

Common Core Curriculum

Distinguishing Features

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.



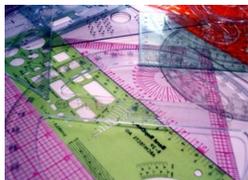
English Language Arts

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background

knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

Mathematics

In mathematics, this means three major changes. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master important ideas and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.



Parent Roadmap, Council of the Great City Schools

Common Core Resources

Department of Education Website

<http://doe.sd.gov/octe/commoncoreStandards.aspx>

BACKGROUND

The South Dakota Department of Education gathered input from educators regarding content, rigor, developmental appropriateness and alignment of the Common Core Standards throughout the process and then provided that feedback to CCSSO and NGA. Feedback from South Dakota educators was generally positive. On Nov. 29, 2010, the South Dakota Board of Education moved to adopt the Common Core Standards.

ASSESSMENT

South Dakota along with 30 states have joined the Smarter Balanced Assessment Consortium (SBAC). In 2015, a set of comprehensive and innovative assessments including state-of-the-art adaptive online exams, for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards will be assessed so that all students leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching.

CONTACTS

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SPARTAN
P R I D E

Have it. Believe it. Live it.

Projected Timeline

2012-2013 School Year	Begin transition to CCSS with vertical alignment of curriculum, k-12.
2013-2014 School Year	Curriculum Development and Instructional Response
2014-2015 School Year	Implementation of common core

Common Core State Standards

Parent Brochure 2012-13



Have it, Believe it, Live it.

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Website

<http://www.spearfish.k12.sd.us/sms/>

Why Common Core?

The COMMON CORE STATE STANDARDS INITIATIVE (CCSS)



Preparation: The standards are college and career ready.

Competition: The standards are internationally benchmarked, ensuring our students are globally competitive.

Equity: Expectations are consistent for all – and not dependent on a student’s zip code.

Clarity: The standards are focused, coherent, and clear.

Collaboration: The standards create a foundation to work collaboratively across states and districts.

We need them because:

- ◆ Disparate standards across the states
- ◆ Global, not neighborhood competition
- ◆ For many young people, high school wasn’t preparing them for college or careers

Why the CCSS Are Important:

- ◆ Prepare students with knowledge and skills to succeed in college and career
- ◆ Ensure consistent expectations regardless of a student’s zip code
- ◆ Provide educators, parents and students with clear, focused guideposts
- ◆ Offer economies of scale and sharing of best practices

Critical Components

English Language Arts

- **College and Career Readiness Anchor Standards**
- **Grade Level Standards for Reading, Writing, Speaking and Listening, and Language**
- **Literacy Standards in History/Social Studies, Science, and Technical Subjects**

READING:

- ⇒ A progressive development of reading comprehension ensures students gain more from what they read.
- ⇒ An emphasis on text complexity and sophistication in grade level texts promotes necessary rigor

WRITING:

- ⇒ Focuses on composing different types of writing:
- ⇒ Argumentative/opinion piece, Informative/explanatory writings,
- ⇒ Narrative texts,
- ⇒ Research projects (brief as well as sustained inquiry), Infuses use of technology in creation, refinement,
- ⇒ and collaboration in writing.

Includes an appendix of writing samples illustrating criteria required to meet the standards.

SPEAKING AND LISTENING:

- ⇒ Focuses on *speaking* and *listening* in a range of settings, both formal and informal – academic, small-group, whole-class discussions.
- ⇒ Emphasizes effective communication practices.
- ⇒ Requires interpretation and analysis of message as presented through oral, visual, or multimodal formats

Critical Components cont.

LANGUAGE:

- ⇒ Includes conventions for writing and speaking. Highlights the importance of *vocabulary* acquisition through a mix of conversation, direct instruction, and reading.
- ⇒ Requires vocabulary to be addressed in context of reading, writing, speaking, and listening.

Mathematics

- **Conceptual Development**
- **Fluency with Core Skills**
- **Meaningful Learning**

STANDARDS FOR MATHEMATICAL PRACTICE:

- ⇒ Make sense of problems and persevere in solving them
- ⇒ Reason abstractly and quantitatively
- ⇒ Construct viable arguments and critique the reasoning of others
- ⇒ Model with mathematics
- ⇒ Use appropriate tools strategically
- ⇒ Attend to precision
- ⇒ Look for and make use of structure
- ⇒ Look for and express regularity in repeated reasoning

STANDARDS FOR MATHEMATICAL CONTENT:

K-5: Develop a strong concrete-to-conceptual foundation in number and operations, including fractions and decimals

6-8: Develop a robust understanding of algebra, geometry, probability, and statistics

High School: Apply mathematics and mathematical ways of thinking in novel situations, as college students and employees are regularly called upon to do.