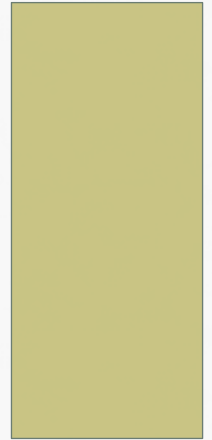
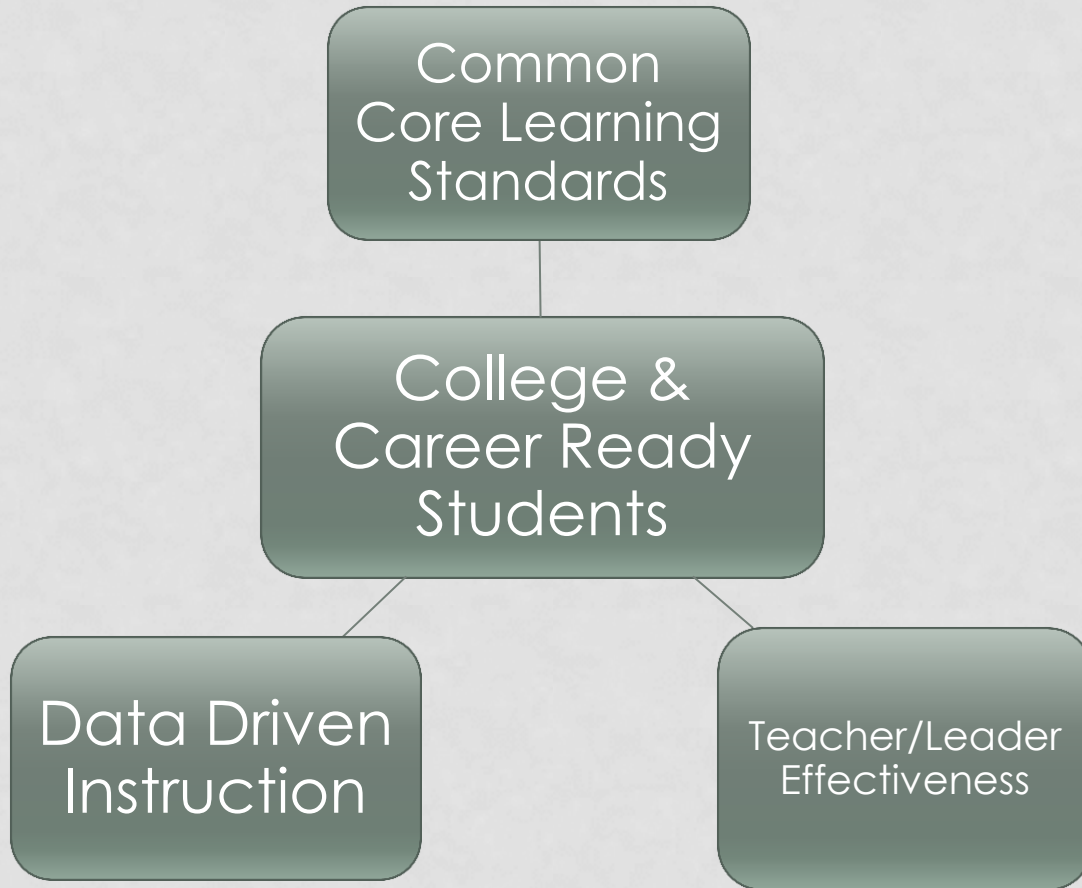


SEESA AW PARENTS' GUIDE TO CCLS

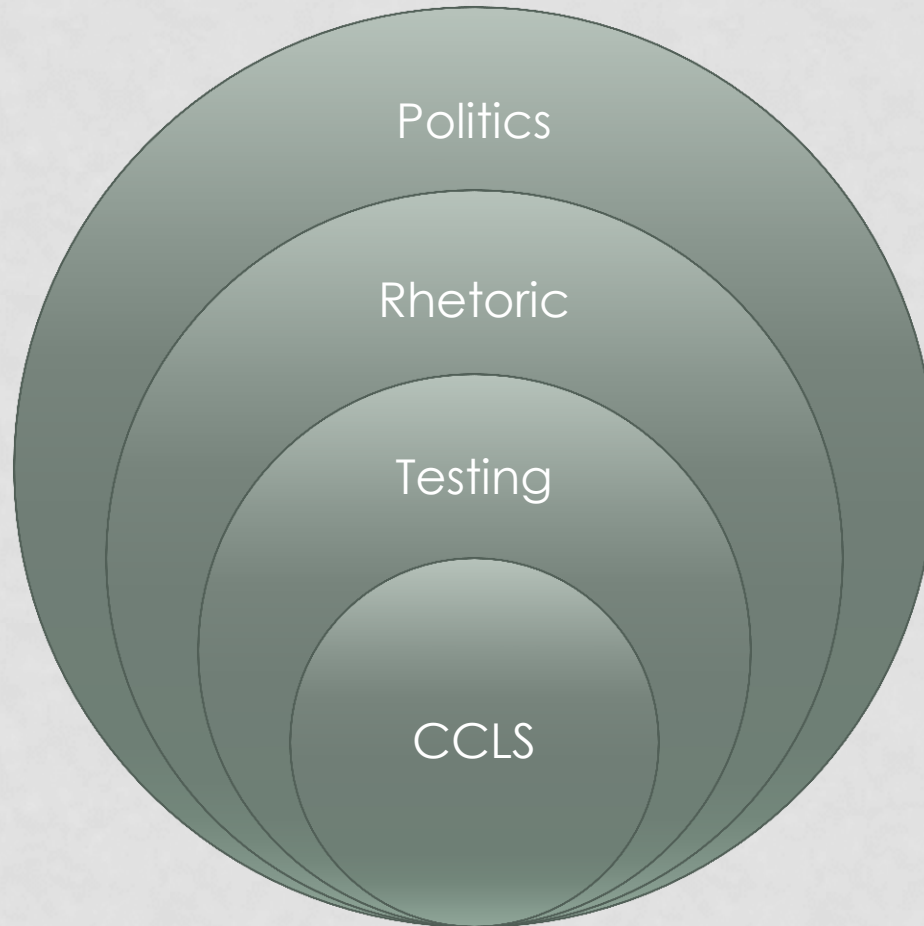
SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT
CHERYL CHAMP, ASSISTANT SUPERINTENDENT FOR CURRICULUM AND
INSTRUCTION



REGENTS REFORM AGENDA



CONTEXT



CCLS

- CCLS- where did it come from and why?
- CCLS in ELA
- CCLS in Math
- CCLS in SS, Science, and the technical subjects
- CCLS in Special Education
- Q & A

OUR GOALS

- Provide an appropriate, rigorous, high quality education to ALL students
- Prepare students with the personal and academic skills necessary for success in college and/or careers

SCHSD TRANSITION TO CCLS

- 7th & 8th Grade ELA/Math implemented in 2012-2013
- ELA 9 and Algebra required in 2013-2014
- ELA 10 & 11 being implemented in 2013-2014 to provide best opportunity for students and teachers
- Geometry will be implemented in 2014-2015
- Algebra2/Trig implemented in 2015-2016
- SS and Science standards in draft form awaiting approval by NYSED

TESTING

- Significant reduction in pre/post testing related to APPR-maintain focus on literacy, increase instruction
- 7th and 8th grade ELA/Math-April/May
- Common Core Algebra and ELA 11 administered in 2013-2014 school year
- Students will take both Traditional and CC Regents to make the best use of the window of opportunity for highest score to be used on transcript
- NYSED applying for waiver to excuse advanced students from Math 8 state assessment

PANEL

- Frank Geritano, District Coordinator for ELA, NHP
- Rob Pontecorvo, District Coordinator for Math, HFC
- Alison Leighton, Dept. Chair ELA, SEW
- Nick Simone, AP and Regent SS teacher, FPM
- Sue Bach, Special Education Math teacher, FPM
- Katie Mosie, English teacher, ELM
- Janet Cerulli, Dept. Chair Math, SEW

COMMON CORE

Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

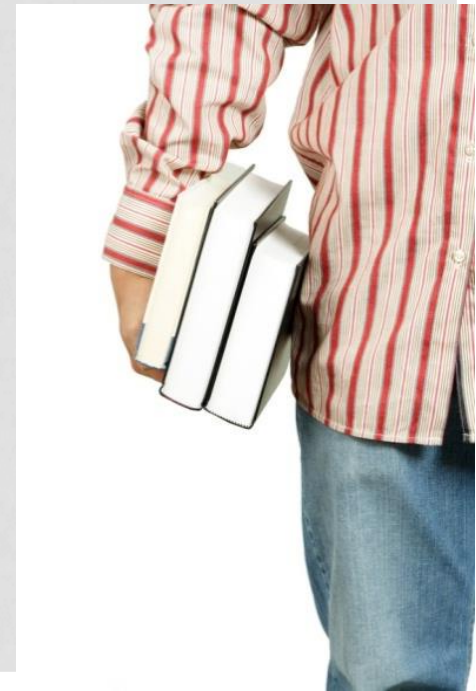
SHIFT 1: BALANCING INFORMATIONAL AND LITERARY TEXTS

Students read a true balance of
informational and literary texts



SHIFT 2: KNOWLEDGE IN THE DISCIPLINES

Students build knowledge about the world (domains/content areas) through TEXT rather than by teacher or activities



SHIFT 3: STAIRCASE OF COMPLEXITY

Students are asked to read the central, grade-appropriate text around which instruction is centered



SHIFTS 4 AND 5: TEXT-BASED ANSWERS AND WRITING FROM SOURCES

Students engage in rich and rigorous evidence based conversations about text, and writing emphasizes the use of evidence from sources to inform or make an argument

SHIFT 6: ACADEMIC VOCABULARY

Students constantly build transferable vocabulary they need to access grade level complex texts, which can be done effectively by spiraling like content in increasingly complex texts

WHAT IS BEING DONE TO PREPARE TEACHERS TO IMPLEMENT THE COMMON CORE STANDARDS

- Professional Development: Rose Peppe, ELA Consultant
- Andrea Honigsfeld, ESL consultant
- District English Meetings: One in November and one in March focusing on the Common Core
- In-services and workshops

WHAT IS BEING DONE TO PREPARE TEACHERS TO IMPLEMENT THE COMMON CORE STANDARDS

- Departmental and faculty meetings focusing on the implementation of the Common Core State Standards in the classroom.
- Curriculum revisions to align curriculum with the Common Core State Standards.
- District novel rotation reconstruction to align with Common Core text complexity.
- Revisiting AIS programs such as English Enrichment and Regents Prep.

RESOURCES FOR PARENTS

The Board of Regents, the Common Core Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State Common Core implementation.

<http://engageny.org/parent-and-family-resources>



- READ LIKE A DETECTIVE

- WRITE LIKE AN INVESTIGATIVE REPORTER



COMMON CORE

Shifts in Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

What is the cost of a \$160 coat if it is on sale for 25% off?

$$160 \times 25\%$$

$$160 \times .25$$

\$40 off

$$160 - 40$$

\$120

$$160 \times 75\%$$

$$160 \times .75$$

\$120

$$\frac{160}{4}$$

$$4$$

\$40 OFF

$$160 - 40$$

\$120

$$160 \times 10\%$$

$$16$$

$$16 + 16 + 8$$

\$40 off

$$160 - 40$$

\$120

$$160 \times 75\% = 160 \times \frac{3}{4}$$

$$\frac{\cancel{40}}{160} \times \frac{\cancel{3}}{\cancel{4} 1}$$

\$120



"Just a darn minute! — Yesterday you said that X equals two!"

Topic: Solving Linear Equations

MI: One-Step and Two-Step Equations

Aim: How can we solve and check a linear equation?

Do Now:

1. What type of problem is being solved on the board?

2. How can we get the solution $x = 3$?

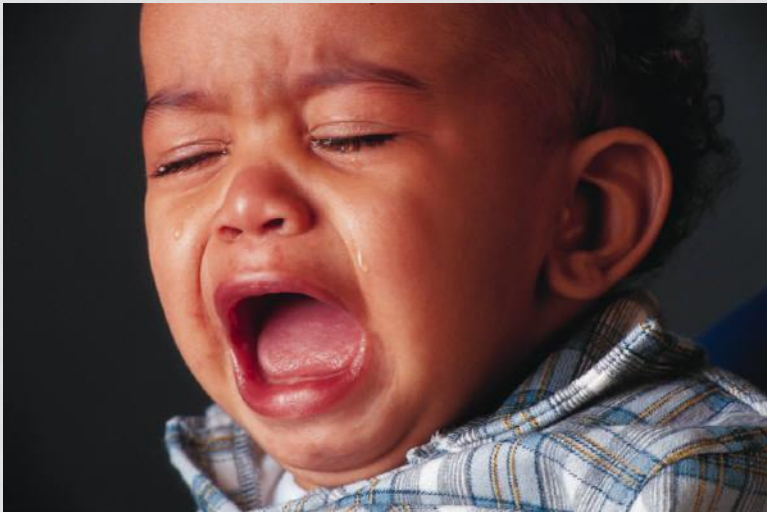
3. Explain what the student does not understand about using variables in Algebra.

LITERACY STANDARDS

“THE BIG FOUR”

- **Close Reading**—to make logical inferences, cite evidence, determine central themes, use of pronouns, author’s purpose, summarize supporting details from a variety of literary and informational texts
- **Complex Texts/Vocabulary**—interpret words and phrases, including technical, connotative and figurative meanings. Analyze how specific word choices shape meaning or tone.
- **Using Evidence**— understand charts, graphs, visual information, in addition to words. Analyze how details contribute to each other and to the overall meaning.
- **Supporting Claims**—Synthesize information into a coherent understanding of a process, phenomenon or concept.

Empower...



Don't Enable

QUESTIONS?

