# Why This Step is Important?

In order to meet the needs of all students, and to consistently challenge and support all students to work toward rigorous grade-level standards, schools and districts need a clear written curriculum plan that includes units of study with guiding/essential questions, alignment to standards, and a focus on the concepts, content, and skills necessary for students to make progress (New England Association of Schools and Colleges, 2018). Collaborating with teams of teachers to systematically map curriculum is an important step to determine curriculum focus areas and to also determine any gaps, or areas where potential innovations may increase outcomes of all students.

## Do you have a curriculum scope and sequence for each course that targets essential questions, standards, and common assessments?

\_\_\_\_\_ Yes. If the answer is yes, that’s great. Be sure that your scope and sequence is visible and shared with all stakeholder groups. One great example of a public-facing district scope and sequence can be found here: [HSD Scope and Sequence Documents](https://www.houstonisd.org/Page/69564). Having a document like this helps to prevent gaps in student learning and also provides a map for all stakeholders to have meaningful conversations about how scope and sequence documents align to common assessments and data-based decision making while also providing a tool to determine if curriculum fidelity exists.

\_\_\_\_\_ No. If you do not currently have a district scope and sequence, please continue to learn about the process of creating one.

# Steps to Creating a Scope and Sequence

## Determine Need and Unpack Standards (10 minutes)

### Please discuss any or all of the following prompts

* What stakeholders should participate in this process? (Administrators? Students? Special education teachers? ELL teachers?)
* For which content areas or courses do we need to create curriculum scope and sequence documents?
* How will we align our curriculum in each course with essential standards? For support in identifying essential standards, you may want to visit a presentation posted by [All Things PLC](http://www.allthingsplc.info/files/uploads/identifying-essential-standards-presentation.pdf) and complete the process below.
  + On your own, read each standard and mark those you believe best meet one of the criteria: endurance, leverage, or readiness.
  + Table Talk: Work as a team to reach consensus on which standards should be considered essential standards.
  + Review information from other sources (grade level standards above and below, previously identified power standards, current strengths and weaknesses in your own school/grade level data)
  + Begin to enter essential standards into the scope and sequence template.

# 2. Familiarize Yourself with the Template and the Design Process (30 minutes)

## Make a copy of this [curriculum scope and sequence template](http://www.doe.mass.edu/sfss/mtss/mobilization/scope-sequence-template.docx) or use another template that works for your district/school.

* As you review the template, discuss why each section is critical in designing a scope and sequence to increase transparency, accountability, fidelity, and a focus on essential standards.
* Note that, “A scope and sequence is an overview of the skills and content covered in your program’s curriculum at each class level over a period of time (scope) and in a particular order (sequence). Fully developed unit plans will require more detail than the outlines sketched here in the scope and sequence.” (Massachusetts Department of Elementary and Secondary Education (DESE), 2016). The key term is “outline.” The intent is to identify essential standards, essential questions, and common assessments in order to heighten the salience of goals and objectives for all stakeholders. Great questions to ask yourselves, as well as exemplars, appear in each section of the template.

# 3. Create an Exemplar (20 minutes)

Choose one course/unit and begin to fill in the template, to practice, and to provide an exemplar to your teams who may be tasked with creating scope and sequence documents in each class. You may require more/less than what is in the template, but discuss any revisions and their impact on the teaching and learning of all students.

# References

Massachusetts Department of Elementary and Secondary Education (DESE). (2016). ELA Scope and Sequence Template. Retrieved from http://www.doe.mass.edu/acls/frameworks/ELA-ScopeSequenceTemplate.pdf

New England Association of Schools and Colleges (NEASC). (2018). Standard 2 - Student Learning. Retrieved from https://cpss.neasc.org/standards/2020-standards/standard-2