

**Manheim Township School District**  
**Office of Curriculum & Instruction**  
**FIVE STEPS OF CURRICULUM REVIEW CYCLE**



**1. Evaluate & Assess Needs**

- a. Comprehensive review of curriculum including PA Core Standards-alignment and coverage of PSSA & Keystone eligible content
  - i. Any new state requirements?
  - ii. All standards & eligible content addressed?
- b. Vertical alignment of scope & sequence
  - i. Gaps?
  - ii. Redundancy?
- c. Identify strengths & areas of need in current curriculum
  - i. Supporting district mission, vision, and goals
  - ii. Preparing students for college & career pathways
  - iii. Addressing needs of whole child (when appropriate)
  - iv. Appropriate pacing and level of rigor?
- d. Comprehensive review of textbooks and instructional materials
  - i. Content accuracy
  - ii. Engaging & relevant to students' lives – representative of diverse backgrounds & cultures, high-interest topics, local and global issues, etc.
  - iii. Online options
  - iv. Updated curriculum guides
- e. Technology integration
  - i. Project-based assessments
  - ii. Pedagogical considerations – 21<sup>st</sup> Century skills
- f. Interdisciplinary connections
  - i. Opportunities for collaboration & problem-solving
    - 1. STEM opportunities
    - 2. Humanities opportunities
  - ii. Student choice & input; Student directed learning
  - iii. Higher order thinking skills – opportunities for analysis & synthesis
- g. Differentiation – resources & activities for remediation and enrichment, considerations for ELLs or other special needs students
- h. Review of student data & status of common assessments
- i. Determine needs for professional development in content or instructional strategies
- j. Seek School Board approval for changes that need to occur (when required)

**2. Develop**

- a. Complete any work identified as a need during Evaluation Cycle
  - i. Write or revise new curriculum
  - ii. Design lesson plans and authentic assessments
  - iii. Write or revise common assessments as needed
  - iv. Update curriculum guides, scope & sequence, etc. as needed
  - v. Purchase & align any newly approved textbooks and instructional materials with unit and lesson plans
  - vi. Participate in professional development – content, instructional strategies, implementation of new resources, interdisciplinary connections, technology integration, etc.

### **3. Implement – Year 1**

- a. Fully implement new curriculum guides & common assessments
- b. Collect & review annual data from common assessments, PSSAs, Keystones, etc.
- c. Minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Integrate learning from professional development into daily practice

### **4. Implement – Year 2**

- a. Fully implement new curriculum guides & common assessments
- b. Collect & review annual data from common assessments, PSSAs, Keystones, etc.
- c. Minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Integrate learning from professional development into daily practice

### **5. Monitor**

- a. Collect & organize quantitative and qualitative data in preparation for evaluation
  - i. Feedback from department or grade level
  - ii. Feedback from students
  - iii. Feedback from parents
  - iv. Review multi-year data from common assessments – identify trends
  - v. Review multi-year data from PSSA & Keystone data (when applicable) – identify trends
- b. Begin to research new textbooks or instructional materials (as deemed necessary)
- c. Continue implementation with minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Begin preliminary list of needs
- f. Might begin pilot of new materials, strategies, texts, etc.