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Building a Common Core–Based Curriculum:

Mapping With Focus and Fidelity

By Susan Udelhofen

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Study Guide

This study guide is a companion to the book *Building a Common Core–Based Curriculum: Mapping With Focus and Fidelity* by Susan Udelhofen. *Building a Common Core–Based Curriculum* is a road map for creating a curriculum centered on the Common Core State Standards.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Setting the Stage for Curriculum Building

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1. What structures must be in place to create a quality, sustainable curriculum?

2. How can principals use CCSS-based curriculum maps in their roles as instructional leaders?

3. Who are the members of your district leadership team? Do team members include the author's recommendations—specifically, principals, the district curriculum leader, veteran and new teachers, and teachers from various grade levels, subject areas, and buildings?

4. What traits should assessment possess to be considered effective? How does implementation of the CCSS affect your team's understanding of what qualifies as effective assessment?

Chapter 2

Understanding the Common Core State Standards

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1. How well do you and your team members understand the CCSS?

2. What are the key sections of the CCSS ELA and CCSS for mathematics? Which key sections guide curriculum understanding and development?

3. What are the differences between the big-picture view and the more specific skill-level view of the CCSS?

4. Does your team have questions or concerns about the big picture or skill-level views? Note any surprises or changes in your teaching practices that implementing the CCSS will require while creating scope and sequence maps and individual teacher maps.

Chapter 3

Translating the Common Core State Standards

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1. What does unpacking the standards look like at the K–5 level versus the middle and high school levels?

2. What criteria can you use to identify high-priority standards?

3. Identify the purpose of sharing work across grade levels. How is cross-grade-level sharing going to impact your team's work?

4. What actions should be taken after the initial feedback from analyzing and unpacking standards? Which team members should participate in this action?

Chapter 4

Creating Scope and Sequence Maps

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1. What are the benefits of scope and sequence maps, and why should the first curriculum-based maps created be scope and sequence maps?

2. According to the author, it is important to note the difference between CCSS ELA and CCSS for mathematics when creating scope and sequence maps. Why is this distinction necessary?

3. What is the process of creating a scope and sequence map? With your team, select a unit and use the process to create a scope and sequence map.

4. What is the role of the leadership team after scope and sequence maps are developed?

Chapter 5

Creating Individual Teacher Maps

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1. What are individual teacher maps, and what is their purpose?

2. Have questions about implementing CCSS arisen from you or your colleagues? What resources or support systems does your team have in place to answer these questions?

3. Identify the steps of developing an individual teacher map.

4. How can you make sure all teachers are following the map element definitions?

5. Why is it important to engage in map and talk sessions? Use figures 5.2 and 5.3 to participate in sessions with your team.

Chapter 6

Using the Curriculum-Mapping Data

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1. How can curriculum-mapping data aid the use and effectiveness of common formative assessments?

2. What are the connections between the tenets of professional learning communities and the Common Core curriculum-mapping process? How do these connections aid your team?

3. How does the curriculum-mapping process support the response to intervention model?

4. What is the Framework for Teaching? What are the connections between the framework and the Common Core curriculum-mapping process?