

## Create Your Own Alignment: Guidelines from the Core Knowledge Foundation

Documentation of state educational standards differ in organization and specificity, so there is no quick and easy formula for aligning to the Core Knowledge content. Spend time familiarizing yourself with both the *Core Knowledge Sequence*, and the standard with which you wish to align. When you know the *Sequence* and the standards documents well, and have a strong working knowledge of education and pedagogical methods, analyses required to complete the alignment are more likely to be quick and accurate.

Once you are comfortable with the content of both the *Core Knowledge Sequence* and the standards document you will be using, create a template that includes fields for all of the data you wish to include in your alignment. Create a table that includes a column for the *Core Knowledge Sequence*, and additional columns to accommodate state standards and performance indicators.

Review your state standards for each subject area and identify those that are met by the Core Knowledge subject area content. The example below uses a standard from one state’s learning standards for Science to illustrate how your alignment table might look.

Core Knowledge Sequence	State Standard
<p><b>III. Cell Division and Genetics</b></p> <p>Cell division, the basic process for growth and reproduction</p> <p>Two types of cell division:</p> <p>mitosis (growth and asexual reproduction)</p> <p>meiosis (sexual reproduction)</p> <p>Asexual reproduction: mitosis; diploid cells (as in amoeba)</p> <p>Sexual reproduction: meiosis: haploid cells; combinations of traits</p> <p>How change occurs from one generation to another: either mutation or mixing of traits through sexual reproduction</p> <p>Why acquired characteristics are not transmitted</p>	<p><b>Standard LS.2</b></p> <p>The student will investigate and understand that all living things are composed of cells. Key concepts include:</p> <p>a) cell structure and organelles (cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus, and chloroplast);</p> <p>b) similarities and differences between plant and animal cells;</p> <p>c) development of cell theory; and</p> <p>d) cell division (mitosis and meiosis).</p>

## Tips for Completing the Alignment

Core Knowledge recommends that faculty from each subject area complete the analysis and alignment for their subject.

Don’t be too literal. The *Core Knowledge Sequence* and your state standards will not match word-for-word—encourage debate and dialogue!

Include all Core Knowledge subject area content and each of your state standards in the alignment.

If Core Knowledge subject area content does not have a match in your standards, make a note to this effect in the standards column of your document.

If your standards do not have a match for Core Knowledge subject area content, make a note to this effect in the Core Knowledge column of your document.

Include both the text of the standards and their identification numbering scheme in your alignment. This will make it much easier to use for curriculum and lesson planning in the future.

Circulate your alignment to faculty and allow time for feedback and revisions.

## What if topics from Core Knowledge are assigned to a different level than your standards or testing requirements?

We strongly recommend that you move the Core Knowledge content topic only if the content is explicitly listed in your state standards. For example, if the state standard for Grade 2 says:

*The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language*

then it makes sense to move the Core Knowledge topic of Egypt from Grade 1 to Grade 2.

Moving topics arbitrarily is strongly discouraged since it leads to gaps or repetitions in student learning.