

CLC (Curriculum Leadership Cooperative)

Member districts of the Curriculum Leadership Cooperative believe that curriculum documents should be developed and used solely for their effectiveness in the teaching and learning process. It is the belief of the CLC that if these materials and processes are implemented systematically and appropriately, districts and their employees, as well as students, will be better prepared and successful.

Staff Development and use of CLC materials is a responsibility shared by teachers, principals, and central administration. It is the teacher's responsibility to plan and deliver instruction. The principal's responsibility is to support and monitor implementation of the curriculum. The responsibility of the administrative staff is to plan, coordinate, develop, and revise curriculum documents which comply with Texas Administration Code Chapter 74 Curriculum Requirements and are differentiated to meet the needs of all learners. Thus, the learner outcomes of curriculum and instruction become a shared function among a team of responsible professionals.

The purpose of the Curriculum Leadership Cooperative curriculum is to:

1. focus with direction;
2. organize effort;
3. define mastery and desired outcomes;
4. provide alternative strategies;
5. facilitate interdisciplinary teaching; and
6. ensure integration and connection with real-life applications

The CLC curriculum framework is to be the "one curriculum for all," serving as the general curriculum for all learners.

About The Cooperative

The Region 5 Curriculum Leadership Cooperative (CLC) is sponsored by the Region 5 Education Service Center. Its purpose is to provide a vehicle for guiding students' instructional experiences toward successful transitions throughout the learning process.

The CLC documents consist of standards-based scope and sequences, benchmarks and goals, skill spreadsheets and resources (PreK-12) presented in a core curriculum approach. All documents are vertically and horizontally aligned. The CLC materials reflect national and statewide academic standards and skills and integrate real-world learning opportunities for increased student achievement.

The CLC operates with a systems approach; meaning responsibility is shared by teachers, principals and central office administrative staff. For this reason, technical support is offered in all areas of curriculum for the entire district. On-site training is recommended before the documents are distributed in order to ensure consistent implementation. Follow-up training is encouraged throughout the year in order for teachers to remain current with state legislation and its impact on their curriculum.

Since the cooperative's inception in 1990, membership has increased annually and is comprised of school districts in Texas that believe in student success, enhanced by an aligned and accredited curriculum.

Curriculum Leadership Cooperative

Go to the CLC link on the Cuero ISD website.

Username: `cisd.firstinitiallastname`

Password: `gobbler_1`

The screenshot shows the homepage of the Curriculum Leadership Cooperative (CLC). At the top, there is a navigation bar with links for English Language Arts, Mathematics, Science, District Directory, Support, and Additional Resources. Below this is a main content area with a large image of children and a welcome message. The welcome message states that the CLC is sponsored by the Region 5 Education Service Center and provides a vehicle for guiding students' instructional experiences. It also mentions that the CLC documents consist of standards-based scope and sequences, benchmarks and goals, skill spreadsheets, and resources (PreK-12) presented in a core curriculum approach. A sidebar on the left contains a 'View All Site Content' link and a 'Help and Information' section with links to Overview (CLC), Reviewing (CLC) Curriculum, and Reviewing (District) Curriculum.

Once you are in, click on the desired content area on the toolbar.

The screenshot shows the Mathematics Skills page in the CLC website. The page is titled 'Mathematics Skills' and has a navigation bar with links for Scope, CLC Activities, and CLC Vocabulary. A sidebar on the left shows a tree view of content areas, including Kindergarten through Grade 8, Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models. The main content area displays a table of skills with columns for TEKS, Student Expectation, Hours, Vertical Alignment of Skills, and Sequence of TEKS. The table is filtered for '7th Grade'. A white arrow points to the 'Scope' link in the toolbar, and another white arrow points to the '7th Grade' dropdown menu. A third white arrow points to a specific skill entry in the table.

TEKS	Student Expectation	Hours	Vertical Alignment of Skills	Sequence of TEKS
Knowledge and Skill Statement : 7.01 (3)				
7.01:A	compare and order integers and positive rational numbers;	4.0	Mastery Level	Six Week (2)
7.01:B	convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator, and,	5.0	Mastery Level	Six Week (1); Six Week (2)
7.01:C	represent squares and square roots using geometric models.	5.0	Mastery Level	Six Week (1)
Knowledge and Skill Statement : 7.02 (7)				
7.02:A	represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	4.5	Mastery Level	Six Week (1)
7.02:B	use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	6.0	Mastery Level	Six Week (1); Six Week (2)
7.02:C	use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the results;	3.5	Mastery Level	Six Week (4)
7.02:D	use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;	5.0	Mastery Level	Six Week (3); Six Week (4)
7.02:E	simplify numerical expressions involving order of operations and exponents;	4.0	Mastery Level	Six Week (2)
7.02:F	select and use appropriate operations to solve problems and justify the selections; and	4.5	Mastery Level	Six Week (2)
7.02:G	determine the reasonableness of a solution to a problem.	4.0	Mastery Level	Six Week (1)
Knowledge and Skill Statement : 7.03 (2)				
7.03:A	estimate and find solutions to application problems involving percent; and	4.0	Mastery Level	Six Week (3)
7.03:B	estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related	4.0	Mastery Level	Six Week (3); Six

Select a grade level.

You several choices here. On the orange menu bar, you have Scope, Activities and Vocabulary. You can also select a specific objective (for example, 7.02:B) or under Sequence of TEKS you can select a specific Six Weeks period.