

# HANDBOOK 8: Developing Scope and Sequence Charts and Curriculum Guides

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A Handbook in the Collaboration for Excellence Series  
North Dakota Division of Independent Study  
Office of Curriculum and Improvement  
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This handbook is one of a series published for the project Collaboration for Excellence: The North Dakota Curriculum Project.

The publication is free to public school educators in North Dakota, who may make copies without permission.

These handbooks represent a team product. A major contributor was Ann Clapper, who was previously Director of the Office of Curriculum Leadership and Improvement. Numerous educators in North Dakota reviewed all these materials and made valuable suggestions. Especially helpful were the following North Dakota educators: Janet Edlund, Dakota Prairie High School; Cheryl Kuhas, North Dakota Department of Public Instruction; Karen Nelson, Hettinger; Sandra Willprecht, Forman. Allan A. Glatthorn, Distinguished Research Professor at East Carolina University, served as consultant to the project.

It should be emphasized that the processes suggested here should be seen only as recommendations, not mandates. The authors value the ability of North Dakota educators to develop their own processes that reflect the needs and resources of their schools.

## 1. ORGANIZING FOR THE TASKS

As suggested in Handbook 2, the tasks of developing a Scope and Sequence Chart and a Curriculum Guide is best accomplished by a small task force of subject area specialists. Typically the group should be composed of representatives of the following groups: central office staff, school administrators, and classroom teachers. The members should be selected for their knowledge of the subject and their credibility with teachers.

One of their first tasks is to develop their own calendar, using the four stages identified previously: Plan, Develop, Pilot, and Implement. Display 8-1 shows a form that can be used in developing a calendar for the Scope and Sequence Chart. Obviously the entries and the deadlines will be modified at the local level. All the steps will be explained in detail in the next section.

**Display 8-1:  
Planning Guide: Scope and Sequence Chart**

| Stage            | Tasks   | Deadline |
|------------------|---|----------|
| <b>Plan</b>      | 1. Secure training in the process                                 | 1/02     |
|                  | 2. Develop and submit budget                                      | 2/02     |
|                  | 3. Develop knowledge base   | 4/02     |
|                  | 4. Secure resources   | 4/02     |
| <b>Develop</b>   | 1. Identify comprehensive standards                               | 5/02     |
|                  | 2. Analyze state benchmarks                                       | 5/02     |
|                  | 3. Make tentative decisions about benchmark grade level placement | 5/02     |
|                  | 4. Secure teacher input on placement and revise as needed         | 6/02     |
| <b>Pilot</b>     | No pilot test planned for scope and sequence                      |          |
| <b>Implement</b> | 1. Use scope and sequence to develop curriculum guide             | 7/02     |

## 2. DEVELOPING THE SCOPE AND SEQUENCE CHART

The Scope and Sequence Chart is a graphic representation of the major elements of the curriculum. In its simplest form it is a large chart. Down the left side are the standards; across the top are the grade levels covered. In each cell, the mastery benchmarks (i.e., those outcomes that deserve special attention for that grade) are noted.

The Scope and Sequence Chart has several uses. In the model explained here, it is the basis for the Curriculum Guide. It can be used to orient parents and students. It helps the principal monitor the curriculum. It aids the teacher in planning, since it shows the sweep of the curriculum, from grades 1-12. The form of the Scope and Sequence Chart is shown in Display 8-2.

The process for developing the chart is explained below.

### Display 8-2: Sample Scope and Sequence Chart

Down the left side of the chart are the curriculum standards. Across the top are the several grade levels. In each cell, the benchmarks for that standard and that grade are noted.

**Subject: Mathematics**

| Standard | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    |
|----------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|
|          | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1        |             |   |   |   |   |   |   |   |   |   |    |    |    |
| 2        |             |   |   |   |   |   |   |   |   |   |    |    |    |
| 3        |             |   |   |   |   |   |   |   |   |   |    |    |    |
| 4        |             |   |   |   |   |   |   |   |   |   |    |    |    |
| 5        |             |   |   |   |   |   |   |   |   |   |    |    |    |

## Plan

### (1) Develop and submit budget

- The timing of this will depend on district deadlines. Include the costs for
  - \* Travel and stipend for consultant
  - \* Professional materials
  - \* Travel for task force to visit exemplary projects
  - \* Substitutes for released time for task force

### (2) Develop the knowledge base

- First do a review of the literature on teaching that subject. Then do a search on exemplary curriculum projects in that field. Use the ERIC database and search the Internet for both of these types of reviews. Visit nearby schools that are known to have quality curriculum materials.

### (3) Find and secure the resources you will need

- You will need:
  - \* Current textbooks in the field
  - \* The state framework for that subject
  - \* Any existing curriculum planning guides
  - \* Non-confidential material about state tests

## Produce

### (1) Identify comprehensive standards

- Your next step is to develop a comprehensive set of the content or curriculum standards. These standards are statements of what students should know and be able to do in one subject for each of Grades 1-12. The state frameworks list them in a very clear manner. Here, for example, is one of the standards from the North Dakota framework for English language arts.

*Standard 7: Students understand and use principles of language.*

- However, to be sure that the state standards are sufficiently comprehensive, you should take some additional steps.
  - \* Review this source: J. Kendall & R. Marzano (1997). *Content Standards*. Alexandria, VA: Association for Supervision and Curriculum Development. It is an excellent compilation of standards as published by professional associations.
  - \* Review the literature for other publications that suggest standards for a subject field.
  - \* Draw from the experiential knowledge of teachers. Ask them to review the state standards and add any they wish. In order to achieve depth, keep the total number under 13.

### (2) Analyze state benchmarks

- You next need to classify the benchmarks into one of three types. Display 8-3 defines the characteristics of these three benchmark types.

**Display 8-3:  
Characteristics of Three Types of Benchmarks**

|   | <b>Mastery</b>                                   | <b>Continuing Development</b>   | <b>Enrichment</b>   |
|---|--|---|---|
| In which Grades should they be emphasized?    | One or two specific grade levels                 | All or most grade levels  | Not essential for all students at any grade level   |
| Do they require explicit teaching?            | Yes  | Yes   |   |
| Are they likely to appear on a test?          | Yes  | Yes   | No  |
| Will they be on the Scope and Sequence Chart? | Yes  | No  | No  |
| Will they be in the Curriculum Guide?         | Yes  | Yes (on a special list; they won't be assigned to a particular grade) | No (they won't be used for "regular" planning but they will be used in developing enrichment units) |
| Example                                       | <i>Determines perimeter...in two dimensions.</i> | <i>Use language for a variety of purposes.</i>                        | <i>Evaluates arguments based on statistical claims.</i>   |

**(3) Make tentative decision about the grade level placement of the mastery benchmarks**

-- The benchmarks in the frameworks are specified for three developmental levels: 4, 8, and 12. Since many teachers have expressed a wish for more specific grade level placement, you may decide to specify a particular grade level where the mastery benchmarks are taught for mastery. Here is one process for doing so.

- 1) Arrange for all teachers who teach the subject area in question (e.g., language arts) to come to a "benchmark meeting."
- 2) Ask the teachers to bring their textbooks, the units they usually teach, and any other materials that will help them decide on grade placement of benchmarks.
- 3) Give a list of the mastery benchmarks, organized by standards, to each teacher.
- 4) Ask the teachers to indicate **for their grade level only** which benchmarks should be emphasized for their grade level. (This approach avoids the danger of having

6th grade teachers tell 5th grade teachers what should be taught in 5<sup>th</sup> grade.)

- 5) Tally the results. Any placement recommendation for a specific benchmark that is made by a majority of the teachers assigned to that grade is entered tentatively on the Scope and Sequence Chart.
- 6) Evaluate the draft Scope and Sequence Chart using the criteria in Display 8-4.
- 7) Revise the draft based on that assessment, giving the teachers one more chance to review.

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### **Display 8-4: Criteria for Assessing Scope and Sequence Chart**

Does the Scope and Sequence Chart....

- ! Correspond with state frameworks?
  - ! Show an awareness of students' developmental needs?
  - ! Exhibit effective coordination across a standard, Grades 1-12?
  - ! Show balance, so that one grade is not over-loaded?
  - ! Show reinforcement of mastery skills and knowledge, without excessive repetition?
- 
-

### 3. DEVELOPING THE CURRICULUM GUIDE

If you have developed a quality Scope and Sequence Chart, then the development of the Curriculum Guide is a straightforward task. The process will be explained below, using the steps shown in Display 8-5.

**Display 8-5:  
Planning Guide: Curriculum Guide**

| Stage            | Tasks  | Deadline  |
|------------------|--|-----------|
| <b>Plan</b>      | 1. See Planning Guide for Scope and Sequence Chart                                   | 4/02      |
| <b>Produce</b>   | 1. Decide about content, format, and packaging if these decisions have not been made | 4/02      |
|                  | 2. Develop first draft of guide  | 7/02      |
|                  | 3. Secure teacher input evaluating first draft; revise accordingly                   | 9/02      |
| <b>Pilot</b>     | 1. Train teachers who will conduct pilot   | 11/02     |
|                  | 2. Conduct pilot test  | 1/03-4/03 |
|                  | 3. Use pilot results to revise   | 5/03      |
|                  | 4. Order instructional materials   | 5/03      |
| <b>Implement</b> | 1. Train principals and teachers   | 8/03      |
|                  | 2. Implement   | 9/03      |

#### **Plan**

The same planning process used for the Scope and Sequence Chart can be used for the Curriculum Guide. See the previous chapter for additional information.

- (1) **Develop and submit budget**
- (2) **Develop the knowledge base**
- (3) **Find and secure the resources you will need**

## Produce

### (1) **Decide about content, format, and packaging.**

--These decisions should be made by the Curriculum Planning Council, since they are district-wide decisions. The first decision is about the content of the guide. Display 8-6 shows all the components that might be included; those asterisked are strongly recommended.

### **Display 8-6: Possible Components of the Curriculum Guide**

- ! Standards from state framework \*
- ! Mastery benchmarks derived from state framework \*
- ! Classroom learning objectives for each benchmark
- ! Learning activities for each objective
- ! Sample unit format
- ! Recommendations for assessing learning
- ! List of approved resources
- ! The philosophy of teaching this subject
- ! Summary of the research on teaching this subject
- ! Recommendations for enrichment
- ! Recommendations for remediation
- ! Goals for this subject

- The format of the Curriculum Guide also should be standardized for the entire district. This decision involves the following issues: computerized, print, or both; cover page; authorship; formatting; copyright; pagination; and style guide to be used. Be sure that all guides have a professional appearance, have the date developed, and include information about ordering.
- The packaging issue essentially asks how the guide can best be delivered to the teachers. You have several choices, as follows:
  - \* K-12 Guide
    - " Each teacher who teaches a particular subject receives the K-12 guide for that subject.
  - \* School Level Guide
    - " The guide is organized and delivered by school levels: K-5 teachers receive the K-5 curriculum; and so on.
  - \* Elementary Grade Level Guide
    - " The guides are packaged by grade level for elementary teachers. Thus, a 4th grade teacher would receive the 4th grade curriculum for Reading/Language

Arts; Social Studies; Mathematics; and Science.

- In making all these decisions, keep in mind this important criterion: Is the guide teacher-friendly?

**(2) Develop first draft of the guide**

- The next step is to develop the first draft, based on the content and format decisions. Aim for clarity and ease of use. Check as well for accuracy of content. Proofread carefully and use the spell-check feature.

**(3) Secure teacher evaluation**

- Before the guide is pilot tested, it should be reviewed by classroom teachers, evaluating it chiefly for these qualities: ease of use; clarity; and accuracy. Use their suggestions to revise.

### **Pilot**

**(1) Train teachers who will pilot the guide.**

- The pilot test is to evaluate the guide for its teachability, using these questions.
  - \* Is the guide easy to use for teacher planning?
  - \* Is the guide relatively simple to implement?
  - \* Are students able to achieve the standards and master the benchmarks?
- Obviously the teachers who will be involved in the pilot will need staff development to make the pilot successful. The staff development should focus on the following issues.
  - \* Understanding changes in this guide and their implications for you
  - \* Developing a pilot test schedule
  - \* Getting help with implementation concerns
  - \* Identifying learning problems
  - \* Reporting pilot test results

**(2) Conduct the pilot test.**

- According to a schedule developed by the task force and approved by the planning council, the pilot test is administered.

**(3) Use pilot results to revise.**

- The results of the pilot test are transmitted to the task force, who then revise the guide accordingly.

**(4) Order instructional materials.**

- It is essential that the learning materials are ordered in timely fashion. It is assumed that a textbook selection committee (or the task force) has evaluated and recommended texts, based chiefly on their alignment with the curriculum.

### **Implement**

If a quality guide is not implemented, as is so often the case, then all that money and time have been wasted.

**(1) Train principals and teachers.**

- Such training is essential if the implementation is to be effective. Principals especially should play an active leadership role. (See Handbook 6 for details.)
- Teachers will need the same training during the implementation period that the pilot teachers needed.

**(2) Implement.**

- The curriculum will be implemented if the following conditions are in place. (See Glatthorn, 1994.)
  - \* Teachers believe that the new curriculum was needed and have been involved in its development.
  - \* Teachers understand the new guide and know how best to use it.
  - \* The new guide is of high quality.
  - \* District and school administrators publicly support the new guide.
  - \* Quality teaching/learning materials that are congruent with the guide are available.
  - \* The implementation of the guide is monitored by the principal.
  - \* The faculty have on-site assistance available to them when they need help with the guide.

## REFERENCES

Glatthorn, A. A. (1994). *Developing a Quality Curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kendall, J. & Marzano, R. (1997). *Content Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.