

## Mount Vernon Independent School District Curriculum and Instruction Plan 2013 – 2014

Mount Vernon ISD utilizes the state curriculum, the Texas Essential Knowledge and Skills (TEKS), as outlined by the Texas Administrative Code (TAC) Title 19, Part II. The TEKS include the following for each subject, course, and grade level:

- College Readiness Standards
- Supporting Standards
- Process Skills
- English Language Proficiency Standards (ELPS)

MVISD utilizes the TEKS Resource System curriculum for the core academic areas of English Language Arts and Reading, Mathematics, Science and Social Studies. MVISD TEKS Resource System Curriculum is aligned to the specificity and rigor of the TEKS.

The curriculum is available online at <http://www.teksresourcesystem.net>.

### MVISD TEKS RESOURCE SYSTEM CURRICULUM

The **MVISD TEKS Resource System Curriculum** is a comprehensive curriculum management system based on the most current research-based educational practices. Its primary focus is to impact instructional practices in the classroom to improve student performance.

The curriculum includes the Vertical Alignment, Year at a Glance, and Instructional Focus Documents, along with the TEKS Verification Matrix, which serve as the foundation of all instructional planning for the core content areas.

TEKS Resource System documents provide the **what, when, and why** of the MVISD Curriculum:

- I. WHAT – State Standards – TEKS:**
  - a. Vertical Alignment Documents**
  - b. TEKS Clarification Documents**
  - c. Instructional Focus Documents**
- II. WHEN – Effective sequencing for instruction:**
  - a. Year at a Glance**
  - b. Instructional Focus Documents**
- III. WHY – Performance Standards:**
  - a. Instructional Focus Documents**

Implementation of the MVISD TEKS Resource System Curriculum will include utilizing the above required Kindergarten through Grade 12 documents to plan and deliver instruction. Descriptions of the documents follow.

## **Vertical Alignment Document (VAD): K – 8 and HS English**

### **English Language Arts & Reading, Math, Science, Social Studies, English I – IV**

The MVISD TEKS Resource System Vertical Alignment Documents for K – 2, 3 – 5, 6 – 8 and English I-IV:

- Clearly state the aligned standards (TEKS and Student Expectations) among grade level clusters for each core academic subject.
- Identify the Readiness Standards, Supporting Standards, Supporting Skills and the ELPS for each core subject and grade level for the STAAR.
- Emphasize the key spiraling curriculum components (competencies, proficiencies and depth of understanding) that students at each grade level are expected to learn.
- Specify the implementation of each Student Expectation found in the TEKS at each grade level.

### **TEKS Clarification Document: HS Math, Science and Social Studies Courses Algebra I, Algebra II, Geometry, Math Models, Pre-Calculus, Biology, Chemistry, Environmental Systems, IPC, Physics, World Geography, US History, World History, Government, Economics**

The MVISD TEKS Resource System TEKS Clarification Documents for HS Math, Science, and Social Studies courses:

- Clearly state the TEKS and Student Expectations for each of the above core academic subjects.
- Identify the College and Career Readiness Standards and Supporting Standards for each subject for the STAAR End of Course assessments.
- Identify the supporting information, clarification and specificity of each of the TEKS.

## **Year at a Glance (YAG)**

### **All Subjects K – 12**

The MVISD TEKS Resource System Year at a Glance for each subject or course:

- Serves as a snapshot of the entire year's instructional plan by six weeks and semester.
- Presents a curriculum map and pacing guide for units of study.
- Makes the curriculum viable by ensuring that the teacher has adequate instructional time to present the required content.

## **Instructional Focus Document (IFD): K – 12**

### **All Subjects K – 12**

The MVISD TEKS Resource System Instructional Focus Documents for each subject or course:

- Group the specified standards from the Vertical Alignment (and TEKS Clarification) Documents and the Year at a Glance into a logical sequence for instruction.
- Provide a rationale to explain why the standards are bundled in the specified groupings.
- Present the following for each block of instruction, unit of study:
  - The academic language of instruction,
  - Key understandings,
  - Guiding questions,
  - Possible student misconceptions, and
  - Performance indicators to ensure standards are attained at the required level of rigor.

## MVISD INSTRUCTION

Mount Vernon ISD has an outstanding staff of highly qualified teachers who are the content experts in their classrooms. Instruction in all content areas is based on the state standards, the TEKS, which include the content and student expectations for each grade level, subject and course.

MVISD teachers will utilize the 5–E Instructional Model which balances teacher guidance and student learning/participation in order to ensure that students are actively engaged in learning and are able to meet the student expectations outlined in the TEKS. This type of instruction helps students acquire strategies of independent thinking and problem solving which are critical in preparing students to handle constantly changing content requirements and to help them become college and career ready.

The 5-E Model of Instruction document is briefly outlined below. A detailed document is available on the Mount Vernon ISD website.

### **5–E Instructional Model**

**Engage:** Students have the opportunity to focus on an object, problem situation or event and make connections to past and future activities.

**Explore:** Students are given time to explore their ideas so they will have common, concrete experiences upon which they continue building concepts, processes and skills.

**Explain:** Teachers direct student attention to specific aspects of the engagement and exploration experience, ask students for explanations, and then introduce explanations in a direct and formal manner.

**Elaborate:** After students have an explanation of their learning tasks, they are involved in further experiences that apply, extend or elaborate the concepts, processes or skills.

**Evaluate:** In order to determine whether students have met the performance indicators, teachers must assess student learning and understanding through formative or summative evaluations, either formal or informal.

### **Resources**

State Adopted Materials, including textbooks and online resources  
TEKS –Based Activities and Materials