

AREA OF STUDY

Components of Area of Study

The content of the area of study component (see Appendices B and C for sample formatted pages) should *only* include the following sections:

- subject area title page
- table of contents
- introduction
- transition sections
- curriculum per grade level
- course descriptions
- glossary
- bibliography

Subject Area Title Page

The area of study title page provides the area of study, grade span, and reads "Standard Course of Study and Grade Level Competencies." This page includes graphics and is available from the typesetter in the Communications and Information division.

Table of Contents

The "Table of Contents" outlines the organization of the area of study section and assigns corresponding page numbers for easy reference.

Introduction Section

The introduction section must include all of the following components organized in this order and consistent with the format of the initial generic SCS introduction:

"Acknowledgments" - recognizes the work, roles and/or contributions of those participating in the development of a SCS document

"Preface" - an explanatory statement about the SCS document which establishes the context for its understanding and use

"Philosophy" - a rationale for the existence and value of the curriculum to student learning based on the critique and analysis of those fundamental beliefs associated with the specific area of study

"Purpose" - explains the intended outcomes resulting from study of the specific curriculum area

"Program Description" - clarifies the various aspects of a specific area of study and how it might be implemented

"Organization of the Curriculum" - describes the different organizational elements of the curriculum and how these elements function and/or contribute to the whole document and program of study.

Transition Sections

Transition sections may address major emphases or other important concepts or information specific to that particular grade level or span. These sections provide transition to various grade levels or grade spans of the curriculum which may be done by using such grade levels as K, 1, 2, or levels such as Level II or Middle School Level, etc. or grade spans as K-2, 3-5, 6-8 and 9-12. Transition sections are titled with the area of study and with the grade level or span to which they pertain.

Curriculum per Grade Level

This section includes the curriculum for each grade level (grade by grade) and descriptions for those courses at the high school level that are required for graduation, reflect need, and/or are taught in significant numbers across the state to warrant an established curriculum.

Requirements Per Grade Level

Sections of the curriculum for each grade level *will* include:

- a) heading
 - b) focuses
 - c) strands
 - d) competency goals
 - e) objectives
-

Heading

The heading consists of the **area of study** with the **grade, grade span, level** and/or **course title**. This information will be capitalized in bold type at the top center of each page and read for example SCIENCE - Kindergarten, MATHEMATICS - Grade 4, MUSIC - Grades 3-5, SECOND LANGUAGES - High School Level III, THEATRE ARTS - Technical Theatre I .

Focuses

A rectangular, double line box at the beginning of each grade level or grade span section, which goes across the top of each page, will contain focuses for each respective section of the curriculum. The information in the box may begin with a few phrases or sentences to introduce bullets. The bullets list, as concisely as possible, major focuses which may be skills, concepts, processes, or content that are features of the curriculum at the particular grade or grade span. For high school courses, the information in the box will be a brief and concise description of the course for which curriculum will follow. The information in the box for the grade level curriculum may not be written in narrative form, however, the high school course descriptions may be in narrative form.

Strands

Strands define the major elements of the subject or program that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives at a grade level, span, or in a course. These elements may be the same across grade levels or change for various grade levels or courses. Strands are listed at the beginning of each grade level or grade span section, they follow the focuses box, and are before the goals. This section begins with the word "**Strands:**" in bold type at the left side of the page and is followed by the elements in normal type.

Competency Goals

Competency goals - broad statements of general direction or purpose which will be in bold type and numbered "COMPETENCY GOAL 1, 2, etc." and start with the words, "The learner will"

Objectives

Objectives - specific statements of what the student will know or be able to do which are observable and measurable learning targets contributing to the attainment of the broader goal. This section begins with a heading in bold print at the left of the page and entitled "**Objectives**" with the objectives following underneath and numbered "1.01, 1.08, 1.13, etc." The objectives are stated as phrases which start with a capitalized verb such as Apply, Describe, Perform, Demonstrate, etc. as if completing the sentence "The learner will know or be able to"

Note: Goals and objectives must be consistent with classroom assessment illustrated by the Department of Public Instruction's Model of Teaching and Learning explained in the Alignment of Curriculum and Assessment section of the generic introduction to all standard courses of study. In addition, they should adhere to the criteria established by Senate Bill 352 (see Appendix A for a worksheet).

Course Descriptions

Course descriptions will follow the same format as the grade level curriculum, but a brief and concise narrative summary of the main content of the course will appear in the focuses box followed by the strands, competency goals and objectives for the course stated in the same way as those for the grade level curriculum (see samples of curriculum pages in Appendix C).

Glossary

Glossary - a list of definitions for all words used in the curriculum that are relevant to the subject or skills area but not necessarily in common use or for words that warrant a definition specific to that particular body of knowledge.

Bibliography

Bibliography - a list of sources referenced in the curriculum and cited according to the standard practice explained in *The Gregg Reference Manual* by William A. Sabin.

Formatting Considerations

The area of study portion of the SCS should meet the current layout and formatting guidelines described in this document and illustrated in Appendices B and C. In addition, it should meet the current duplicating/printing specifications of the North Carolina Department of Public Instruction for SCS documents, which are:

- a) a one inch margin at the top, sides and bottom of all pages must be ensured to facilitate hole punching and consistency
- b) numbering always starts with odd numbered pages on the right of the document
- c) blank pages are used to affect numbering and may be used to divide major sections. Blank pages are counted in the numbering process, but do not have the number physically printed on the page.

For clarification, the bottom of each page of the entire area of study section must show the following:

- ◆ date revised to the left of each page
- ◆ page number in the center of each page
- ◆ name of the subject or skills area to the right of each page

Documents should be entered in Word and should use *Styles Gallery* in order to unify their format, and facilitate and speed their insertion on the DPI InfoWeb. A diskette with the defined styles for the Area of Study is available in Word from the Administrative Assistant to the Director of Instructional Services.

Procedures for Placing Items on the InfoWeb

The following procedures should be observed when requesting the inclusion of documents on the InfoWeb:

- a) Contact the Webmaster to find out how to access the InfoWeb Work Request Form. (The location of that form has not been determined yet.)
- b) Fill out the form and submit
- c) Send an e-mail to the NC DPI Webmaster to schedule an appointment to discuss the documents
- d) Bring the following items to the appointment:
 - ◆ a hard copy of the document
 - ◆ all the necessary pieces of the document in electronic form

- ◆ information about target audiences, deadlines, time sensitivities, and frequency of updates
-