

What differences will I expect to see in classroom practice?

- Less reliance on a textbook
- More variety of instructional materials
fewer workbook pages, more interactive learning, problem-solving, games to reinforce concepts, manipulatives and models
- Less of an emphasis on rote memorization of facts or procedures
- More emphasis on understanding and applying information
- Less looking for a single correct answer
- More emphasis on the “why” and the problem solving process
- In English classes, more balance between classic literature, drama, poetry, contemporary novels, non-fiction, and literacy skills
- In Math classes, fewer worksheets, more discussion and explaining of answers, some topics moved from current grades or courses to others

Where can I find out more?

Some excellent materials for parents are available to provide an easy-to-read guide on what the CCS say students should know and be able to do at each grade:

- Parents’ Guide to Student Success produced by the National Parent Teacher Association:

<http://www.pta.org/advocacy/content.cfm?ItemNumber=3008&navItemNumber=557>

- Parent “roadmaps” for English Language Arts from the Council for Great City Schools

<http://cgcs.schoolwires.net/Domain/36>

- Parent “roadmaps” for Math from the Council for Great City Schools

<http://cgcs.schoolwires.net/Page/244>

- The Common Core State Standards Initiative

<http://www.corestandards.org/>

- Connecticut State Department of Education Common Core in Connecticut

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

- Torrington Public Schools Common Core tab

<http://www.torrington.org/page.cfm?p=1500>

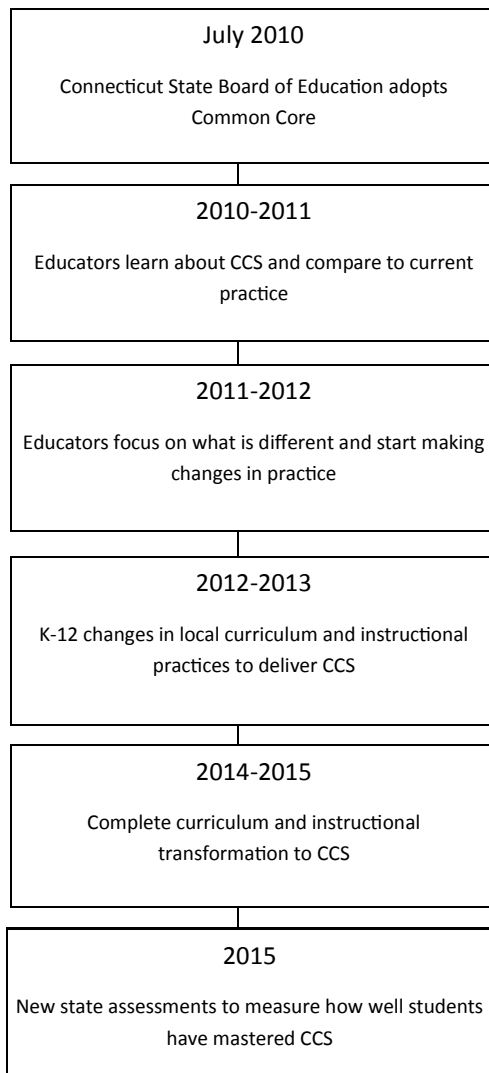
What Parents/ Guardians Should Know About the Connecticut Common Core State Standards (CCSS)



BACKGROUND

- 45 states and 3 territories have formally adopted the Common Core Standards;
- The CCS cover English Language Arts and Mathematics

TIMELINE



JUST WHAT ARE STANDARDS ANYWAY?

STANDARDS:

Outline of what students need to know and be able to do (content, knowledge, skills, dispositions)

CURRICULUM:

Plan for implementing the standards in each district

Includes:

- Priorities for content coverage
- Scope and sequence (order for topics)
- Learning goals (specific by grade)
- Pacing guide (suggested time on each topic)
- Key instructional resources (may be a textbook, supplemental materials, key experiences)

This “road map” provides consistency from class to class and school to school

UNITS AND LESSONS:

Plans for activities and experiences that will help students learn

These may vary by teacher depending on their knowledge, background, teaching style, learning needs of students, learning styles of students, technology access

TEXTBOOKS AND PROGRAMS:

Resources for instruction
Not the curriculum itself
Organizes concepts and materials in a helpful way to cover related curriculum
“Text” may include:

- Written: articles, field guides, manuals, Wikipedia, blogs, websites, apps, textbooks, journals...
- Graphic: photos, charts, tables, diagrams, maps, illustrations, simulations...
- Auditory: videos, podcasts, books on tape, recorded lectures, speeches, courses...

WHY DO WE NEED NEW STANDARDS?

The Common Core Standards Initiative website (<http://www.corestandards.org/>) explains: We need standards to ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.

These standards for English Language Arts, Math, and Literacy in Science, Social Studies, and Technical Subjects:

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.