

Section 6

Aligning Curriculum

The Destination

6:1 Planning Your Move Toward a Standards-based Curriculum

6:2 Grounding Lessons in Standards

6:3 Creating Standards-based Units

6:4 Writing from Experience and in Response to Text

It's true that the subject of increasingly detailed statewide curriculum—first a curriculum framework, then ranges of “benchmarks,” pages of Grade Level and High School Content Expectations, and now Common Core State Standards—has been known to make an educator or two tense up, but that's not because we don't care.

No, what we worry about is that one size will be forced to fit all; that we'll lose individual kids' needs and pace in our efforts to standardize. This cluster of packets is designed to help catalyze the teacher-to-teacher conversations to ensure that won't happen.

Michigan's newly-developed standards are specific enough to allow a “handshake,” for instance, between second and third-grade teaching teams: “When kids come to third grade, we'll be able to tell you specifically how they stand on THESE skills.” The standards also allow student achievement to be tracked and handed to next year's teacher as part of the conversation.

Start with the end in mind.

