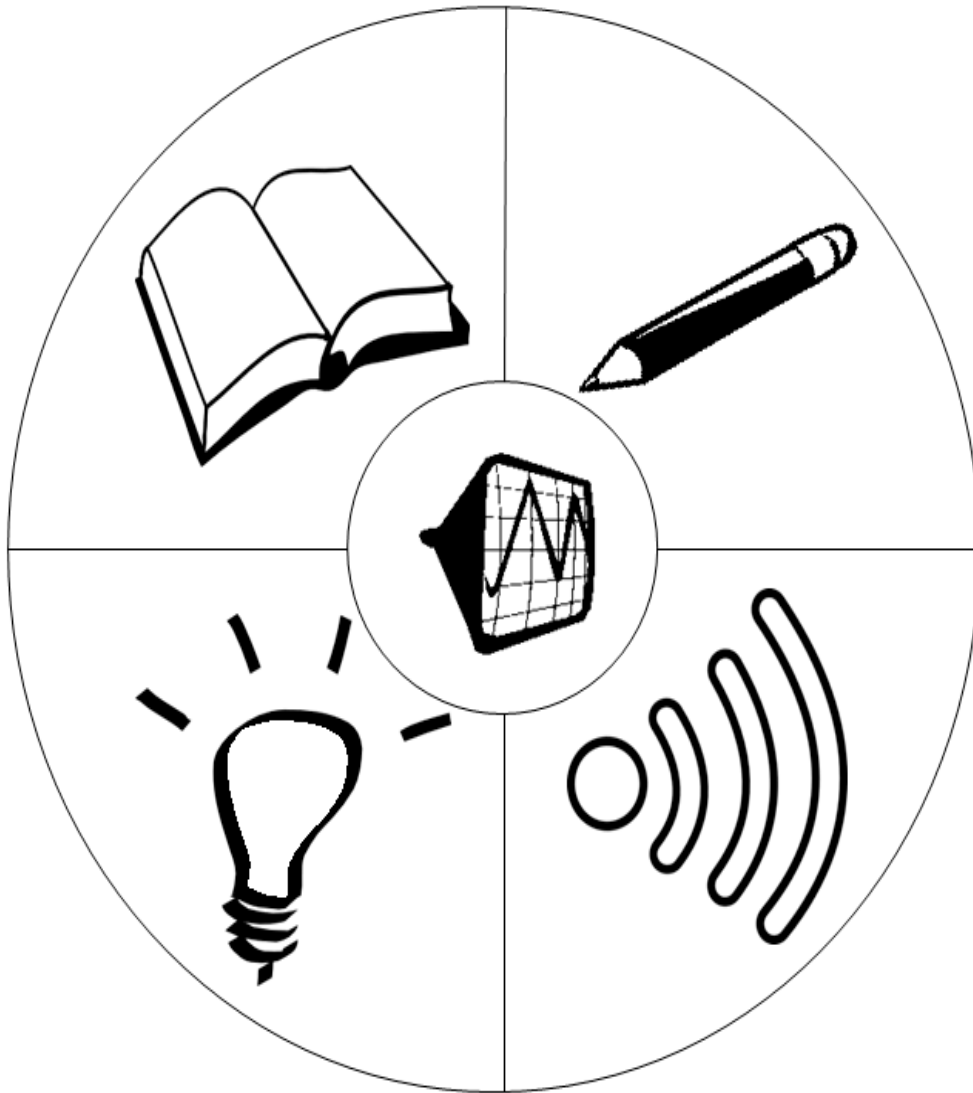


Edward R. Murrow High School

Common Core Implementation Guide 2012- 2013



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1. What is the Common Core Standards Initiative?

The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them.

2. Why are the Common Core Standards Important?

The Common Core State Standards provide a **consistent, clear understanding** of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed as a “staircase” of increasing complexity by grade level and are designed to be **robust and relevant to the real world**, reflecting the knowledge and skills that our young people need for **success in college and careers...**

3. How are the Common Core Standards Different from State Learning Standards?

The Common Core Standards provides an outline and sequence of skills that students should develop to (1) help meet the state learning standards while (2) helping students become college, career and life ready. To understand the difference between the state’s learning standards and the common core just remember...

State Learning Standards = Content

Common Core Standards = Skills

NY STATE LEARNING STANDARDS	COMMON CORE STANDARDS
Content based	Skills based
Earth Science: -Understand weather variables and how they are represented on a station model	Earth Science: -Determine meaning of specific words and symbols (RST-4)
Integrated Algebra -Translate and evaluate algebraic expressions	Integrated Algebra -Determine meaning of specific words and symbols (RST-4)
English Language Arts -Students will read, write, listen, and speak for information and understanding	English Language Arts -Determine and summarize the central theme/central idea (RI.2)

4. What are the Instructional Expectations for the 2012-2013 Academic Year?

Students will be exposed to two common core aligned units in all subject areas during the 2012-2013 academic year. Each unit should include:

- Content and skills students need to know and be able to perform that align to the culminating task.
- A series of learning experiences that build students toward accomplishing the goals of the unit.
- A culminating task that assesses the unit’s standards.
- A mix of explicit teaching and student investigation.
- Access for all students through multiple means of representation, action and expression, and engagement.
- Unit Map (a template will be provided -“Unit Mapping for Literacy”).
- Instructional supports, as needed, for identified sub-groups (ELLs, IEP).

5. What Data Supports the Need for Literacy Development at Murrow?

On June 9, 2011, a survey was conducted by the Academic Task Force (126 surveys) asking the Murrow community to identify the skills that needed to be addressed in order of priority. A similar question was asked on a November 2011 survey with the results being - **work habits, reading, writing, organization and critical thinking**. One out of every three ELL students has failed the English Regents over the past three years and the numbers are higher with students with special needs.

6. Explanation of Literacy Task

To build upon the work done during the 2011-12 school year, each teacher’s Common Core-aligned units of study in 2012-13 should focus on the standards below.

Literacy Focus	Reading and Writing
6-12	Reading Informational Text Standards 1 & 10 <ul style="list-style-type: none">• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RIT.1)• Read and comprehend literary nonfiction at grade level. (RIT.10) Writing Standard 1 <ul style="list-style-type: none">• Write arguments to support claims in an analysis of substantive topics or texts, using

	valid reasoning and relevant and sufficient evidence. (W.1)
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Teachers are expected to use informational texts throughout the course of a unit to help students learn the content while developing important academic skills. Teachers should employ a series of learning activities within their unit's learning plan. The literacy task will be a culminating assessment to determine whether students have mastered the content while developing the important skills identified in the common core standards.

In developing your literacy task be sure to:

- Use a variety of informational texts
- Plan activities and questions that develop students' reading comprehension and promote critical thinking.
- Guide students to develop an argument/claim.
- Require students to support claim with evidence from informational texts.

*****Please note that the literacy task is not limited to an extensive term project or research paper. Literacy tasks should be used regularly to assess student performance in daily lessons and at the end of each unit.*****

6. What is the GOAL of the Literacy Task?

The goal of the common core, and more specifically the common core aligned units of study, is to shift pedagogical practice to focus on both content and skill development to ensure that all students are meeting their greatest potential.