A decorative background featuring a repeating pattern of stylized, light-colored floral and scrollwork motifs on a dark grey background. The pattern is symmetrical and ornate, with large central floral elements and smaller scrolls and leaves interspersed.

COMMON CORE STATE STANDARDS

*An Overview By Joseph City Unified School
District*



**DO THE STANDARDS DRIVE
EVERYTHING THAT WE DO?**

Our staff does a lot more than teach standards and measure student achievement on standardized tests.

We are driven by our passion to teach to the whole child.

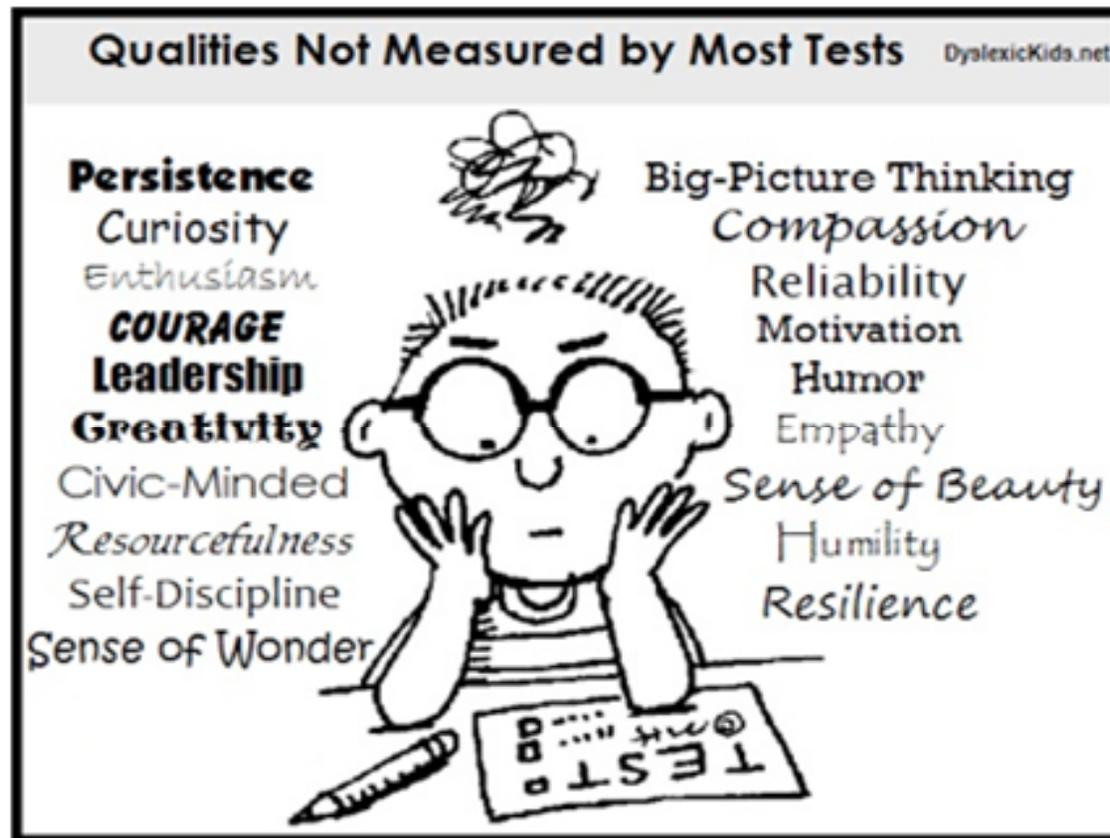


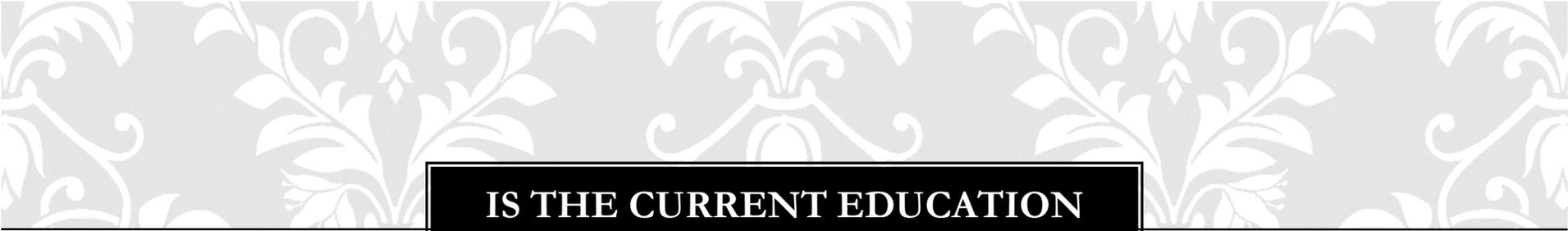
MISSION

United in preparing life-long learners through leadership, teamwork, accountability, integrity and excellence.

At Joseph City Junior/Senior High School, we will challenge and empower all students to be independent thinkers, life-long learners, and responsible citizens.

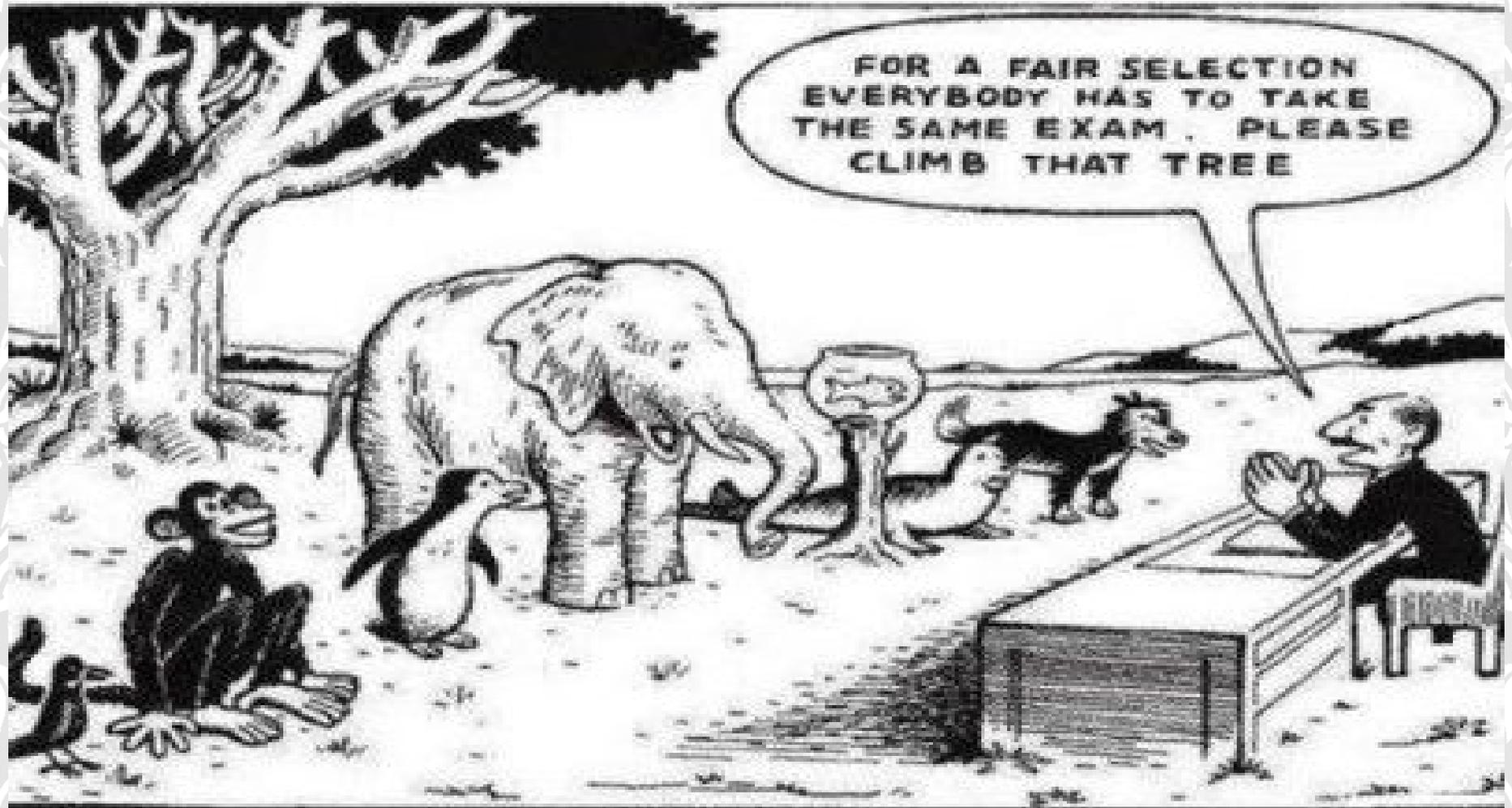
WHAT ELSE DO TEACHERS TEACH
BESIDES THE STANDARDS?



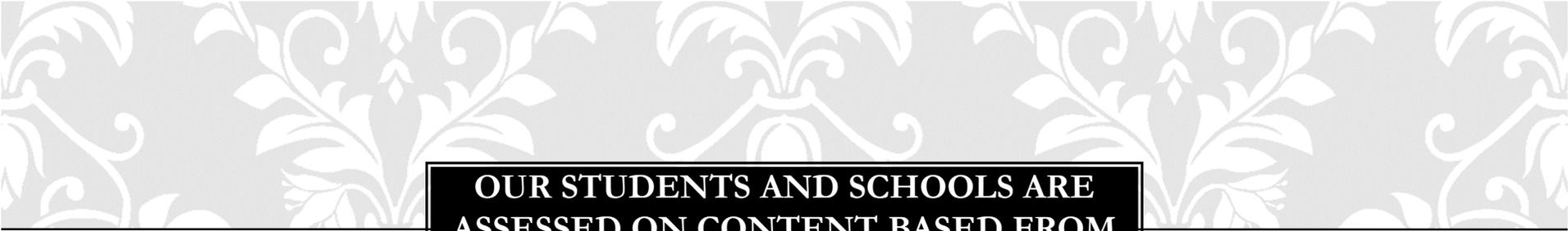
A decorative horizontal border at the top of the page featuring a repeating pattern of stylized white floral and leaf motifs on a light gray background.

**IS THE CURRENT EDUCATION
SYSTEM PERFECT?**

Our Education System



If you judge a fish by its 'ability' to climb a tree, it will spend its entire life believing its stupid - Albert Einstein



**OUR STUDENTS AND SCHOOLS ARE
ASSESSED ON CONTENT BASED FROM
THE STANDARDS**

The standards represent a proficiency target level of knowledge that we try to teach our students. They do not represent the curriculum or encompass everything that our staff tries to teach students.



**KEEPING THE WHOLE PICTURE
IN MIND...**

lets proceed to learn about the new common core
standards

WHAT ARE THE COMMON CORE STANDARDS?

The Common Core State Standards Initiative are a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

Are aligned with college and work expectations;

Are clear, understandable and consistent;

Include rigorous content and application of knowledge through high-order skills;

Build upon strengths and lessons of current state standards;

Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and

Are evidence-based.



MORE ABOUT THE BACKGROUND OF THE STANDARDS

Was a multi-state led effort organized by National Governors Association, Center for Best Practices, and the Council of Chief State School Officers.

Over 40 states, two territories, and the District of Columbia have now adopted them.

The standards were written by content experts, teachers, researchers and others.

The process used to write the standards ensured they were informed by:

The best state standards

The experience of teachers, content experts, states and leading thinkers

Feedback from the general public



THE RATIONALE

The purpose of the Common Core Standards is to help all students to be college and career ready upon graduating high school.

Implementing the standards can help schools ensure that students across the nation are held to the same high expectations in mathematics and literacy.

The standards focus on rigorous instruction supported by high expectations for student performance.

They are designed to be relevant to the real world, reflecting knowledge and skills that our young people need for success in postsecondary education and careers.

Rigor is defined as the application of content knowledge through higher-order thinking and literacy skills.



**FROM STANDARDS TO
CURRICULUM AND INSTRUCTION**

Beyond Textbooks



A CHANGE IN APPROACH

The traditional educational curriculum has been described as
“Being a mile wide, and an inch thick.”

By approaching the standards by teaching content more in depth, the hope is that teachers will no longer just cover information, they will help students uncover learning.

Depth of Knowledge levels will be expanded. The previous standards, including the state AIMS assessment, were based on level one and sometimes level two on a Depth of Knowledge chart. The new standards include levels one thru four.

DEPTH OF KNOWLEDGE

Level One- Recall previously learned information or facts, follow routine procedures, perform, simple calculations, or demonstrate a rote response. Examples of this include: Who was ____? Name ____? Locate ____? Identify ____? Find the definition of ____? What do you remember about ____?

Level Two- Apply skills and demonstrate conceptual understanding. Examples of this include: How are __ and __ alike/different? Identify and summarize ____? Give an example of ____? Demonstrate the ____? How could you sort/classify/categorize ____?

Level Three- Provide support for reasoning, apply complex and abstract thinking, and make decisions. Examples include: What makes ____ better than/superior to ____? Connect ideas using supporting evidence to ____? Cite evidence and develop a logical argument for ____? What would happen if ____? How would you test ____? Verify the reasonableness of ____? How is ____ related to ____? What is the recurring theme in ____? Provide supporting details.

Level Four- Make connections, relate ideas within the content or among content areas, and devise one approach among alternatives on how a situation can be solved. Examples include: Investigate and draw conclusions about how ____ impacts the world today. How would you adapt ____ to create ____ that would be applicable in the real world? Design ____ to improve _____. Justify your choice. Analyze multiple perspectives across time periods, or cultures. Develop a plan that _____. Determine if the information is based on fact or opinion. What are other possible outcomes?



**THE TWO OVERARCHING SETS OF
STANDARDS**

Language and Literacy

Mathematics



MATH INSTRUCTIONAL SHIFTS
MORE DEPTH OF CONTENT

Student will ...

Spend more time on fewer concepts.

Parents can ...

Know what the priority work is for your child for their grade level.

Spend time with your child on priority work.

Communicate with your child's teacher on the priority concepts that they are working on.



SKILLS ACROSS GRADE LEVELS

Students will ...

Keep building on learning year after year.

Parents can ...

Be aware of what your child struggled with last year and how that will affect learning this year.

Advocate for your child and make sure that support is given for “gap” skills.



SPEED AND ACCURACY

Students will ...

Spend time on practicing many problems from the same ideas.

Parents can ...

Encourage your child to know/memorize basic math facts.
Prioritize facts that they don't have down.



KNOW IT AND DO IT

Students will ...

Understand why the math works on a conceptual level.

Talk about why the math works.

Prove that they know why and how the math works.

Parents can ...

Notice whether your child really knows why the answer is what it is.

Advocate for the time that your child needs to learn math.

Provide time for your child to work on math at home.

Become smarter in the math concepts that your child needs to know.



REAL WORLD

Students will ...

Apply math in real world situations.
Know which math to use for which
situation.

Parents can ...

Ask your child to do the math that
comes up in your daily life.
Encourage your child to spend time
doing real world math.

SAMPLE PARCC QUESTION



Partnership for Assessment of
Readiness for College and Careers

Grade 7 (Speed)

[Printer-friendly version \(http://www.parcconline.org/print/samples/mathematics/grade-7-speed\)](http://www.parcconline.org/print/samples/mathematics/grade-7-speed) [PDF version \(http://www.parcconline.org/printpdf/453\)](http://www.parcconline.org/printpdf/453)

SAMPLE ITEM

Object A

Object B

Object C

Time (seconds)	Distance (meters)
0	0
3	10
6	20
9	30

Object C moves at constant speed.

Object D

Time (seconds)	Distance (meters)
0	0
1.5	10
3	20
4.5	30

Object D moves at constant speed.

If an object has constant speed, then the speed can be computed by the change in distance divided by the change in time.

Information about objects A, B, C and D are shown. Objects C and D both have constant speed.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

Object A	Greatest Speed Least Speed	
Object B		
Object C		
Object D		

[Reset \(javascript:void\(0\)\)](#)

SAMPLE PARCC QUESTION



Partnership for Assessment of
Readiness for College and Careers

High School (Seeing Structure in a Quadratic Equation)

 [Printer-friendly version \(http://www.parcconline.org/print/samples/mathematics/high-school-seeing-structure-quadratic-equation\)](http://www.parcconline.org/print/samples/mathematics/high-school-seeing-structure-quadratic-equation) [PDF version \(http://www.parcconline.org/printpdf/455\)](http://www.parcconline.org/printpdf/455)

SAMPLE ITEM

Solve the following equation:

$$(3x - 2)^2 = 6x - 4$$

When you are finished, enter the solution(s) below.

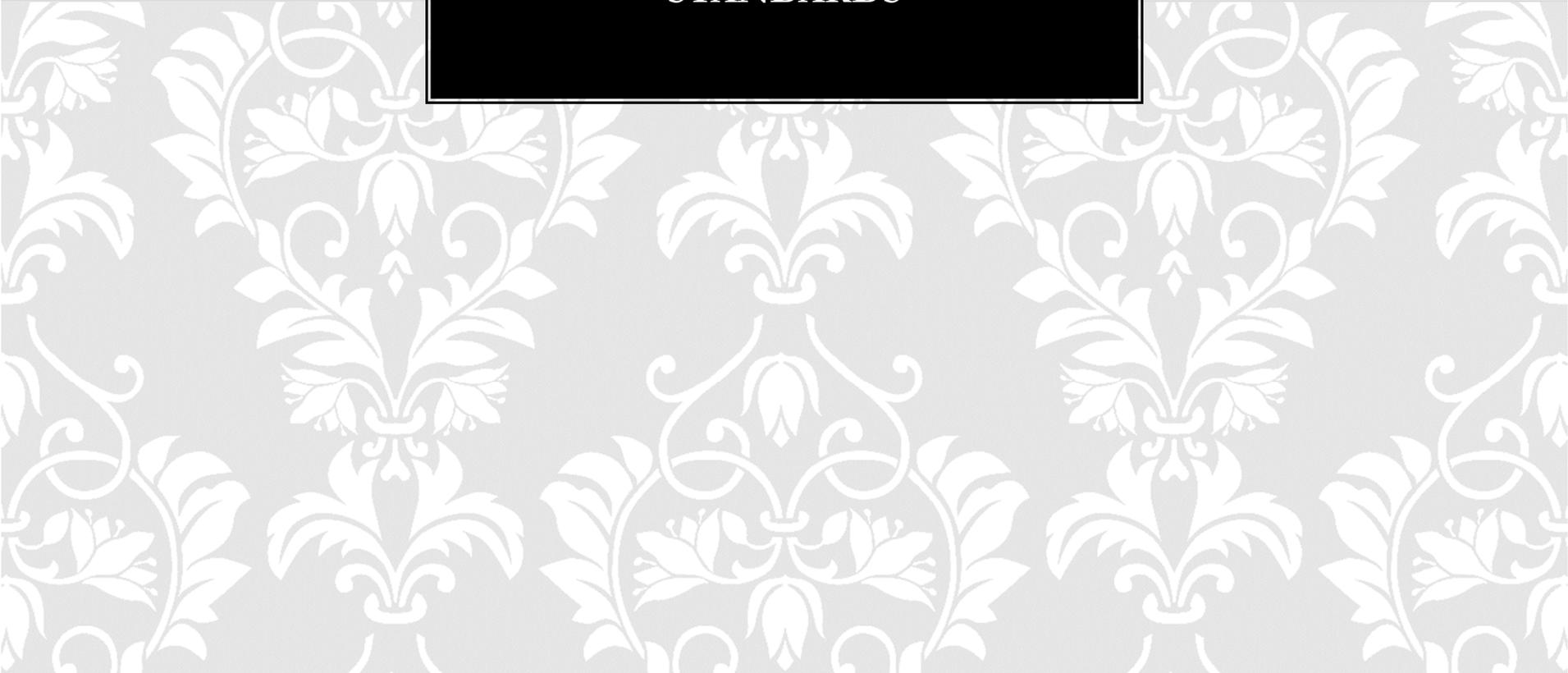
Solution 1:

Click [+](#) to enter another solution, or click

[done](#)

[Reset](#)

For More Item Specific Information

A decorative background featuring a repeating pattern of stylized, light-colored floral and scrollwork motifs on a dark grey background. The pattern is symmetrical and ornate, with various leaf and vine shapes.

**LANGUAGE AND LITERACY
STANDARDS**



FOUR STRANDS

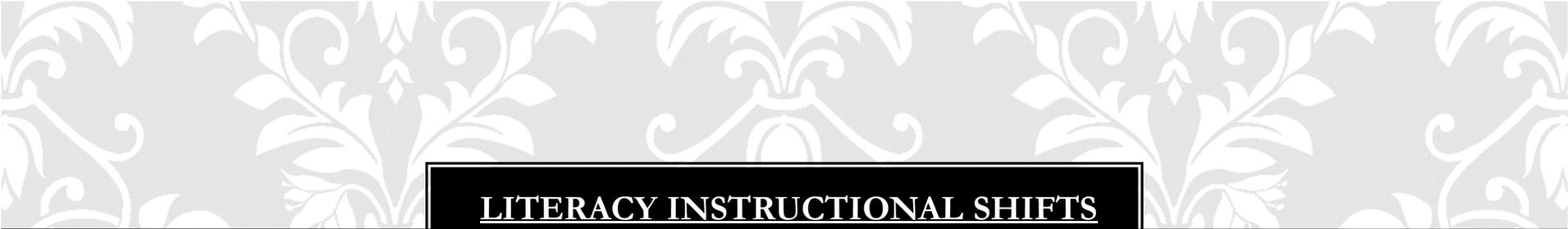
Reading

Writing

Speaking and Listening

Language (Vocabulary)

Can we get our students to read and listen like detectives and write and speak like poets and lawyers?



LITERACY INSTRUCTIONAL SHIFTS
NON-FICTION EMPHASIS

Students will

Read more non-fiction.

This includes functional and informational text.

Support with facts with evidence from text.

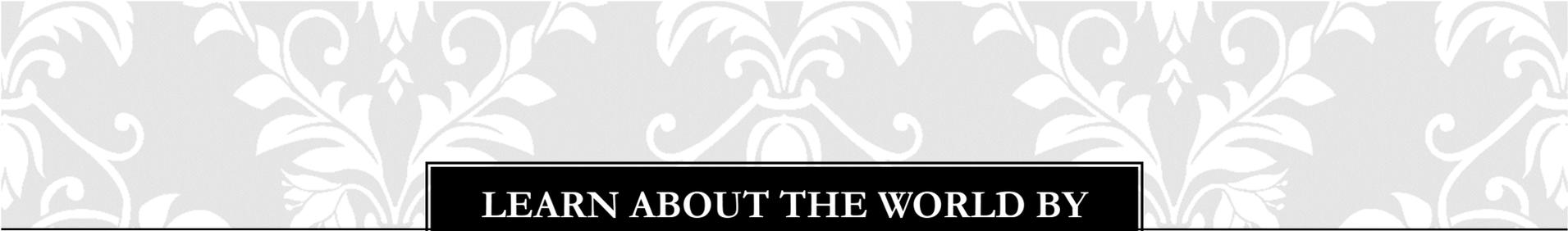
Discuss the details of non-fiction.

Parents can ...

Supply and encourage the reading of more non-fiction materials at home.

Read non-fiction aloud with your child.

Make non-fiction reading interesting and fun.



**LEARN ABOUT THE WORLD BY
READING**

Students will ...

Gain knowledge in science and social studies through reading.

Read and use primary source documents.

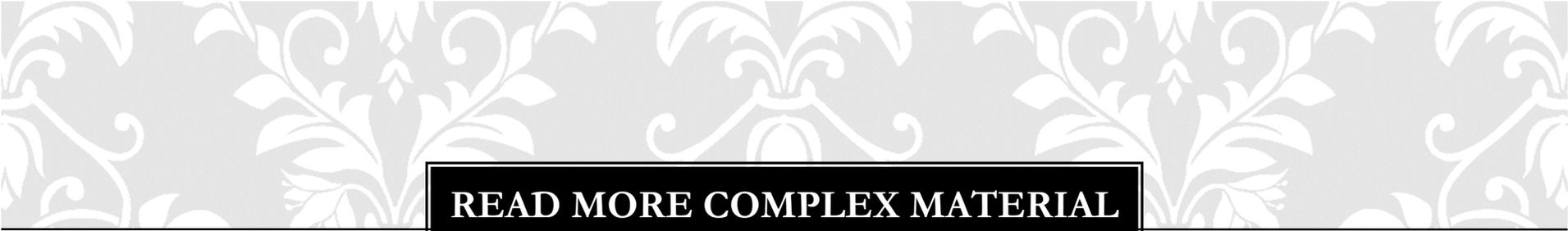
Gain knowledge through texts.

Parents can ...

Supply materials on topics of interest.

Find books that explain things.

Discuss with your child non-fiction texts and the ideas within.



**READ MORE COMPLEX MATERIAL
CAREFULLY**

Students will . . .

Reread material

Read material at a comfortable level
and work with more challenging text

Examine text to more fully
understand what they are reading

Demonstrate tenacity to push
themselves to become better readers

Parents can . . .

Know what your child's reading
levels are

Provide more challenging texts and
provide texts that they want to read
and can read comfortably

Demonstrate the necessity of how
reading impact the parents' role in
their careers

TEXT COMPLEXITY GRADE BANDS AND ASSOCIATED READING LEXILE RANGES

Grade	Old Lexile Range	Range Aligned to CCSS Expectations
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11 CCR	1070-1220	1215-1355



DISCUSS READING USING EVIDENCE

Students will . . .

- Find evidence to support their arguments
- Form judgments based on facts
- Become scholars and creative thinkers
- Determine the author's purpose
- Analyze text and evaluate credibility of a written piece

Parents can . . .

- Talk about argumentative information in paper, magazines, etc...
- Ask for evidence in everyday discussions



WRITING FROM SOURCES

Students will . . .

Make arguments in writing using
evidence

Compare multiple texts in writing

Write well thought-out and organized
documents

Parents can . . .

Encourage writing at home

Help students with career writing
skills, such as: resumes, applications,
scholarships, contests, analysis of
articles.



ACADEMIC VOCABULARY

Students will . . .

Learn the words that they will use in college and career settings

- Research shows that by age 3, children from affluent families have heard 30 million more words than children from parents living in poverty.
- Children who have larger vocabularies and greater understanding of spoken language have much greater success in school.
- Children who aren't reading on grade level by 3rd grade are four times more likely not to graduate.

Parents can . . .

Use academic language with kids in their discussions

Sample Question

Grade 7 TECR from Research Simulation Task

🖨️ [Printer-friendly version \(http://www.parcconline.org/print/samples/english-language-arts-literacy/grade-7-tecr-research-simulation-task\)](http://www.parcconline.org/print/samples/english-language-arts-literacy/grade-7-tecr-research-simulation-task) [PDF version \(http://www.parcconline.org/printpdf/442\)](http://www.parcconline.org/printpdf/442)

SAMPLE ITEM

Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan died.

Part A

Highlight the claim that is supported by the most relevant and sufficient evidence within "Earhart's Final Resting Place Believed Found."

Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.

Passage

"Earhart's Final Resting Place Believed Found" by Rossella Lorenzi posted on the Discovery News website on October 23, 2009. <<http://news.discovery.com/history/amelia-earhart-resting-place.html>> <<http://news.discovery.com/history/amelia-earhart-resting-place.html>> Courtesy of Discovery Communications, LLC.

Sample Question

Grade 10 EBSR from Literary Analysis Task

 [Printer-friendly version \(http://www.parcconline.org/print/samples/english-language-arts/literacy/grade-10-ebsr-literary-analysis-task\)](http://www.parcconline.org/print/samples/english-language-arts/literacy/grade-10-ebsr-literary-analysis-task) [PDF version \(http://www.parcconline.org/printpdf/438\)](http://www.parcconline.org/printpdf/438)

SAMPLE ITEM

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- a. Striving to achieve one's dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.
- c. Imagination and creativity bring their own rewards
- d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)
- b. "But when at last/the father finished it, he poised himself" (lines 312-313).
- c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329).
- d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)."
- e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies"
- f. "and as the years went by the gifted youth/began to rival his instructor's art "
- g. "Wherefore Daedalus/enraged and envious, sought to slay the youth "
- h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall "

Passage

Excerpt from "Daedalus and Icarus" [/sites/parcc/files/G102010%20Literary%20Text%20Daedalus.pdf](http://sites/parcc/files/G102010%20Literary%20Text%20Daedalus.pdf), from Ovid's *Metamorphoses* Volume Two. Copyright © 1941 by Trenchard More, Jr. Used by permission.



**COLLEGE AND CAREER READINESS
ANCHOR STANDARDS**

History/Social Studies, Science and Technical Subjects



LITERACY ACROSS CONTENT AREAS

The Common Core standards recognize that students read and write in different ways for different content areas. For example:

History/Social Studies: Students need to be able to **analyze, evaluate, and differentiate** primary and secondary sources.

Science and Technical classes: Students often need to make extensive use of elaborate **diagrams and data** to **convey information** and **illustrate concepts**.

Students must gain **literacy skills** specific to a **variety of disciplines** to be postsecondary and career ready!