

FLORIDA'S COMMON CORE STANDARDS





Basics

- What is a standard?
 - An expectation
 - What the end result should be
 - Students will know that $2+2=4$
- What is curriculum?
 - The plan to get to the expectation
 - How to deliver the end result
 - Lesson plans, textbooks, computer programs
- What is assessment?
 - A way to measure if the expectation was met
 - A way to measure if the plan to meet the expectation was effective
 - Classwork, homework, unit test, end of year test

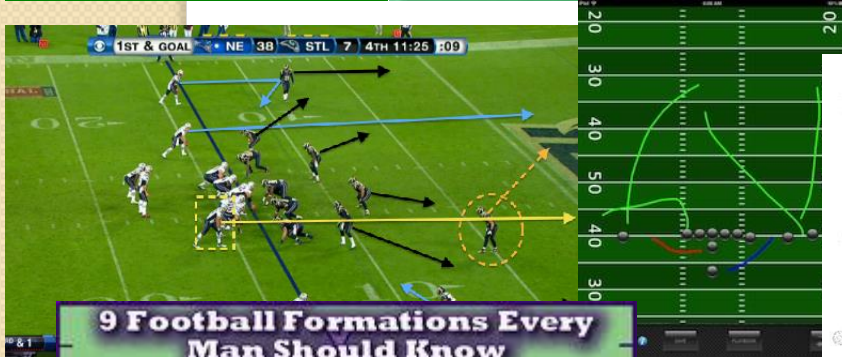
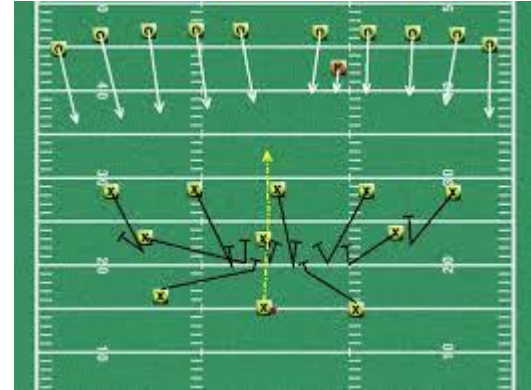
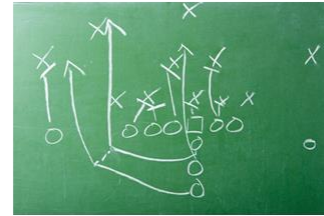
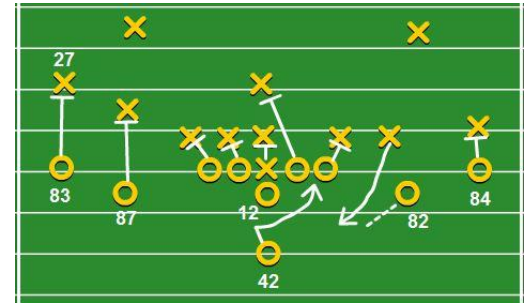
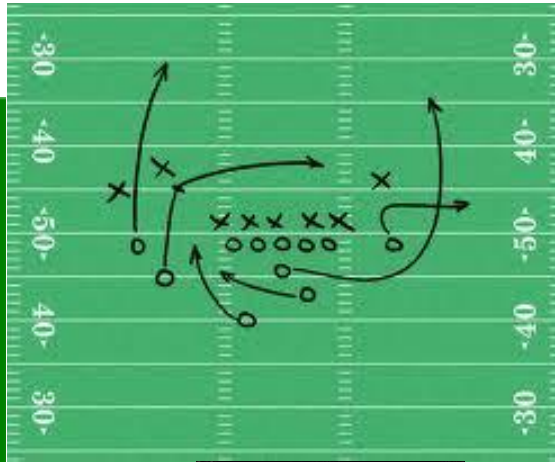
The expectation is that football fields are 100 yards long.



The expectation is that the offense will move the ball at least 10 yards.

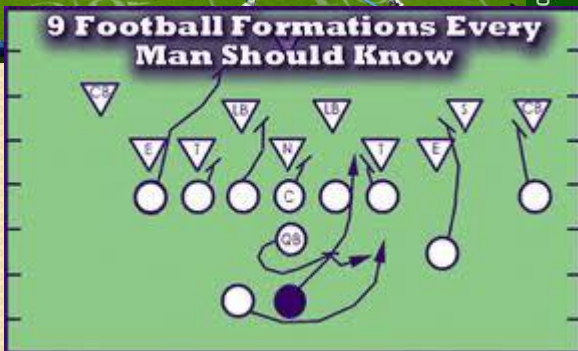
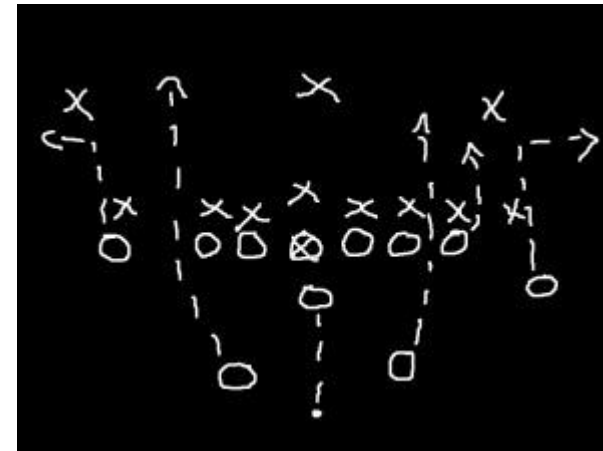


The offense has many, many ways to get there.



4-3 DEFENSIVE LINE TWISTS / STUNTS

 WEAK T/T	 STRONG T/T	 WEAK T/E
 STRONG T/E	 WEAK E/T	 STRONG E/T
 DOUBLE T/E	 DOUBLE E/T	 STRONG T / WEAK E
 STRONG E / WEAK T	 WEAK T / STRONG E	 WEAK E / STRONG T
 WEAK DART / STRONG DART	 WEAK PINCH / STRONG PINCH	 T'S STRONG / T'S WEAK



Why is Common Core needed?

- Current standards are not aligned to the needs of post-secondary education or jobs.
- Misaligned standards render high school diplomas meaningless, resulting in costly remediation and lost wages.
- Fifty different sets of standards create arbitrary definitions of “grade level” across U.S. and keep textbook industry an oligopoly.
- Student in the US are lagging behind their peers in other developed countries.

Development of Common Core

- Focused only on English and Math, the development of the Common Core State Standards began in 2008.
- Leaders from 48 states, 2 territories, and the District of Columbia were part of the development process.
- Developers of the Common Core State Standards studied the standards in high performing countries, including:
 - Belgium, Canada, Chinese Taipei, Finland, Hong Kong, Japan, South Korea, and Singapore.

Development of Common Core

- All states received four full drafts of the proposed standards throughout the process, with smaller reviews and feedback periods throughout the process.
- In addition, there were two public review and comment periods (summer 2009). Nearly 10,000 comments were received to help shape the final draft. Of those 10,000, 20 percent were from parents.
- States adopted through their Legislatures, State Boards of Education, Boards of Regents, and Departments of Education.

COMMON CORE STATE STANDARDS & ASSESSMENTS TIMELINE

2009-10

2010-11

2011-12

2012-13

2013-14

2014-15

National Overview

- ◆ RTTT competition announced
- ◆ CCSS in English/Language Arts (ELA) & Math published
- ◆ 25 states, including Florida, join the Partnership for the Assessment of Readiness for College and Careers (PARCC)
 - ◆ Approx 40 states adopt CCSS, including Florida
 - ◆ Florida wins \$700M RTTT award
 - ◆ PARCC wins \$185.8M RTTT assessment grant

Summative and formative assessment design underway

- ◆ Through-course assessments (assessments that are given in stages throughout the school year) are available for pilot use

PARCC
Summative
Assessments
operational

What is different?

- Fewer standards
- Clearer standards
- Deeper and more rigorous
- Earlier
- Tasks expected

Number of Standards

Next Generation Standards

- 4th grade English Language Arts
 - 80 standards
- 11-12th grade English Language Arts
 - 81 standards
- 9th – 12th grade Math
 - 326 standards

Common Core

- 4th grade English Language Arts
 - 43 standards
- 11-12th grade English Language Arts
 - 70 standards
- 9th – 12th grade Math
 - 156 standards

Elementary Math

OLD EXPECTATION

Round 9,149 to the nearest hundred.

NEW EXPECTATION

When rounded to the nearest hundred, the number of seats in a baseball stadium is 9,100. What is the greatest number of seats that could be in this stadium? Explain how you know.

English Language Arts

OLD EXPECTATION

After students read a story about bats:

- Do vampire bats drink human blood?
- What is different about bats when compared to other mammals?

NEW EXPECTATION

Compare and contrast the most important points and key details in *Bats!* and *Bats: Creatures of the Night* and report findings in writing clearly and comprehensively using evidence from the two texts.

Case Study: **KENTUCKY**

- Implemented CCSS statewide August 2010
- Administered CCSS aligned exams online for last two years
- When new results first came out, only half of Kentucky elementary students were found to be proficient or better in reading--compared with three-quarters of kids the year before under the old standards and assessments.
- Achieved an 86% high school graduation rate in spring 2013--up from 80% in 2010 and above that of most other states
- Portion of KY students considered college- or career-ready is up 20 percentage points to 54% since 2010

Source: "What Every Child Can Learn from Kentucky." Sept. 30, 2013, TIME Magazine.

PolitiFact[®] Florida

- **Claim:** “Common Core standards will dramatically increase the amount of personal information the federal government collects.” PolitiFact Rating: **MOSTLY FALSE.**
- **Claim:** “Teachers were not involved in developing the standards.” PolitiFact rating: **FALSE.**
- **Claim:** “ELA standards reduce the reading of fiction and literature.” PolitiFact rating: **FALSE.**
- **Claim:** *Published materials from the Florida Stop Common Core Coalition say the standards aim “to instill federally determined attitudes and mind-sets in students including political and religious beliefs.”* PolitiFact rating: **PANTS ON FIRE!**



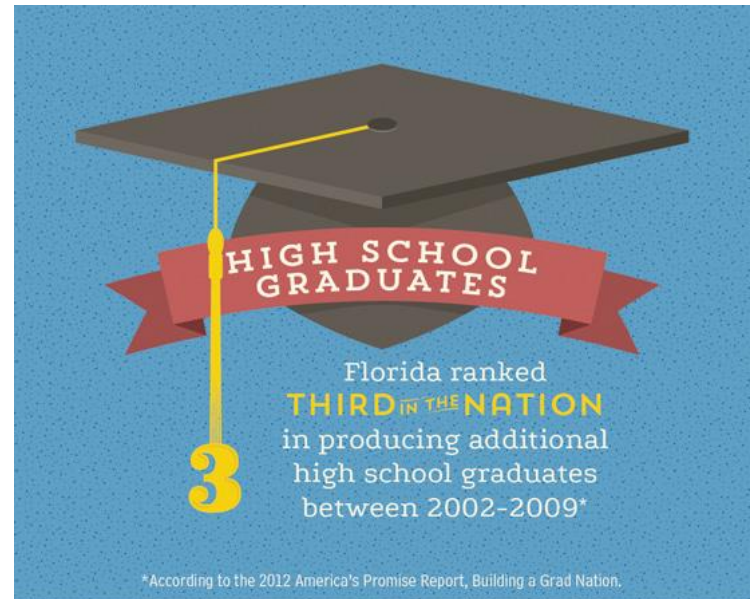
Appendix

Florida's Growth



THE
**2012 EDUCATION WEEK REPORT,
QUALITY COUNTS**
ranked Florida
FIFTH IN THE NATION
on standards, assessments and accountability.

Florida has been a consistent leader
in setting high expectations for
students, teachers and schools.



Florida's
LOW-INCOME STUDENTS
ranked
THIRD IN THE NATION
in combined reading and math
progress from 2003-2011.*

Florida's low-income student population is 58%.
The next largest percentage is Vermont at 40%.

*According to the Nation's Report Card.

NAEP 2013, 4th Grade Reading

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students 2013 Scale Score	Eligible 2013 Scale Score	Not eligible 2013 Scale Score	Eligible - Not eligible difference 2013 Scale Score			
			higher	not different	lower							
1	Massachusetts	>	0	5	46	232.373156	213.3324361	244.7753648	-31.44292866			
2	DoDEA	>	0	3	48	232.1123182	‡	‡	‡			
3	Maryland	>	0	6	45	232.0559731	215.7591682	242.3956795	-26.63651131			
4	New Hampshire	>	0	5	46	231.9983664	216.2851581	238.2129046	-21.9277465			
5	Connecticut	=	1	10	40	229.5815994	209.8023324	241.8450337	-32.04270129			
6	New Jersey	=	1	14	36	228.7197441	211.6327361	240.9382466	-29.30551054			
7	Virginia	=	3	12	36	228.5557377	209.3040177	239.4410817	-30.137064			
8	Vermont	=	4	8	39	227.9865191	212.9351349	238.5947508	-25.65961589			
9	Florida		4	13	34	227.4631766	218.1400497	241.7373775	-23.5973278			

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students	Eligible	Not eligible	Eligible - Not eligible difference
			higher	not different	lower	2013	2013	2013	2013
						Scale Score	Scale Score	Scale Score	Scale Score
1	Minnesota	>	0	2	49	253	237	263	-25
2	Massachusetts	>	0	2	49	253	237	264	-27
3	New Hampshire	>	0	2	49	253	239	258	-19
4	Indiana	>	3	10	38	249	239	259	-20
5	Vermont	>	3	11	37	248	236	256	-20
6	Colorado	>	3	15	33	247	233	257	-24
7	New Jersey	>	3	16	32	247	232	257	-25
8	Wyoming	>	3	14	34	247	239	252	-13
9	North Dakota	>	3	15	33	246	236	252	-16
10	Washington	>	3	18	30	246	234	257	-23
11	Kansas	>	3	16	32	246	237	256	-18
12	Virginia	>	3	19	29	246	231	255	-23
13	Maine	>	5	15	31	246	236	254	-18
14	Iowa	>	4	19	28	246	232	255	-23
15	Ohio	>	3	22	26	246	232	257	-25
16	Maryland	>	3	23	25	245	228	258	-30
17	DoDEA	>	7	16	28	245	‡	‡	‡
18	North Carolina	>	5	20	26	245	235	259	-24
19	Wisconsin	>	5	21	25	245	232	255	-24
20	Pennsylvania	=	7	22	22	244	232	254	-23
21	Montana	=	11	17	23	244	234	252	-17
22	Connecticut	=	10	21	20	243	225	255	-31
23	Hawaii	=	13	18	20	243	234	253	-19
24	Nebraska	=	12	22	17	243	230	254	-24
25	Delaware	=	15	16	20	243	233	254	-21
26	Utah	=	15	20	16	243	233	250	-17
27	Texas	=	17	22	12	242	233	256	-23
28	Florida		19	20	12	242	233	255	-21

State Level Agreement

Topic	Grade							
	1	2	3	4	5	6	7	8
Whole Number: Meaning								
Whole Number: Operations			●					
Measurement Units			●		●			
Common Fractions								
Equations & Formulas								
Data Representation & Analysis			●		●			
2-D Geometry: Basics								
2-D Geometry: Polygons & Circles								
Measurement: Perimeter, Area & Volume						●		
Rounding & Significant Figures								
Estimating Computations								
Whole Numbers: Properties of Operations								
Estimating Quantity & Size								
Decimal Fractions								
Relation of Common & Decimal Fractions								
Properties of Common & Decimal Fractions	○	○						
Percentages	○							
Proportionality Concepts								
Proportionality Problems								
2-D Geometry: Coordinate Geometry								
Geometry: Transformations								
Negative Numbers, Integers, & Their Properties								
Number Theory								
Exponents, Roots & Radicals	○	○						
Exponents & Orders of Magnitude	○	○						
Measurement: Estimation & Errors								
Constructions Using Straightedge & Compass	○	○	○	○				
3-D Geometry								
Geometry: Congruence & Similarity								
Rational Numbers & Their Properties	○	○	○					
Patterns, Relations & Functions								
Proportionality: Slope & Trigonometry	○	○	○	○	○			

Intended by all states ●
 Intended by none of the states ○
 Intended by more than half of the top-achieving countries

CCSSM Compared to a World-Class Standard

Topic	Grade							
	1	2	3	4	5	6	7	8
Whole Number Meaning	●	●	●	●	●			
Whole Number Operations	●	●	●	●	●			
Properties of Whole Numbers Operations			●	●	●	●		
Fractions		●	●	●	●	●		
Measurement Units	●	●	●	●	●	●	●	●
Polygons & Circles		●	●	●	●	●	●	●
Data Representation & Analysis	●	●	●	●	●	●	●	●
3-D Geometry					●	●	●	●
Measurement Estimation & Errors					●		●	
Number Theory				●	●	●	●	●
2-D Geometry Basics		●		●	●	●	●	●
Rounding & Significant Figures			●	●	●		●	
Relation of Decimals & Fractions			●	●	●	●		
Estimating Computations	●	●	●	●	●	●	●	●
Perimeter, Area & Volume			●	●	●	●	●	●
Equations & Formulas		●	●	●	●	●	●	●
Decimals				●	●	●		
Patterns, Relations & Functions				●	●	●	●	●
Geometric Transformations				●	●	●	●	●
Properties of Decimals & Fractions				●	●	●		
Orders of Magnitude					●	●	●	●
2-D Coordinate Geometry					●	●	●	●
Exponents, Roots & Radicals					●	●	●	●
Percentages					●	●	●	●
Negative Numbers, Integers & Their Properties					●	●	●	●
Proportionality Concepts					●	●	●	●
Proportionality Problems					●	●	●	●
Rational Numbers & Their Properties					●	●	●	●
Constructions Using Straightedge & Compass							●	●
Systematic Counting							●	●
Uncertainty & Probability							●	●
Real Numbers & Their Properties								●
Congruence & Similarity								●
Slope								●
Validation & Justification								●
Estimating Quantity & Size				●	●			

Intended in the Simulated
Possible A+ Set of
Standards Defining
Complete Topic Coverage ●
Topic Intended in CCSSM ■

Standards vs Curriculum (example)

- **LESSON CONTENT**

- **Lesson Plan Template:** General Lesson Plan

- **Learning Objectives:** What should students know and be able to do as a result of this lesson?

Students will:

- Identify character motivation directly stated in the text
- Infer character motivation by combining clues in the text with knowledge of human nature
- Cite evidence to support their analysis of the text
- Identify word meanings for vocabulary used throughout the text
- Analyze a first-person account of an experience told through a personal memoir

- **Guiding Questions:** What are the guiding questions for this lesson?

How does the experience of violence during “wartime” affect the soldiers who are involved?

- **Prior Knowledge:** What prior knowledge should students have for this lesson?

- How to complete a Journal Writing activity
- Understand characterization and how to analyze character traits
- How to make inferences
- The definition of memoir

Example Lesson

- **Teaching Phase: How will the teacher present the concept or skill to students?**
Teacher Modeling:
- **Character Motivation**
- Explain the definition of character motivation and that people behave in a certain manner for a reason. To identify the character's motivation, students should ask themselves "why" the character behaves in a certain way.
- Explain that writers may directly state a character's motivation in the text; however, sometimes it can be inferred. To infer the character's motives, the author may introduce clues that help the reader piece together the reasons behind the character's behavior.
- Teachers may wish to review characterization. (Please see attached [document from ReadWriteThink.org on Defining Characterization.](#))
 - Distribute the [Vocabulary Study Graphic Organizer](#).
 - Allow time for students to complete the Graphic Organizer
 - Discuss the meanings and examples of the vocabulary words as a whole class

Example Lesson

- **Guided Practice:** What activities or exercises will the students complete with teacher guidance?
Student Collaboration:
- **Author Study - Tim O'Brien:** Discuss the historical information pertaining to the Vietnam War. Have students watch the interview of Tim O'Brien to learn more about this author.
- Link to the Tim O'Brien Interview through PBS News Hour: http://www.pbs.org/newshour/extra/video/blog/2010/04/author_tim_obrien_recalls_viet.html
- **Overview:** Introduce the memoir, *Ambush*, by Tim O'Brien. Explain to students that in this memoir, O'Brien uses a first-person narrative to recount an incident of war. The narrator's nine-year-old daughter, knowing that her father writes war stories, asks him if he has ever killed anyone. The narrator says no but resolves to tell her the truth when she is grown. He then recalls how he killed a young man in Vietnam.
- **Speech, Thoughts, and Actions:** As students read the text, have them analyze the narrator's speech, thoughts and actions using the guiding questions.
 - Why do you think Kathleen decided to ask her father if he had ever killed anyone?
 - What is the narrator's motivation for lying to his daughter?
 - Do you think Kathleen may ask this question again when she is older?
 - The narrator "keeps writing war stories." What do you think is his motivation for doing this?
- **Key Events:** Analyze the details of the narrator's behavior as the enemy soldier approaches. Discuss what happens.
- **Infer the Motives:** Combining the predictive writing, class discussion, the media clip on the Vietnam War, and the textual evidence, have students infer why the narrator didn't allow the soldier to pass.