

**CREATING THE GUARANTEED AND VIABLE CURRICULUM
STARTING WITH POWER STANDARDS**

Guaranteed: In our district, no matter who teaches a given course or grade level, it is guaranteed that students have access to the same set of standards.

Viable: There is enough time to teach and for the students to learn the standards identified as guaranteed.

CRITERIA FOR CREATING POWER STANDARDS

What do our students need for success – in school this year, next year, etc. (leverage; readiness for the next levels of learning**), in life (**endurance**), and on state tests?**

Endurance: Will this standard or indicator provide students with knowledge and skills that will be of value beyond a single test date? Example: proficiency in reading will endure throughout a student’s academic career and professional life.

Leverage: Will this provide knowledge and skills that will be of value in multiple disciplines? Example: proficiency in creating and analyzing graphs, tables and charts will help students in math, science, social studies and language arts.

Readiness for the next level of learning: Will this provide students with essential knowledge and skills that are necessary for success in the next grade or next level of instruction? Example: Fluent use of fractions, decimals and percents is an essential skill for students in the sixth grade as they go into seventh grade math.

Step 1: Select the content area in grade-span groups. (i.e. Language Arts, Social Studies)

Step 2: Select a particular section of the content area standards. (i.e. reading, writing, communication)

Step 3: Select one grade within the grade span. Review the criteria in bold above and prioritize the standards that are essential – or guaranteed and viable. You can do this individually or as a group.

- Identify a note taker.
- Using the state standards, review the state standards and mark the standards that are essential or must be guaranteed.
- Individuals then come together to compare and discuss their selections with colleagues. Discuss the differences between the members of the group. Share reasoning why a standard was or wasn’t chosen. Does the reasoning fit with the criteria above? The note taker should note similarities and differences. The group should work to reach preliminary consensus.

Step 4: Consult the state’s test map specifications and/or district test data.

- Revise preliminary power standards to reflect what will be tested. If an essential standard was left off of the list it should be added in the appropriate place within the prioritized list.

Step 5: Record selections on large pieces of chart paper, one chart per grade.

Step 6: On the chart paper, individually or as a group, prioritize the standards from most important to least important. This creates the guaranteed and viable curriculum for this content area and grade level.

Step 7: Go back to state standards and review the standards that were not marked as essential or guaranteed.

- As a group or individually, prioritize these standards from most important to least important. Record the prioritization on a piece of chart paper and post below the guaranteed curriculum for the same content area and grade level.
- Individuals come together to compare and discuss their prioritization. The group should work to reach preliminary consensus. This creates the “good-to-get-to” curriculum that is NOT guaranteed and viable.

Step 8: Return to step 3 and repeat process for a grade above or a grade below in the same content area. Complete steps 3 through 7 until all grade levels are completed for the content area.

Step 9: For the content area, there should be two pieces of chart paper per grade level: the top chart paper lists the prioritized guaranteed and viable curriculum. The bottom chart paper lists the prioritized “good-to-get-to” curriculum which is NOT guaranteed. Grade spans post their charts in K-12 progression.

- Look for vertical alignment within grade span.
- Identify gaps, overlaps, and omissions.
- Revise selections as needed on charts.
- Look for gaps, overlaps, omissions *between* grade spans. NOTE: There will be some standards that do not carry on through all grade levels.
- Revise selections as needed.

Step 10: Review the prioritized standards for both the guaranteed and non-guaranteed curriculum in a grade span. Identify groups or clusters of standards that are related and would be put into one unit of study.

- Use the main skills and concepts in the prioritized standards to create a broad power standard statement. This should be a big idea or enduring understanding statement that would represent the prioritized standards that support it.
- You should end with a few power standard statements with the state standards as supporting standards underneath the power standard statement.