



# Components of a Guaranteed, Viable Curriculum

District \_\_\_\_\_



Curriculum			Assessment	Instruction
Vertical Alignment Documents	Year at a Glance and TEKS Verification Matrix	Instructional Focus Document	Performance Indicators & Unit Tests	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>Order of introduction</li> <li>Suggested days</li> <li>Open days for additional support/practice</li> <li>Move units based on resources/historical units</li> <li>Paired with <b>TEKS Verification Matrix</b> to ensure TEKS are taught before assessment</li> </ul>	<ul style="list-style-type: none"> <li>Bridge between curriculum, assessment, 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 – product to show student meets expectations</li> <li>Concepts</li> <li>Key understandings – big ideas for the bundles of specified student expectations</li> </ul>	<p>Performance Indicators</p> <ul style="list-style-type: none"> <li>Evidence of student attainment of, and/or progression toward an identified standard(s).</li> </ul> <p>Unit tests</p> <ul style="list-style-type: none"> <li>A test that assesses the specified student expectations as noted on the Instructional Focus Document</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 Instructional 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 Year at a Glance and TEKS Verification matrix 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 Assessments to:</p> <ul style="list-style-type: none"> <li>Determine the acquisition and mastery of the standards</li> <li>Determine the ability of the student to apply the learning in a new context</li> <li>Determine which students need intervention and accelerated 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>
<b>District Expectations</b>				
Non-negotiable	Non-negotiable	Non-negotiable	Non-negotiable	Non-negotiable
	Negotiable with data	Negotiable with data	Negotiable with data	Negotiable with data