



Delivering a Guaranteed, Viable Curriculum

Components, Descriptions, and Uses for Educators in the CSCOPE Curriculum System

| Component | Description | District/System Curriculum Leaders | Campus Curriculum Leaders | Teachers |
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| Vertical Alignment Documents | <p>Vertical Alignment Documents present aligned standards among grade levels. The standards used include the TEKS knowledge and skill statement and student expectations. Because the TEKS provide a framework, there is a need to add specificity and clarity. CSCOPE ensures that each standard includes specificity for each student expectation so instruction and standards are truly aligned between grade levels.</p> | <p>District leaders use the vertical alignment documents to:</p> <ul style="list-style-type: none"> • Ensure instructional focus is maintained on specified learning standards at each grade level. • Evaluate instructional resources against specified grade level standards • Develop district benchmark exams and other assessment tools | <p>Campus leaders use the vertical alignment documents to:</p> <ul style="list-style-type: none"> • Monitor instruction by ensuring that the specified content is actually being taught at the correct time • Give new to profession and new to grade level teachers a deeper understanding of what is to be taught • Lead conversations about how the curriculum standards are integrated and supported. • Ensure that the level of rigor presented in the standard is being implemented | <p>Teachers use the vertical alignment documents to:</p> <ul style="list-style-type: none"> • Gain clarity regarding their accountability for student learning in the grade/course • Track vertically the depth and complexity of a standard through grade levels • Choose instructional resources and materials that are aligned with the specified standards |
| Instructional Focus Documents | <p>Instructional Focus Documents are used to group the specified standards from the Vertical Alignment Documents into a logical sequence for instruction. The standards should not be taught in isolation and there are logical ways to bundle them to maximize student learning. These documents present which standards are directly taught in each six weeks period of instruction and include the performance indicators to ensure that the standards are attained at the level of rigor. A rationale is provided to explain</p> | <p>District leaders use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Ensure that all tested standards are taught prior to the state assessment • Ensure adequacy of shared resources to implement the curriculum • Develop performance indicators that measure the bundled standards through an authentic assessment dimension providing evidence of application and higher order thinking | <p>Campus leaders use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Lead conversations about the standards taught in each six week period and how they will be evaluated through the performance indicators • Support teacher development in the integration of the standards into a complementary system of instruction • Monitor high quality instruction • Benchmark student progress | <p>Teachers use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Develop a depth of understanding of how the performance indicators will measure student learning of the bundled standards • Determine exactly what is to be taught in each six weeks • Maintain focus of standards and performance indicators BEFORE planning instruction. |



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| | why the standards are bundled in the specified groupings | | | |
| Units of Study | <p>The Units of Study expand the Instructional Focus Documents into a more robust resource to support high quality instructional planning and delivery. The Units of Study integrate the bundled standards and performance indicators with:</p> <ul style="list-style-type: none"> • Concepts and Key Understandings which serve as the foundation for quality instruction • Guiding questions to ensure students are acquiring the concepts introduced to support critical thinking • Links to standards from other grade levels which will be incorporated into instruction and are assessed on the state assessment • Instructional plan of sequenced exemplar lessons to fulfill the performance indicators • Connection to state resources and materials • Connection to district and textbook resources • Links to the professional development Webcast on each unit to ensure that the content is discussed • Vocabulary for the unit • Link to the unit assessment | <p>District leaders use the Units of Study to:</p> <ul style="list-style-type: none"> • Add district developed resources to the system for district customization • Ensure that adequate resources are allocated for the implementation of each unit of study. • Hold school leaders accountable for implementation of the curriculum • Identify misconceptions in a prerequisite grade that impact student learning and performance in subsequent grades resulting in an achievement gap. This component alerts those using the system to these issues. | <p>Campus leaders use the Units of Study to:</p> <ul style="list-style-type: none"> • Lead conversations about the standards taught in each six week period and how they will be evaluated • Focus on the rationale and misconceptions to ensure that early learning is complete and accurate. • Review the concepts, key understandings, and guiding questions for the instructional unit in order to monitor instructional delivery • Begin conversations regarding the performance indicators and Unit Assessments to ensure the alignment of quality instruction to assessment • Evaluate teacher weekly lesson plans • Identify misconceptions in a prerequisite grade that impact student learning and performance in subsequent grades resulting in an achievement gap. This component alerts those using the system to these issues | <p>Teachers use the Units of Study to:</p> <ul style="list-style-type: none"> • Plan high quality instruction • Use a common assessment to evaluate student performance • Access exemplar lessons, state resources and district resources to ensure the highest level of instruction • Incorporate vocabulary into instruction as it is defined in the unit • Identify misconceptions in a prerequisite grade that impact student learning and performance in subsequent grades resulting in an achievement gap. • Monitor teaching and ensure avoidance of the common misconceptions. |



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| Lessons | <p>The lessons provide a comprehensive resource of exemplar instructional activities. Based on the 5E model, the lessons are designed to ensure that students meet the performance indicators determined for the specified standards. The system is comprehensive and the lessons can be used without any other resources are integrated with state and district resources, textbooks, and other resources.</p> | <p>District leaders use the lessons to:</p> <ul style="list-style-type: none"> • Ensure that all schools have access to high quality exemplars for instructional • Align district resources to exemplar lessons • Align textbooks to lessons | <p>Campus leaders use the lessons to:</p> <ul style="list-style-type: none"> • Provide all teachers with a resource for instruction • Ensure that instruction is rigorous and relevant • Customize the lessons to unique campus initiatives and resources • Provide mentors a tool to use with new to professional teachers | <p>Teachers use the lessons to:</p> <ul style="list-style-type: none"> • Plan high quality instruction • Ensure that instruction, assessment, and curriculum standards are fully aligned • Engage students in an active learning process • Springboard into other teacher developed/selected lessons inspired by the exemplars |
| Weekly Lesson Planner | <p>CSCOPE provides the ability to construct online weekly lesson plans from the Units of Study. Teachers can edit/add to the unit instructional plan thereby customizing the weekly lesson plan to meet the needs of their students. The lesson planner provides for customization of individual teacher needs, provides the means for administrators to know that the curriculum is being implemented and assessed, and sharing of lesson plans inside the district electronically.</p> | <p>District leaders use the weekly lesson planner to:</p> <ul style="list-style-type: none"> • Monitor the level of implementation of the system • Frequency of access and use of the instructional units of study | <p>Campus leaders use the weekly lesson planner to:</p> <ul style="list-style-type: none"> • Monitor the level of implementation of the system • Frequency of access and use of the instructional units of study • Create opportunities for planning and reviewing the natural progression of teaching and learning • Monitor the fidelity of instructional delivery in relationship to the rigor demanded by the bundled standards • Assist new and/or displaced teachers with instructional planning | <p>Teachers use the weekly lesson planner to:</p> <ul style="list-style-type: none"> • Plan instruction and assessment in alignment to the Units of Study • Ensure their instructional delivery results in the fulfillment of the performance indicators assessing the bundled standards |



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| Year at a Glance | <p>The Year at a Glance is designed to present a quick snapshot of the entire year's instructional plan.</p> | <p>District leaders use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Outline the scope and sequence of instruction for the entire year • Develop monitoring tools with campus leaders to ensure the implementation of the curriculum • Align district timelines to units of study to ensure congruence | <p>Campus leaders use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Monitor instructional pacing by grade levels and departments • Communicate with parents about the scope and sequence of the curriculum • Plan regularly with teachers to ensure proper pacing. • Ensure availability of resources | <p>Teachers use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Plan high quality instruction • Scope out the year in a single snapshot • Work with peers to share and allocate instructional resources • Monitor their own pacing |
| TEKS Verification Matrix | <p>The TEKS Verification Matrix ensures that the entire state curriculum is fully covered in the CSCOPE curriculum system. Off grade level TEKS are also included to ensure success on state assessments that cover off level standards.</p> | <p>District leaders use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Ensure all of the state curriculum is included in the CSCOPE curriculum system • Provide documentation for value added components of CSCOPE, state, and district resources | <p>Campus leaders use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Ensure alignment with state standards and state assessment systems | <p>Teachers use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Verify the depth and breadth of the CSCOPE curriculum system |
| Unit Tests | <p>Unit tests are developed for each unit of study based on the performance indicators from the Instructional Focus Document. These assessments include a variety of assessment items including ones which are written in the format of the state assessment.</p> | <p>District leaders use the unit tests to:</p> <ul style="list-style-type: none"> • Benchmark student progress • Provide support to campus leaders for teachers whose classes are struggling | <p>Campus leaders use the unit tests to:</p> <ul style="list-style-type: none"> • Ensure that all students are held to the same rigorous standards • Benchmark student performance against established benchmarks • Target individual students or teachers who need additional support | <p>Teachers use the unit tests to:</p> <ul style="list-style-type: none"> • Measure student attainment of the specified standards at the level of rigor required for success on state assessments. • Target individual students needing accelerated instruction |



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| | | | <ul style="list-style-type: none"> • Predict performance on state assessments • Ensure students with disabilities have access to rigorous assessments | |
| <p>Statewide professional development activities</p> | <p>Each six weeks, there will be statewide professional development activities presented through the videoconferencing network and designed to help all participating districts understand the scope of instruction for the upcoming instructional period. These sessions will also be Webcast for review by those not able to attend the conference or for some other instructional reason. These professional development activities are designed to broaden understanding on the Instructional Focus Document and Units of Study</p> | <p>District leaders use the statewide professional development activities to:</p> <ul style="list-style-type: none"> • Provide job-embedded professional development • Maintain curriculum conversations among campus leaders | <p>Campus leaders use the statewide professional development activities to:</p> <ul style="list-style-type: none"> • Provide regular job-embedded professional development for staff who are implementing the CSCOPE system • Ensure that all participants have the opportunity to hear from a curriculum expert | <p>Teachers use the statewide professional development activities to:</p> <ul style="list-style-type: none"> • Develop depth of understanding of the standards, the rationale for teaching them together, the common errors in learning for each unit of study. • Understand the lessons and units |