who gave special effort is always appreciated.