

# Contents

Acknowledgments / vii

Foreword / v

Introduction / 1

**CHAPTER 1: Student Achievement Using a Holistic Approach to Standards / 5**

What Are Standards? / 5

Best Practices / 7

The Consensus for Standards / 13

Standards-Based Instructional Plan: The Water Cycle / 15

**CHAPTER 2: The Need for Dialogue / 19**

Communicating Consensus / 19

Stakeholders as Team Members / 21

Steps in the CAST Dialogue Process / 24

Standards-Based Instructional Plan: Greetings and Introductions in Spanish / 35

**CHAPTER 3: The Language of Expectation / 39**

The Need for a Common Language / 39

A Verb by Any Other Name / 40

Criterion Standards and Integrated Authentic Assessment / 42

Constructing the Verb Matrix / 43

Standards-Based Instructional Plan: Exposure to Literature / 48

**CHAPTER 4: Designing and Using the Standards-Based Curriculum / 51**

Writing Criterion Standards / 55

The Textbook Dilemma / 57

Standards-Based Instructional Plan: Governmental Powers / 66

**CHAPTER 5: Instructional Plans Based  
on Criterion Standards / 69**

Foreign Language / 71

Language Arts / 73

Mathematics / 76

Science / 90

Social Science / 93

**CHAPTER 6: Lesson Planning Takes Root / 97**

Integrating the Curriculum / 99

The Planned Course Document / 100

What's in a Name / 102

Developing the Standards-Based Instructional Plan / 102

Standards-Based Instructional Plan: Nova Scotia:

Local Weather / 103

**APPENDIX A: Relevant Web Sites / 107****APPENDIX B: Verb Matrix Survey Material / 109**

Bibliography / 117

Index / 121

# Introduction

## On the Right Track

Achieving standards should be thought of as the common destination for *all* students. Aligning standards to classroom practice takes time, practice, and the exercise of professional leadership and judgment. Together with members of the community, educators can construct the track on which students can travel to reach graduation and continue to learn throughout their lifetimes. If teachers are not willing or able to use standards to implement instruction, students run the risk of not meeting benchmarks, putting them behind schedule or off the track completely from achieving the standards.

Much has been written and said about standards but few have attempted to show how a standards-based curriculum can be developed and implemented in the classroom. This book tries to provide classroom teachers at any grade level and any subject with the tools and background to work with standards as the guiding force in their planning and course design. One of the best tools teachers can use is dialogue. This book offers a structured yet adjustable way to communicate both about standards and about what students should know and be able to do. The focus is on what students know and can do as a result of instruction, not on what the teacher will do or “cover.”

Curriculum and instructional processes that educators develop through the use of this book will allow them to become and remain current

in their practices. The process strikes a good balance that allows educators to design a curriculum that is unique to their school district yet does not seek to reinvent the wheel. Educators will not need to start from scratch in the curriculum writing process; yet, the product will always remain relevant through constant updating and refining. Curriculum documents developed using the process explained in this book will be useful in the daily instruction.

As students travel through their school careers, they are supposed to be learning things that will help them become self-sufficient adults. Graduation standards as developed by most states, professional organizations, or local districts are the statements used to define what students should know and be able to do by the time they have completed high school so that they may be prepared for their next step in life. To achieve conventional standards, milestones—known as benchmarks—are established that students must accomplish in order to demonstrate that they are proceeding along the right track toward the achievement of graduation standards. Smaller or discrete units of accomplishment at levels leading up to the benchmarks are called criterion standards. These criterion standards can be used to track student progress toward the ultimate goal of attaining the graduation standard.

*Aligning Standards and Curriculum for Classroom Success* is presented in six chapters.

Chapter 1: Student Achievement Using a Holistic Approach to Standards defines standards and discusses the growing momentum and rationale behind the standards movement.

Chapter 2: The Need for Dialogue explores the necessity for dialogue between all stakeholders in the education process. Mandated state graduation standards have provided the impetus for discussion and dialogue between and among educators and non-educators about what students should know and be able to do. This chapter introduces the CAST (Communicating About Students and Teaching) Dialogue Process by which individuals can come to a consensus and begin to work together as partners in education.

Chapter 3: The Language of Expectation describes how a common language can be developed so that stakeholders can come to common understandings through the use of a Verb Matrix.

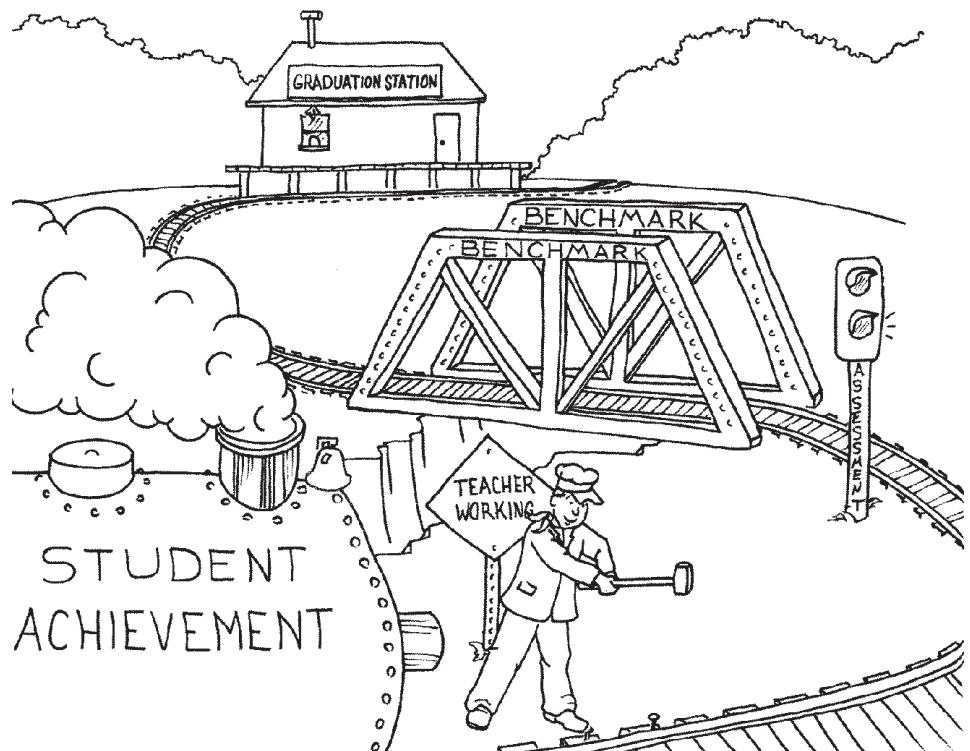
Chapter 4: Designing and Using the Standards-Based Curriculum gives a step-by-step description of how state graduation standards may be translated into distinct elements—criterion standards. The chapter presents permutations of the criterion standard and how it can be used as a tool to unlock the power of standards.

Chapter 5: Instructional Plans Based on Criterion Standards offers fourteen more fully conceived lesson plans that begin with standards in mind. These lesson plans are offered as a reminder that student achievement cannot be fully judged by a single event but rather by a series of opportunities for students to demonstrate what they know and can do.

Chapter 6: Lesson Planning Takes Root offers a number of strategies for using standards to integrate the curriculum. The chapter advocates the use of the planned course document as a means for teachers to evidence their use of standards in their classroom practice. Summing up the sample standards-based instructional plans offered in the preceding chapters, chapter six gives teachers specific ways they can develop their own standards-based plans for use in their classrooms.

In addition, an Appendix A: Relevant Web Sites related to standards and curriculum is included, and Appendix B: Verb Matrix includes survey materials for creating a verb matrix.

*Aligning Standards and Curriculum for Classroom Success* recognizes that standards are here to stay and that using standards as the stimulus and measurement of student achievement is a positive force in educational reform.



## Chapter 1

# Student Achievement Using a Holistic Approach to Standards

For many years the curriculum in schools has been so loosely outlined that many individual teachers have established their own *ad hoc* curriculum, defining within their own classrooms what students are supposed to know and be able to do. Such an approach has obvious repercussions. When curriculum is aligned to preference rather than a mutually agreed upon set of goals, one classroom of students may be prepared for their next level of study while another classroom at the same level in the same school may not be. A systematic approach to developing curriculum within the framework of standards will diminish the chances of a having a preference-based, haphazard curriculum, promote greater professional accountability, and support and enhance student achievement.

### What Are Standards?

What standards are and what standards should be are often two different things. Standards *should be* specific statements of what students are supposed to know and be able to do. They should be explicit goals that ensure that rigorous academic content is taught in school. A stan-