



CURRICULUM			INSTRUCTION	
Vertical Alignment Documents	TEKS Verification	Year at a Glance	Instructional Focus Documents	Exemplar Lessons
<ul style="list-style-type: none"> <li>SCOPE</li> <li>What we teach</li> <li>To what level</li> <li>Ensure equity</li> <li>No gaps for students</li> <li>Content level accuracy</li> <li>Assess gaps in students knowledge and plan intervention</li> </ul>	<ul style="list-style-type: none"> <li>SEQUENCE</li> <li>Ensuring TEKS are taught before testing</li> <li>Planning for end of year</li> <li>Move TEKS as needed</li> </ul>	<ul style="list-style-type: none"> <li>SEQUENCE</li> <li>Order of introduction</li> <li>Suggested days</li> <li>Open days for additional supports/practice</li> <li>Move units based on resources/historical units</li> </ul>	<ul style="list-style-type: none"> <li>Bridge between curriculum and instruction</li> <li>Bundle of specified student expectations</li> <li>Rationale – why the TEKS are bundled (district add to this)</li> <li>Performance indicators-example that show student meet expectations</li> <li>Concepts (define as a team)</li> <li>Key understandings - big ideas for the bundles of specified student expectations</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars (good examples)</li> <li>5E Model – state model</li> <li>State lessons</li> <li>Textbook pages that match instruction focus document</li> <li>Approved/enduring district lessons (data and consensus)</li> <li>Lessons at level/higher than exemplar</li> <li>Provide all approved lessons for teachers to access</li> <li>TAKS practice</li> <li>Review</li> <li>Differentiate</li> </ul>
<p>Teachers use the vertical alignment documents to:</p> <ul style="list-style-type: none"> <li>Gain clarity regarding their accountability for student learning in the grade/course</li> <li>Track vertically the depth and complexity of a standard through grade levels</li> <li>Choose instructional resources and materials that are aligned with the specified standards</li> </ul>	<p>Teachers use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> <li>Verify the depth and breadth of the CSCOPE curriculum system (what’s taught when)</li> </ul>	<p>Teachers use the Year at a Glance to:</p> <ul style="list-style-type: none"> <li>Plan high quality instruction</li> <li>Scope out the year in a single snapshot</li> <li>Work with peers to share and allocate instructional resources</li> <li>Monitor their own pacing</li> </ul>	<p>Teachers use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> <li>Develop a depth of understanding of how the performance indicators will measure student learning of the bundled standards</li> <li>Determine exactly what is to be taught in each six weeks</li> <li>Maintain focus of standards and performance indicators BEFORE planning and during instruction.</li> </ul>	<p>Teachers use the lessons to:</p> <ul style="list-style-type: none"> <li>Plan high quality instruction</li> <li>Ensure that instruction, assessment, and curriculum standards are fully aligned</li> <li>Engage students in an active learning process</li> <li>Springboard into other teacher developed/selected lessons inspired by the exemplars</li> </ul>

**Non-negotiable**



**Conditionally Negotiable**



**Negotiable** (with Data/Consensus)