## Components of a Guaranteed, Viable Curriculum

**District Curriculum**

- **Vertical Alignment and TEKS Verification Documents**
- **Year at a Glance**
- **Instructional Focus Document**
- **Assessment**
  - Performance Indicators & Unit Tests
  - Exemplar Lessons

### Vertical Alignment and TEKS Verification Documents
- SCOPE
- What we teach
- To what level
- Ensure equity
- No gaps for students
- Content level accuracy
- Assess gaps in students’ knowledge and plan intervention
- Paired with TEKS Verification to ensure TEKS are taught before assessment

### Year at a Glance
- SEQUENCE
- Order of introduction
- Suggested days
- Open days for additional support/practice
- Move units based on resources/historical units

### Instructional Focus Document
- Bridge between curriculum, assessment, and instruction
- Bundle of specified student expectations
- Rationale – why the TEKS are bundled (district add to this)
- Performance Indicators – product to show student meets expectations
- Concepts
- Key understandings – big ideas for the bundles of specified student expectations

### Performance Indicators
- Evidence of student attainment of, and/or progression toward an identified standard(s).
- Unit tests
- A test that assesses the specified student expectations as noted on the Instructional Focus Document

### Exemplar Lessons
- Exemplars (good examples)
- SE Model – state model
- State lessons
- Textbook pages that match Instructional Focus Document
- Approved/enduring district lessons (data and consensus)
- Lessons at level/higher than exemplar
- Provide all approved lessons for teachers to access
- TAKS practice
- Review
- Differentiate

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### Teachers

- Teachers use the vertical alignment documents to:
  - 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

- Teachers use the Year at a Glance to:
  - 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

- Teachers use the Instructional Focus Documents to:
  - 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 and during instruction

- Teachers use the Assessments to:
  - Determine the acquisition and mastery of the standards
  - Determine the ability of the student to apply the learning in a new context
  - Determine which students need intervention and accelerated instruction

- Teachers use the lessons to:
  - 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

### District Expectations

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