

Curriculum Quarterly

Big Foot Area Schools Association



Endings and Beginnings

As December closes out the 2011 year, each of us recall different memories and a variety of experiences that have brought an end to some aspect of our life and created a new beginning.

This cycle of change also occurs in public education. The state standards have been set aside for the new Common Core State Standards (CCSS) in ELA and Mathematics. The old paradigm of selecting a topic, designing instructional strategies followed by summative assessments is shifting as we move forward.

The new paradigm requires a different approach in unit development and assessment. In this model, the standards for

the unit are identified, an assessment plan is developed, and then instructional strategies are aligned with the assessment objectives. There is a focus on depth, rigor, and relevance in every aspect of design, development and implementation.

How has this influenced the work of the curriculum teams?

During the first semester, the curriculum teams regularly reviewed selected components of the CCSS in ELA or Mathematics. During this study, members of the curriculum teams demonstrated a willingness to consistently seek solutions to the challenges facing us as we conclude a decade of state standards and NCLB requirements.

With thoroughness and attention to precision, the curriculum team members are developing benchmark assessments, aligning the CCSS to the assessments, reviewing units and upgrading them to embed the literacy standards into the critical skills and knowledge sections. It has been an extraordinary semester of deep dialogue, questioning, reflecting, and solution seeking.



We end the year with heartfelt appreciation to all teachers who begin again each day to make a difference for all learners.

BFASA Power Standards

Literacy

- Read to acquire information.
- Read and discuss literary and non literary sources to understand the human experience.
- Write for a variety of purposes and a variety of audiences.
- Develop vocabulary to communicate succinctly.
- Orally communicate information, opinions, and ideas.
- Listen to and comprehend oral communication.
- Respond appropriately as a listener and speaker in diverse cultural, business, and social situations.
- Conduct research on a topic and communicate findings.

SMARTER Balanced Assessment Consortium

<http://www.k12.wa.us/smarter/>

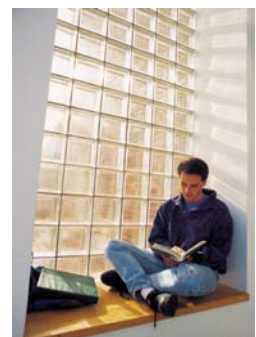
Two assessment consortiums in the United States are developing the CCSS assessments that are scheduled for implementation in 2014—2015. Each consortium has been awarded \$160 million dollars through the Race to the Top competitive grant process. Wisconsin is a member of the SMARTER

Balanced Assessment Consortium. Other states have joined the PARCC Assessment Consortium.

The SMARTER Balanced web site provides the reader with informational releases, the ELA and Math testing frameworks, and a timeline for implementation.

Although the assessment process is not completed, there are many insights to be gained regarding the educational direction in the United States by visiting this site.

In this time of continuous developments, your questions and comments welcomed.





College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



During this winter break, I hope all of you will find time to enjoy the beauty of the season and experience peace and joy throughout the New Year.