CFP: The 10 Components of the Alignment Process (in-progress revision, May 2011)

Component (Common Core version; Subject Area Adaptable)	Full	Partial	Projected
Identify core (3-year) courses and sequences at each achievement level (in Eng, SS, Sci, Math)	☐	☐	☐
Vertical Alignment of Courses and Sequences • Year- to- year • Level-to-level (within year)	☐	☐	☐
Horizontal Alignment of Courses • for Content (Eng, SS, Sci in 9, Eng and SS in 10, 11) • for Skills per *College Readiness Standards* (MATERIALS***) • Reading in Eng (Fiction, Humanities, Social Science), SS (Social Science, Humanities), and Sci (Natural Science) • per Subject in English, Science, Math • Writing (and English) across the curriculum per Standards-Referenced Writing Rubrics • Critical Thinking Component(s): across courses	☐	☐	☐

Disciplinary Project Alignment (MATERIALS*): EACH CONTENT AREA WII HAVE ITS OWN VERSION OF THIS COMPONENT**
• Total Alignment with relevant CRS
• Vertical Alignment
  ○ Skills
  ○ Context
  ○ Evaluative Tools
  ○ Critical Thinking Component(s)
• Horizontal Alignment (where applicable)
  ○ Content Connections (as applicable)
  ○ Skills, Contexts (as applicable)
  ○ Critical Thinking Component(s)
	☐	☐	☐

Content Alignment (best planned by Unit: e.g. 9, 6, 4.5, or 3 weeks)
• per subject's protocols mediated by imperatives in skills instruction ("seamless integration" of skills and content—(MATERIALS***)
• per scope and sequence (inherent, e.g. chronology, theme, etc.)
• per content of course (e.g. "Then and Now" for courses in Literature (organized historically) and Composition (more contemporary topics)
• per interdisciplinary parallels and direct integrations)
• per Critical Thinking Component
• per activities
  ○ Expert Lecture Series/ Pull Outs
  ○ Forums
  ○ Other project-based activities
	☐	☐	☐

<u>Interdisciplinary Alignment</u> (the <u>connections</u> between content areas)
• Horizontal Skills Alignment
• Direct Integrations
• Interdisciplinary Parallels
• Critical Thinking Component(s)
• per Activities
  o Expert Lecture Series/ Pull Outs
  o Forums
  o Other project-based activities
	☐	☐	☐

<u>Skills Alignment (MATERIALS*)</u>**
• Integrated within Content
• per a scoped and sequenced matrix (e.g. *College Readiness Standards*)
• presented at student "readiness level"
• Critical Thinking: metacognition, distracter analysis, and higher order applications (analysis, synthesis, evaluation, and practice)
• per Subject and across curriculum
  o Vertical
  o Horizontal
• Other skills
  o Technology
  o Research
  o per designation by department or site
	☐	☐	☐

<u>Diagonal Alignment</u> (upward mobility in achievement level by the student) • Skills instruction at "primary" levels @ 50% • Skills instruction at "secondary" levels @ 25% • Skills instruction at "review" levels @ 25% • Common Content at all levels • Critical Thinking Component(s) at all levels • Shared Interdisciplinary Activities	☐	☐	☐
<u>Assessment Aligned</u> to Content, Skills, and Interdisplinarity within course • Through Content and Skills Instruction (MATERIALS***) • Common Course Finals (Aligned to Content and Skills) • Critical Thinking Component(s) present • Simulations of external (e.g. ACT) assessment: course content coherent • Rubrics and other subject-related assessment tools	☐	☐	☐
<u>Instructional Planning and Delivery</u> (Monitor, Analyze, and Plan) • Ongoing Production: All principles (MATERIALS***) • Revision and renewal: All principles (MATERIALS***) • Activities: Vertical (within course[s]); Horizontal (shared by courses) • Interdisciplinary (Horizontal) connections (expanded--- and can include Math and more Science so long as skills instruction in subject areas is not compromised): Frames • Critical Thinking Component(s) and Content: Frames • "Seamless Integration" of Content and Skills Instruction (MATERIALS***)	☐	☐	☐

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Component (Common Core version; Subject Area Adaptable)	Reflections
Identify core (3-year) sequences at each achievement level (in Eng, SS, Sci, Math)	
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Horizontal Alignment of Courses • for Content (Eng, SS, Sci in 9, Eng and SS in 10, 11) • for Skills per *College Readiness Standards* (MATERIALS***) • Reading in Eng (Fiction, Humanities, Social Science), SS (Social Science, Humanities), and Sci (Natural Science) • per Subject in English, Science, Math • Writing (and English) across the curriculum per Standards-Referenced Writing Rubrics • Critical Thinking Component(s): across courses	

Disciplinary Project Alignment (MATERIALS*): EACH CONTENT AREA WII HAVE ITS OWN VERSION OF THIS COMPONENT**
• Total Alignment with relevant CRS
• Vertical Alignment
  o Skills
  o Context
  o Evaluative Tools
  o Critical Thinking Component(s)
• Horizontal Alignment (where applicable)
  o Content Connections (as applicable)
  o Skills, Contexts (as applicable)
  o Critical Thinking Component(s)	

Content Alignment (best planned by Unit: e.g. 9, 6, 4.5, or 3 weeks)
• per subject's protocols mediated by imperatives in skills instruction ("seamless integration" of skills and content—(MATERIALS***)
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• per interdisciplinary parallels and direct integrations)
• per Critical Thinking Component
• per activities
  o Expert Lecture Series/ Pull Outs
  o Forums
  o Other project-based activities	

<u>Interdisciplinary Alignment</u> (the <u>connections</u> between content areas)
• Horizontal Skills Alignment
• Direct Integrations
• Interdisciplinary Parallels
• Critical Thinking Component(s)
• per Activities
  o Expert Lecture Series/ Pull Outs
  o Forums
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<u>Skills Alignment (MATERIALS*)</u>**
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