

**ADAMS STATE COLLEGE  
EXTENDED STUDIES**

**ED 289:  
STANDARDS-BASED INSTRUCTION: SCOPE AND SEQUENCE  
AND ALIGNMENT OF STANDARDS WITH COURSE  
CURRICULUM**

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**COURSE CREDIT:** 3 semester hours /Undergraduate credit

**REQUIRED COURSE MATERIALS:**

**Course Textbook:** Carr, J. F., and Harris, D. E. (2001). *Succeeding with standards: Linking curriculum assessment and action planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

**Other Texts, Reading and Instructional Resources.**

1. Explore such professional materials in the following:
  - a. National Education Association (NEA)
  - b. Colorado Education Association (CEA)
  - c. Colorado Department of Education (CDE)
  - d. Public Education Business Coalition (PEBC)
  - e. National Council of Teachers in English (NCTE)
  - f. Internet sites.
  
2. Specific sites.
  - a. <http://www.nycenet.edu/dis/scopesequence/> (K-8 NYC Department of Education)
  - b. [http://www.cde.state.co.us/index\\_std.htm](http://www.cde.state.co.us/index_std.htm) (Colorado model content standards and grade level expectations)
  - c. <http://www.state.co.us/action/curric.htm> (Colorado units available at different grade levels in various curriculum)
  - d. <http://www.state.co.us/action/assess.htm> (Assessment units for various grade levels)

## **COURSE DESCRIPTION:**

Standards-based instruction seems to be the way of the future in education with the emphasis on accountability for all of education. Likewise, the No Child Left Behind Act affirms the concept that instruction must be based on a well-developed scope and sequence, alignment of curriculum with state standards and grade level expectations, as well as the development of assessment tools for student performance. This course is designed to provide the classroom instructor with the skills and tools to develop curriculum that will assure that quality education is achieved in each teacher's classroom.

## **COURSE OBJECTIVES:**

### **Scope and Sequence: (The initial phase of developing a sound curriculum)**

1. Ability to determine skills and knowledge elements that are applicable to your course of instruction at the grade level you are instructing.
2. Ability to determine if the skill or knowledge element should be (I)" introduced," (R) "reinforced" or (Re) "refined" at the grade level you are teaching.
3. Ability to match the skills and knowledge elements to the grade level expectations that the state has determined is operative at the grade level you are teaching.
4. Ability to create a scope and sequence sheet for the curriculum you are teaching and the grade level in which you will introduce, reinforce or refine those skills.

### **Standards Based Curriculum (The second phase of developing a sound curriculum)**

1. Ability to match the grade level expectations that are related to the subject content for your curriculum.
2. Ability to examine specific lessons and determine what skills or knowledge you will teach in that class.
3. Ability to create lesson titles, activities and assignments, related material, and applicable proficiency levels for each lesson.
4. Ability to develop assessments for the grade level expectations as well as the guided practice to strengthen skills and knowledge elements.
5. Ability to create a standards expectation record sheet and to assess the lesson's ability to teach the applicable skills and knowledge elements.

## **COURSE REQUIREMENTS:**

- A. Students must submit a minimum of two grade level scope and sequence for the curriculum they are teaching including:
  1. Curriculum elements/scope
  2. Curriculum sequence
  3. Curriculum grade level expectations

B. Students must submit a minimum of two complete lessons of instruction which include:

1. Unit title
2. Unit objectives
3. Unit related activities and assignments.
4. Unit's related material
5. Unit's applicable standards
6. Unit's related proficiencies (Partially proficient, proficient and advanced)
7. Unit's related assessments
8. Unit's guided practice elements

C. Students must construct a standards/grade level expectation record sheet for assessing the relationship between curriculum taught and their relation to standards and grade level expectations.

**GRADE DISTRIBUTION AND SCALE:**

1. Two completed scope and sequence level worksheets	200 points
2. Two completed scope and sequence grade level outline	200 points
3. Two completed course syllabus	200 points
4. Two complete curriculum units (200 each)	<u>400 Points</u>
	1,000 points

900 - 1000 points	A
800-899 points	B
700-799 points	C
600 - 699 points	D
<599	F