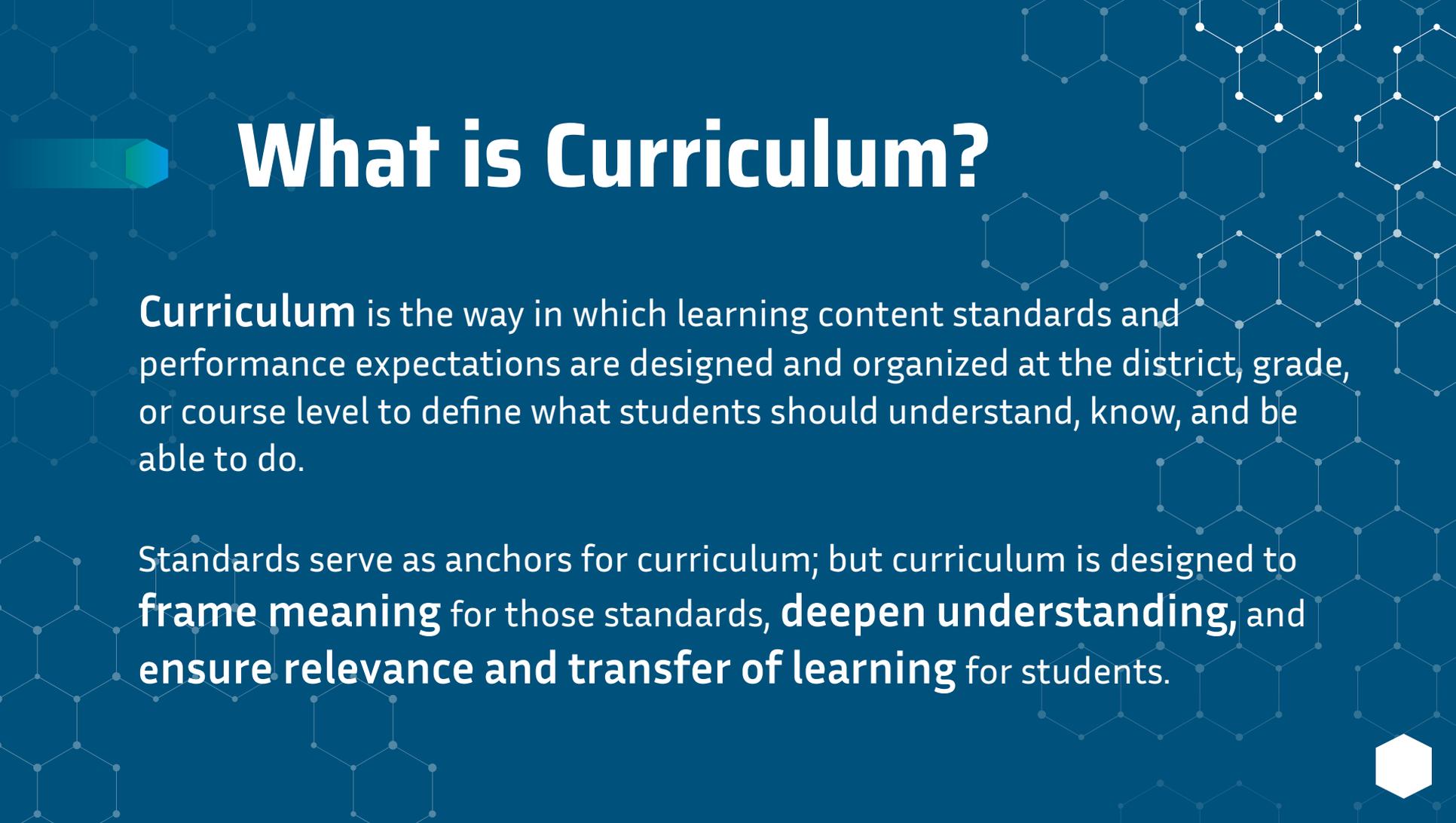


# NFPS Curriculum Design

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September 23, 2024  
New Fairfield Public Schools  
BOE Curriculum Sub-Committee Presentation





# What is Curriculum?

**Curriculum** is the way in which learning content standards and performance expectations are designed and organized at the district, grade, or course level to define what students should understand, know, and be able to do.

Standards serve as anchors for curriculum; but curriculum is designed to **frame meaning** for those standards, **deepen understanding**, and **ensure relevance and transfer of learning** for students.





# Guiding Principles

- Curriculum reflects and is grounded in a shared **vision** for teaching and learning.
- **Systems** and **structures** for curriculum foster coherence and consistency.
- A curriculum design process is strengthened through **collaboration** and **communication**.





# About Curriculum Design

Curriculum design is an ongoing cycle that allows for **analysis, design, implementation, reflection, and revision** of discipline-specific content, student outcomes, and learning experiences.

This iterative process attends to **alignment** with standards, **depth of learning** that is **responsive to students**, and both **horizontal and vertical articulation** in support of New Fairfield Public School's vision of a learner.



**Vision**

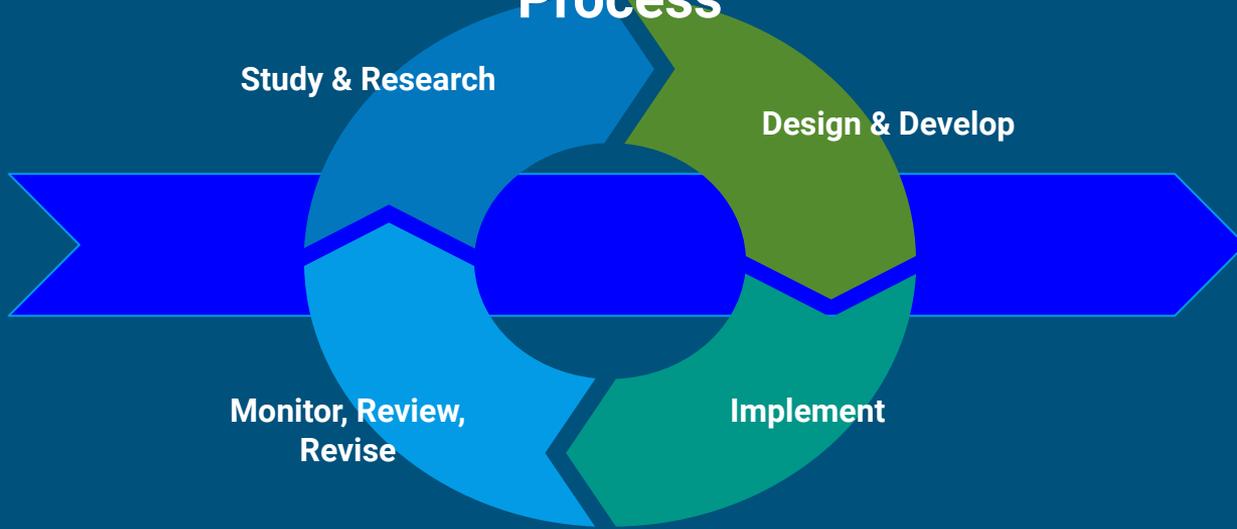
# Curriculum Development Process

Study & Research

Design & Develop

Implement

Monitor, Review,  
Revise



**Systems**

**Structures**

**Collaboration and Communication**

# Curriculum For the Student ... *How students learn, A changing world*

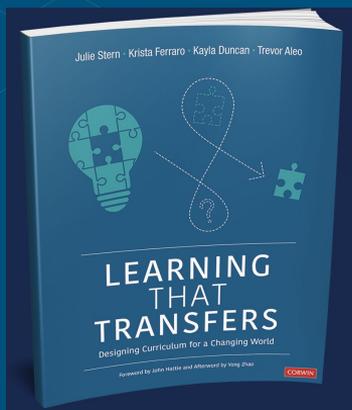
- [\*Putting Students at the Center\*](#)
- [\*Top 20 Principles from Psychology for PreK-12 Teaching and Learning, p. 6\*](#)
- [\*Mind, Brain, and Education\*](#)
- [\*Media Literacy Education and AI\*](#)

*What does this mean for curriculum design?*

*Active Engagement, Student Voice, Relevance, Critical Thinking, Feedback,  
Goal-setting, Reflection, Self-assessment, Connections*



# Deep Learning AND Learning that Transfers



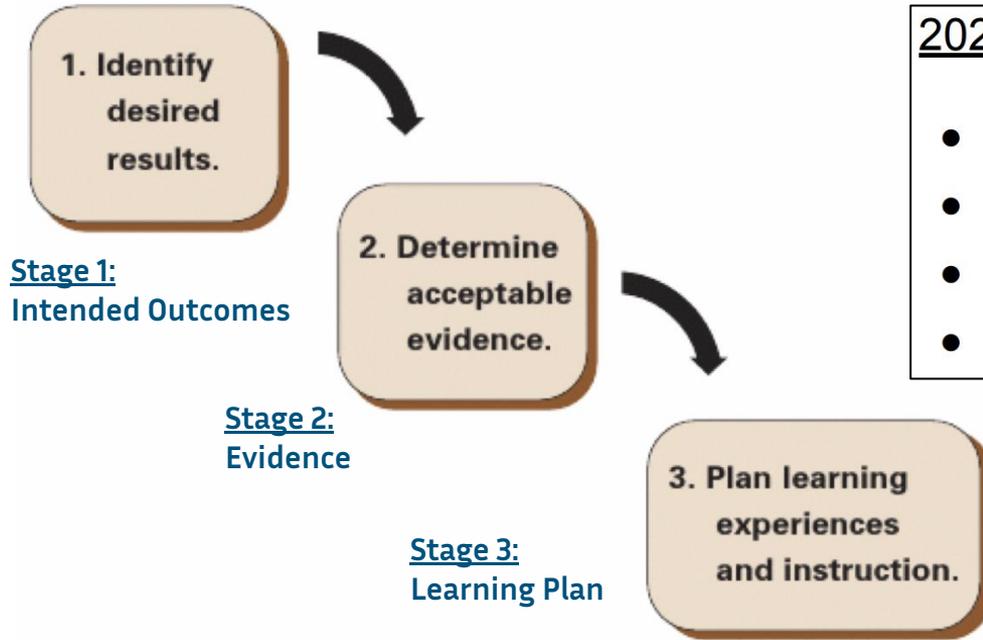
Learning that Transfers

## Learning that Transfers

“The reason experts remember more is that what novices see as separate pieces of information, experts see as organized sets of ideas.”

- How Students Learn, 2001 National Research Council

# Understanding by Design (UbD)



## 2024-25 Curriculum Development Planning

- Establish curriculum design process
- Provide staff training on curriculum writing
- Stage 1 Development: All K-12 Subjects
- Identify 1-2 Subjects for full renewal



# NEW FAIRFIELD PUBLIC SCHOOLS

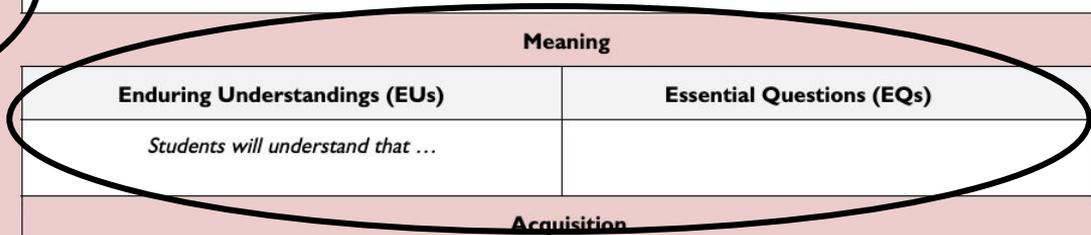
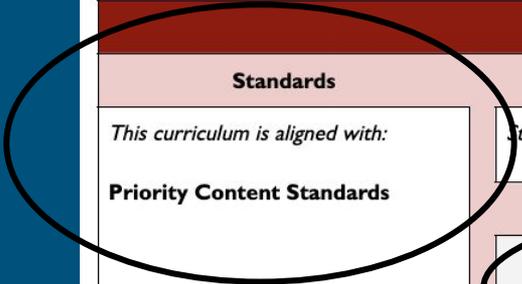
<b>Unit Title:</b>	<b>Curriculum Area:</b>	
<b>Course</b>	<b>Grade:</b>	<b>Time:</b>

Overview / Storyline:

About the Student:

## STAGE ONE: INTENDED OUTCOMES

Standards	Transfer Goal(s)							
<i>This curriculum is aligned with:</i>	<i>Students will use their learning to ...</i>							
<b>Priority Content Standards</b>	<table border="1"> <thead> <tr> <th colspan="2">Meaning</th> </tr> <tr> <th>Enduring Understandings (EUs)</th> <th>Essential Questions (EQs)</th> </tr> </thead> <tbody> <tr> <td><i>Students will understand that ...</i></td> <td></td> </tr> </tbody> </table>		Meaning		Enduring Understandings (EUs)	Essential Questions (EQs)	<i>Students will understand that ...</i>	
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Acquisition								
Knowledge	Skills							
<i>Students will know ...</i>	<i>Students will be able to ...</i>							
<b>Practice Standards (as applicable)</b>								
<b>NFPS Vision of a Learner Competencies</b>								





### New Fairfield Public Schools Curriculum Unit Design Criteria - REFLECTION TOOL

Curriculum Area / Course Title:

Grade Level:

Unit Title:

Date:

Unit Overview	Reflection Notes
The <i>unit overview</i> concisely tells the "story" of the unit in terms of content and concepts.	Strengths
	Areas for Growth
	Questions
"About the student" provides unit-relevant insights regarding how students learn, prior knowledge, and/or misconceptions.	Strengths
	Areas for Growth
	Questions
The unit makes connections to competencies of the NFPS <i>Vision of the Learner</i> .	Strengths
	Areas for Growth
	Questions
Stage I - Desired Results	Reflection Notes
<b>Standards</b> <i>Standards</i> from current national or state curriculum standards are prioritized and aligned to the core concepts and learning (e.g., the essence) of the unit.	Strengths
	Areas for Growth
	Questions
<i>Standards</i> balance "content" and "practice" standards (if applicable).	Strengths
	Areas for Growth
	Questions

*This tool is intended to be used by curriculum design teams for reflection and self-assessment during curriculum unit design.*



“The best test preparation is teaching for understanding and transfer in authentic and engaging ways, while giving students some practice in the test format.” - J. McTighe

