Guidance on Curriculum Use

This resource outlines some considerations to think through when determining the expectations for use of the new curriculum. For more information about what this looks like in practice, refer to the Sample Use Guidance resource.

Guiding Questions	Considerations
What guidance does the curriculum developer offer about planning routines and customizations?	Oftentimes developers provide guidance on how teachers can prepare to use the materials. Frequently this guidance is around how the materials are structured or designed. This can be helpful in figuring out what makes a set of materials rigorous and impactful for student learning. When looking at developer guidance, keep in mind that you know your context best, and consider what adjustments make the most sense for your context, while maintaining the integrity of the resource.
What decisions are teachers going to need to make within a given unit?	In order for teachers to be able to make informed decisions around how to best execute a unit of study, teachers need to first have an in depth, internalized understanding of the unit itself. Teachers must carefully evaluate the sequence of standards, how the daily objectives build towards the summative task, how specific skills are sequenced, and how the rigor progresses throughout the unit. Once teachers have carefully examined a unit in its entirety, they can better identify the areas that will potentially lead to misunderstanding or misconceptions based on that teacher's knowledge of his/her students, and plan accordingly. Then, teachers can also make some decisions around pacing, taking into consideration topics or concepts that they anticipate might take longer for students to master, etc. Teachers will also need to be clear on what assignments/assessments they will grade and provide thorough feedback to students on, and what assignments/assessments will be used in more informal ways to adjust instruction.
What decisions are teachers going to need	In some cases, lesson plans in a curriculum provide more content than can be taught within a given instructional block. If it is not already provided within

to make within a given lesson?	the curriculum, teachers will need to consider what pieces of the lesson are "must dos" based on the demands of the standard that the lesson is addressing, as well as that day's learning target and end-of-lesson assessment. Some considerations for how to determine the "must do" parts of the lesson are thinking through which pieces students must engage with in order to master that day's objective (including making sure students complete tasks at the full level of rigor outlined by the objective), and which pieces are additional practice or only loosely connected to the target standard/day's learning target.
Which aspects of the unit do we want all students to experience in a common way?	There are often many embedded assessments within a given unit, from informal checks for understanding to more formal end-of-unit assessments. Be sure to think through the pieces of each unit that should be uniform for all students. These might be the pieces from each unit that you use to measure student progress. This information should be shared with teachers prior to teachers engaging in unit internalization so that they are aware of the assessments that must be common.
What kinds of customizations will we support? What kinds of customization would we *not* want to see?	Utilize recommendations from the curriculum developers and what makes the most sense for your context to make this decision. Whatever you decide, this decision needs to be effectively communicated so that there is no confusion. If you decide to allow customization, be clear about what forms, and ensure that there are systems in place to carefully monitor and support those adjustments. Some examples of appropriate customizations are adjusting an activity to increase student engagement, or choosing some but not all of the problem sets to ensure effective pacing. Some examples of inappropriate customization are teaching conceptual standards in a procedural manner or reading a text aloud that students should be reading independently.