

# Initial Expectations for Curriculum Development for Schools Preparing for NLSA

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## NLSA REQUIREMENTS in Section V- Teaching and Learning

**5:02\*** The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

*The following checklist is provided to help schools complete the requirements for Section V- Teaching and Learning on the NLSA self-study report (see box above) .*

- I. Definition of "Curriculum"
  - A. Curriculum encompasses all units, materials, and assessments used for instruction of content
  - B. Curriculum should include evidence of faith integration where appropriate
  - C. A curriculum is **not**
    1. A textbook series
    2. Only a printed out scope and sequence from a textbook
    3. Only a set of standards
  
- II. What does a written curriculum include? (**BOLD are required categories/headings**)
  - A. State/Nationally recognized Standards/Benchmarks** (nothing currently available for religion)
  - B. Unit Names**
    1. Unit names could be chapter titles found in a Scope and Sequence
    2. Specific area of study.
    3. For example:
      - a) Double-digit subtraction

- b) Animal classifications
- c) 17th Century Authors

**C. Essential Questions/ “Big Ideas”**

1. This is the question you want students to be able to answer. By the end of the unit students will be able to relate learned knowledge to the world today.
2. Should be open ended questions with lots of correct answers
3. Should be limited to 2-3 per unit
4. Examples:
  - a) What careers would require geometry skills?
  - b) Why do authors use different narratives?

**D. Concepts/Skills/ Instructional Strategies**

1. List skills that will be taught during this unit (scope and sequence will list these)
2. Examples:
  - a) Vocabulary
  - b) 2 digit multiplication
  - c) Different types of rocks
  - d) Decision making
  - e) Evaluative thinking
  - f) Brainstorming

**E. Resources**

1. Any tools used to deliver instruction
2. Examples:
  - a) Textbooks
  - b) Worksheets
  - c) Videos
  - d) Projects
  - e) Materials

**F. Assessment**

1. Summative assessments examples:
  - a) End of unit tests
  - b) Quizzes
2. Formative assessment examples:
  - a) Peer Editing
  - b) Classroom observations
  - c) Class participation
  - d) Exit tickets

**G. Optional Additional Main Headings may include (but are not limited to)**

1. Faith Integration
2. Philosophy
3. Alignment (Scope and Sequence)
4. Evaluation

III. Standards/ Benchmarks

A. Standards/Benchmarks are state/nationally recognized (not self written or developed)

B. Standards/Benchmarks are the end product of what curriculum drives to achieve.

C. State or National Standards Examples:

1. [Wisconsin State Standards](#)

2. [National Social Studies](#)

3. [National Math Standards](#)

4. [Common Core](#)

IV. Curriculum Samples