

# TRANSITION TO THE COMMON CORE STATE STANDARDS (CCSS)

**EVERGREEN SCHOOL DISTRICT** 

District Advisory Committee

December 10, 2014





# How familiar are you with the Common Core?

	Common Core? What is that?
	I have heard about the transition to the Common Core.
	I have a good understanding of Common Core teaching and learning.
	I have an understanding of how Common Core instruction will impact my child.
MA	I am a Common Core expert and could teach this workshop!



- To deepen the understanding of Common Core State Standards
- To identify and elaborate upon the 21<sup>st</sup> century student support systems of communication, collaboration, critical thinking and creativity (4 Cs) to teaching and learning
- To identify the relationship between depth of knowledge and assessment systems
- To expand upon Evergreen School District's Common Core math acceleration pathways for grades 6-8
- To understand the alignment of Units of Study, materials, and professional development

## Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics





## The Common Core focus is on ...

- The need to be college/career ready
- The need to set consistent expectations for students
- The need to read increasingly complex materials

## What are the critics saying?

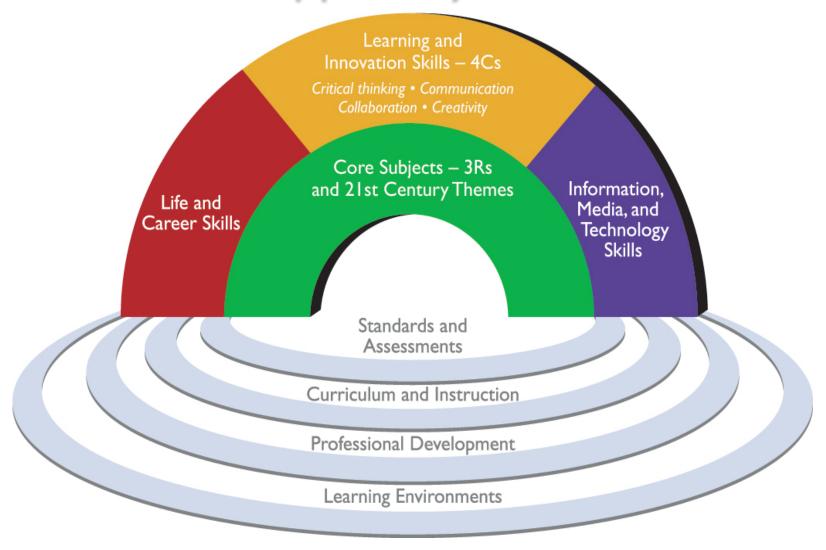
- Intrusive computer tracking
- Loss of local control
- Creation of a national curriculum
- Government takeover of schools
- Lack of input from parents
- Standards are not affordable



## With Common Core, you will see...

- Less lecturing and more modeling.
- Less of students listening and more of students constructing meaning together.
- Less of students recalling (although sometimes this is necessary) and more of students transferring their learning to new experiences.
- Less hurrying to cover more content and more slowing down to ensure deep understanding and application.
- Less of students reading just stories and more of students wrestling with informational texts in every subject area.

# 21st Century Student Outcomes & Support Systems



## The 4Cs and 21st Century Education

4 Cs: Communication, Collaboration, Creativity, Critical Thinking

### student

### COLLEGE & CAREER READY:

I critically think,
I communicate, I collaborate
and I create and innovate

### teacher

#### **FACILITATOR:**

I facilitate my students' ability to use the 4Cs

**ROLE MODEL:** I demonstrate for my students my ability to use the 4Cs

### administrator

#### **FACILITATOR:**

I provide professional development to facilitate my staff's use of the 4Cs

ROLE MODEL: I demonstrate the 4Cs for my faculty and staff

TRANSFORMER: I use the 4Cs to transform my school and district





### 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

## Communication

- Use effective interpersonal skills during conversations to promote collaborative learning.
- Communicate interactively and effectively to support individual learning and contribute to the learning of others.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

## Creativity

- Think creatively using a wide range of idea creation techniques (such as brainstorming)
- Work creatively with others to develop, implement and communicate new ideas to others effectively
- Implement innovations and act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur



### 4 Cs: Communication, Collaboration, Creativity, Critical Thinking

## Critical Thinking

- Reason effectively
- Use systems thinking to analyze how parts of a whole interact
- Make judgments and decisions to effectively identify, analyze and evaluate information
- Identify, define and solve authentic problems and essential questions

## Collaboration

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member



The complexity or depth of understanding required to answer or explain an assessment related item.

## Low-Cognitive Demand

Level 1: Recalling and Recognizing

**Level 2: Using Procedures** 

## High-Cognitive Demand

**Level 3: Explaining and Concluding** 

Level 4: Making Connections,

**Extending and Justifying** 

# Depth of Knowledge



Level One Activity	Level Two Activity	Level Three Activity	Level Four Activity
Students will identify essential information needed to accomplish a task	Students will identify information in a passage that is supported by fact	Students will identify the appropriateness of an argument using supporting evidence	Students will identify interrelationships (themes, ideas, concepts) developed in more than one literary work.



	Mathen	natics	<b>ELA/Literacy</b>			
	DOK3	DOK4	DOK3	DOK4		
Current Assessments	<2%	0%	20%	2%		
New SBAC Assessments	49%	21%	43%	25%		

# Common Core English Language Arts



# Shifts in ELA Literacy

1	Balancing Informational & Literary Text	Students read a true balance of informational text and literary texts.
2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
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.
4	Text-Based Answers	Students engage in rich and rigorous evidence based conversations about text.
5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
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.



# Relationship Between ELD/ELA

		11F	1 . 1	.1111 .1					
		8	on and ideas with others throu	igh oral collaborative					
			social and academic topics	Duidaina					
ζ	Emerging Contribute to conversations		Expanding Contribute to class, group and	Bridging Contribute to class, group					
1 6	ם ו	and express ideas by asking	partner discussions, including	and partner discussions,					
	=	and answering yes-no and	sustained dialogue by following	including sustained dialogue,					
Standard	ן כונ	wh- questions and	turn taking rules, asking	by following turn taking rules,					
	ן נ	responding in short phrases	relevant questions, affirming	asking relevant questions,					
ū	1		others and adding relevant information.	affirming others, adding relevant information building					
			inomation.	on response and providing					
				useful feedback.					
		[SL.1] Engage effectively in a	range of collaborative discussions	s (one-on-one, in groups, and					
		teacher-led) with diverse partr	ners on grade 5 topics and texts, b						
ז	5	expressing their own clearly.							
7	ממ	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas							
Standard	ומו	under discussion.							
		I D. I DIIDW ANICCA ADDII IAICO IDI AIGCAGGIOLIG ALIA CALI V DAL AGGIALICA IDICG.							
	וֹנ	<ul> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> </ul>							
	•		expressed and draw conclusions	in light of information and					
		knowledge gained fro	·	ar ngitt of information and					

# Common Core Mathematics





Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

http://www.corestandards.org/other-resources/key-shifts-in-mathematics/

## Shifts in Mathematics

1	Focus	Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They focus deeply on only the concepts that are a priority in the standards.
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.
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.
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.
5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
6	Dual Intensity	Students are practicing and understanding. There is more than a balance between two things in the classroom - both are occurring with intensity.



- Both Evergreen School District and East Side Union High School District will support an integrated approach to teaching mathematics
- Evergreen and East Side will offer accelerated pathways to enable all students the opportunity to take calculus



# The Coffee Problem: An exercise in Surfacing our knowledge of arithmetic

Consider the following two coffee mixes:

M C

M C

M C

C

M C

C

M C

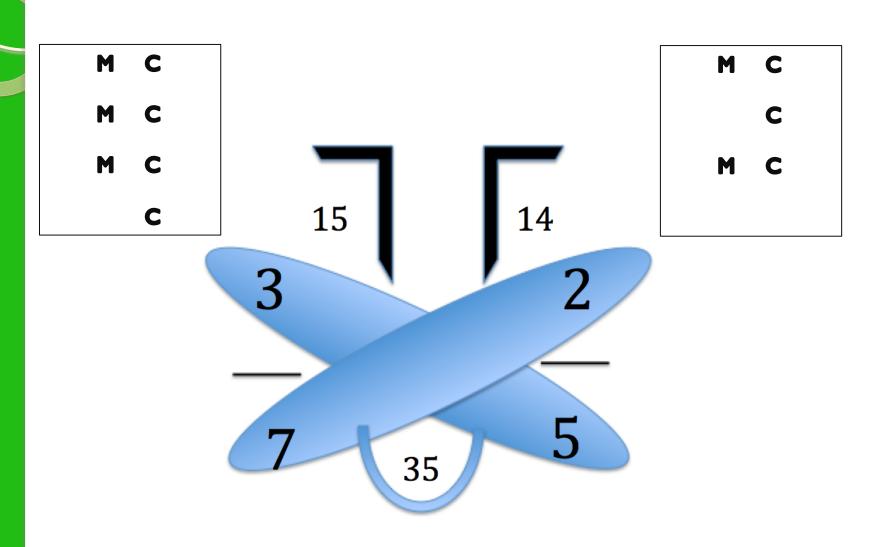
## The Coffee Problem

- Is one coffee mix "milkier" than the other? Or are the mixes the same "milkiness"?
- Step I: Individually, attempt the problem without using fractions, percentages, or decimals. (3 minutes)
- Step 2: At your tables, share the different strategies that you used to solve the problem. (5 minutes)



• Share your experience as a learner? Participant? Emotions?

# The "traditional" algorithm ...





East Side Union High School District

# Common Core Math Pathways Implementation

GRADE 8 2013/2014 **GRADE 9** 2014/2015

GRADE 10 2015/2016 GRADE 11 2016/2017 GRADE 12 2017/2018

**GEOMETRY** 

**ALGEBRA 2** 

MATH ANALYSIS
AP STATISTICS

AP CALCULUS AB AP STATISTICS

AP CALCULUS BC AP STATISTICS

CCSS 8 OR OTHER 8™ GRADE COURSES

COMMON CORE MATH 1 COMMON CORE MATH 2 COMMON CORE MATH 3 MATH ANALYSIS AP CALCULUS AB\* AP STATISTICS



**Evergreen School District** 

# 2014-15 Accelerated Pathway For8th Graders

2013-14 7<sup>th</sup> Grade Algebra 2014-15 8<sup>th</sup> Grade Geometry 2015-16 9<sup>th</sup> Grade Algebra 2

### **Evergreen School District**

# Revised Accelerated Pathway 7th Graders

2014-15

2015-16

Traditional Pathway

7<sup>th</sup> Grade Common Core

8th Grade Common Core

Accelerated Pathway\*

7<sup>th</sup> Grade Common Core 7<sup>th</sup>/8<sup>th</sup> Grade Common Core

9<sup>th</sup> Grade <u>H.S. CCSS</u> Math I

- \* Acceleration Criteria:
- Score on 5<sup>th</sup> grade CST
- Score on 6<sup>th</sup> grade Math Diagnostic Testing Project Assessment
- Score on 7<sup>th</sup> grade diagnostic assessment



# Math Pathways for 2015-16 & Beyond

6th Grade

7th Grade

8th Grade

Traditional Pathway

6<sup>th</sup> Grade Common Core Math 6

Accelerated Pathway\*

7th Grade
Common
Core Math 7

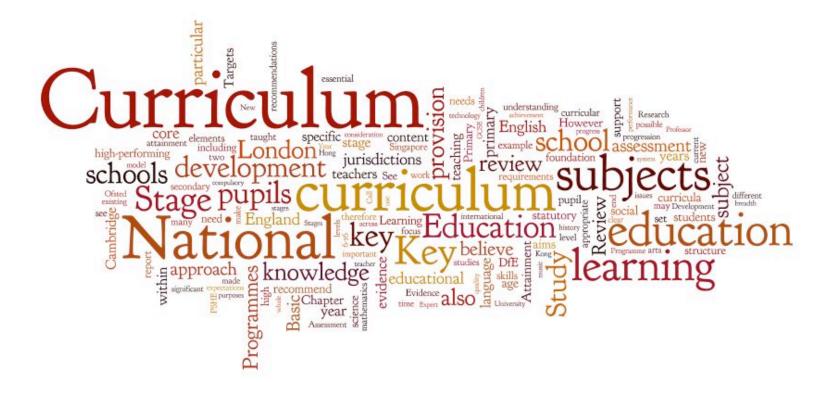
8th Grade
Common
Core Math 8

7th/8th Grade Common Core Math 7/8 9<sup>th</sup> Grade H.S. CCSS Math 1

#### \*Acceleration Criteria:

- 6<sup>th</sup> Grade Smarter Balanced (CAASPP) Assessment
- Math Diagnostic Placement Exam
- Course Diagnostic Exam

# Common Core Materials & Resources





## Mathematics Unit Design

- We believe that we have the internal capacity and ability to problem solve, design instruction, and tailor outcomes and experiences that lead to student success.
  - CTA recognizes, "they [Common Core Standards] put teachers back in control of crafting and tailoring the education of their students."

-California Teachers Association

 States and local school districts must place teachers at the center of efforts to develop aligned curriculum, assessments, and professional development that are relevant to their students and local communities.

-National Education Association

- Units contain:
  - Learning objectives
  - Criteria for success



- Essential and relevant questions
- Assessment

## Let's Look at A Unit... Introduction

Grade: 3rd Unit Name: Number & Operations in Base 10 Instructional Days: 25

> EVERGREEN SCHOOL 3rd DISTRICT GRADE

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1	Number &	Multiplication	Rectangular	Division	Understanding	Measurement
(	Operations		Arrays &		Fractions	& Geometry
i	in Base 10		Area			
	25 days	26 days	13 days	26 days	30 days	36 days

#### UNIT 1: Number & Operations in Base 10

This unit covers the topics of place value to the thousands place, rounding whole numbers to the nearest 10 or 100, fluently adding and subtracting numbers with regrouping, using properties of addition and subtraction, and solving related word

- · Students will investigate, understand, and use place value to manipulate
- · Students will build on understanding of place value to round whole numbers. · Students will continue to develop understanding of addition and subtraction
- and using strategies and properties to do so proficiently and fluently. · Students will be able to use addition and subtraction strategies to solve real-world word problems.

Unit Number: 1 Grade: 3rd Unit Name: Number & Operations in Base 10

#### UNIT 1 TABLE OF CONTENTS

Overview of the 3rd Grade Mathematics Program	n.					p. 3
Essential Standards						p. 5
Emphasized Mathematical Practices						p. 5
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Chapter 1: Place Value & Rounding						p. 8
Chapter 2: Addition & Subtraction within 1,000						p. 11
Chapter 3: Focus on Word Problems						p. 13
Appendices						p. 15

Grade: 3rd Unit Name: Number & Operations in Base 10 Unit Number: 1

#### Overview of the 3rd Grade Mathematics Program

Overview of the 3rd Grade Mathematics Program						
UNIT NAME ESSENTIAL STANDARDS	APROX. DAYS	UNIT DESCRIPTION				
UNIT 1: Number & Operations in Base 10 3.NBT.1 3.NBT.2 3.OA.8	25	In his unit, students will.  Innestigate, understand, and use place value to manipulate numbers.  Build on understanding of place value to round whole numbers.  Continue to develop understanding of addition and subtraction and using strategies and properties to do so proficiently and fluently.  Be able to use addition and subtraction strategies to solve real-world word problems.				
UNIT 2: Multiplication  3.OA.1 3.OA.7  3.OA.3 3.OA.8  3.OA.4 3.OA.9  3.OA.5 3.NBT.3	26	Is this unit, students will.  • Begin to understand the concepts of multiplication.  • Learn the basic facts of multiplication of the process of solving multiplication problems.				
UNIT 3: Rectangular Arrays & Area 3.MD.5 3.MD.6 3.MD.7	13	In this until, students will.  Understoad the attribute of area before measuring.  Discover that the length of one dimension of a rectangle tells how many squeres are in each row of an array and the length of the other dimension of the rectangle tells how many squares or understoad the concept of area and realer area to multiplication and addition.  Find the area of a rectangle with whole-number side lengths by tilling it.  Multiply side lengths to find areas of rectangles with whole-number side lengths in context of solving real word and mathematical problems. models with the same product.  Understoad the commutative property's relationship to area.  Create arrays and area models to find different ways to decompose a product.  Use arrays and area models to find different ways to decompose a product.  Solve problems involving one and two steps and represent these problems using equations with letters "n' or "s" representing the uniforce quantity.				

Evergreen School District MATH Curriculum Map aligned to the California Common Core State Standards

Evergreen School District MATH Curriculum Map aligned to the California Common Core State Standards

Evergreen School District MATH Curriculum Map aligned to the California Common Core State Standards

**Unit Overview** 

Table of Contents

Scope and Sequence Learning Objectives

# Let's Look at A Unit... **Essential Questions & Chaptering**

Unit Name: Number & Operations in Base 10

Unit Name: Number & Operations in Base 10

#### ESSENTIAL STANDARDS

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.0A.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### EMPHASIZED MATHEMATICAL PRACTICES

MP1: Make sense of problems and persevere in solving them: Students make sense of problems involving rounding, addition and subtraction.

MP2: Reason abstractly and quantitatively: Students demonstrate abstract reasoning by connecting quantity to the relative magnitude of digits in numbers to 1,000.

MP3: Construct viable arguments and critique the reasoning of others: Students construct and critique arguments regarding mental math strategies focusing on addition

MP4: Model with mathematics: Students are asked to use Base Ten blocks to model various understandings of place value and value of a digit. They record their thinking using words, pictures, and numbers to further explain their reasoning.

MP5: Use appropriate tools strategically: Students utilize a number line to assist with rounding, addition, and subtraction

MP6: Attend to precision: Students attend to the language of real-world situations to determine appropriate ways to organize data.

MP7: Look for and make use of structure: Students relate the structure of the Base Ten number system to place value and relative size of a digit. They will use this understanding to add, subtract, and estimate.

MP8: Look for and express regularity in repeated reasoning: Students relate the properties and understanding of addition to subtraction situations.

#### ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Enduring Understandings (EU), also known as \$16 IDEAS, are those concepts we want students to remember ten years from row. They are the important concepts underlying the content. The goal is that after instruction, students should be able to independently answer the Essential Question with a grade-appropriate various of the Enduring Understandings, Architect should be designed to allow the student to

ENDURING UNDERSTANDINGS ESSENTIAL QUESTIONS

EMPORANO OMPEROTAMPINOS	COSCITIFIC GOCOTIONS
Place Value: - Two, three or four-digit numbers can be represented in a variety of ways.	- How can you show numbers to the thousands place using base ten block? - How can you use a place value chart to write th numbers correctly? - How can you read and write numbers in standard expended, and word form? - What can you learn about the value of a numbe by examining Its digits?
Rounding:  - Rounded numbers are approximate and not exact, and can be used to solve problems.	- How can you round a two, three-, or four-digit number to the nearest 10 and 1007 - How can you use the number line to show rounding to the nearest 10 and 1007 - How can you dischired without the nestmatting the result of th
Addition & Subtraction:  - The properties of addition and subtraction may be used as strategies to solve addition and subtraction problems.  - The inverse relationship between addition and subtraction can be used to verify the results of computation.	- How can you show what you know about addition and subtraction uning properties? - How do properties work in addition and subtraction problems? - How does knowing the associative, commutative, and zero properties help you add numbers easily? - How are addition and subtraction related to the subtraction and subtraction and subtraction in the subtraction in the subtraction in the subtraction in the subtraction? - What strategies have you found to be most efficient when adding and subtracting?
Addition & Subtraction Word Problems: - Addition and subtraction strategies can be used to solve everyday real-world problems.	- How can you use addition and subtraction to solv real world word problems? - How can you use what you understand about addition and subtraction to solve word problems? - What is a number sentence and how can you use it to solve word problems? - What strategies can you use to solve real world norshems?

Grade: 3rd Unit Name: Number & Operations in Base 10

CHAPTER 2 of 3: Addition & Subtraction within 1,000

- PREREQUISITE KNOWLEDGE OR SKILLS:

   Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- (COUL.)
  Add and subtract within 1,000 using a variety of strategies (2.NBT.5-7).
  Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number
  100-900 (2.NBT.8).
- Explain why addition and subtraction strategies work, using place value and the properties of operations

#### ENDURING UNDERSTANDING:

- INTERIOR LIPURENTS AND INST The properties of addition and subtraction (zero property, commutative and associative properties of addition) may be used as strategies to solve addition and subtraction problems. There is an inverse relationship between addition and subtraction (eg: since 45/15-50, then 50-45-5).
- We can verify the results of our computation by using the inverse

#### EMPHASIZED MATHEMATICAL PRACTICES:

MP1: Make sense of problems and persevere in solving them: Students make sense of problems involving rounding, addition and subtraction

#### - difference regroup commutative property

operation

VOCABULARY

#### associative property zero property

MP3: Construct viable arguments and critique the reasoning of others: Students construct and critique arguments regarding mental math strategies focusing on addition and subtraction.

MP5: Use appropriate tools strategically: Students utilize a number line to assist with addition and subtraction.

MP7: Look for and make use of structure: Students relate the structure of the Base Ten number system to place value and relative size of a digit. They will use this understanding to add, subtract, and estimate.

MP8: Look for and express regularity in repeated reasoning: Students relate the properties and understanding of

	# OF DAYS		
inderstand addition roperties (commutative, ssociative, and zero) and ubtraction property zero). (3.NBT.2)	3	How can you show what you know about addition and subtraction using properties?  How do properties work in addition and subtraction problems?  How does knowing the associative, commutative, and zero properties help you add numbers easily?	When given a number sentence students will be able to identife the appropriate addition or subtraction property.

Evergreen School District
MATH Curriculum Map aligned to the California Common Core State Standards

Evergreen School District MATH Curriculum Map aligned to the California Common Core State Standards

Mathematical Practice and Essential Questions

Instructional Chapters

# Let's Look at A Unit... Assessment

3rd Grade	Unit 1 Ch. 1	3 <sup>rd</sup> Grade
Plac	ce Value Cards	
earning Objectives		
Understand place value to the	e thousands place. (3.NBT.1)	
Forth Committee		Unit 1-
<u>Fask Overview</u> This task gives students the chance to	show understanding of whole numbers.	
Materials		Lakeside Elementary school?
Task worksheet		<ol> <li>Mrs. Taft cam</li> </ol>
Vocabulary		her class's ma
digit	standard form	marbles on th
place value	expanded form	How many ma
whole number	word form	Show your wo
Essential Questions		
<ul> <li>How can you show numbers to</li> </ul>		
How can you place numbers in		İ
	e value of a number by examining its digits? numbers in standard, expanded, and word form?	
now can you read and write i	iambers in orangera, expanded, and nora form.	İ
Criteria for Success		2. Mrs. Taft also
	nbers, students will be able to write the largest and now understanding of place value to the thousands place.	been erased.
		2 4 3
		+1 3
		□7 8
		L_19L
		+ 75
		3 7 2

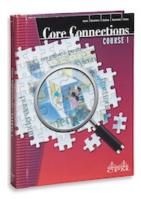
3rd Grade		Unit 1
	Nar	me
	Da	te
	A Mixed-Up School nd Operations in Base 10 Pe	erformance Task
Lakeside Elementary School is all school?	l mixed-up. Can you help them fi	x the problems at their
	lassroom this morning and saw the here were 147 marbles in the jar,	
How many marbles are stil	II missing?	
Show your work.		
	t parts of the math problems she p her put the missing numbers ba	
2 4 3	3□2	7 6□
+1 3		
	<u>+ 5 2</u>	+2 6 4
<b>∐</b> 7 8	3 9 🗌	1, 2 9
<u></u> 9	<b>∐4</b> ∐	65
+ 75 372	<u>-2 0 2</u>	<u>-3 5 0</u>
3 7 2	4 🔲 1	□8□

A Mixed-Up School Unit 1- Number and Operations in Base 10 Performance Task Rubric				
	Points	Section		
Gives correct answer as: 18     Shows calculations	1	2		
2. Correctly fills in boxes as follows: 243 342 765 297 643 635	½ pt. each			
<u>+135</u> <u>+ 52</u> <u>+264</u> <u>+ 75</u> <u>-202</u> <u>-350</u> 378 394 1,029 372 441 285		7		
3. Corrects math problems as follows: (1 pt. far each problem, 1 pt. for each explanation) 429  +892 Gives explanation such as: "Tam forgot to carry 1,321 the one."	1 1			
743 -175 Gives explanation such as: "Tam didn't regroup." 568	1	4		
4. Gives explanation such as: "Yes, because Janelle might have a number of stickers that is less than 48 but still rounds up to 50." (45, 46, or 47 stickers) Gives explanation such as: "Yes, because Ryan might have a number of baseball cards that is more than 72 but still rounds down to 70." (74 or 73 baseball cards)	1	2		
5. The numbers are circled as follows: 145 244 276 238 150 219		4		
6. Gives correct answer as: 20 more pencils Shows calculations		2		
Gives correct answer as: 902				
Total points	1	4 25		

Rich Task Assessment Scoring Rubric



### Pearson Investigations Grades K-5 Investigations in Number, Data, and Space



College Preparatory Mathematics, Core Connections

## Unit Support Materials

- Support teacher developed units of study
- Embedded approaches and universal access to meet the needs of differentiated populations including those in special education and/or those identified as "at-risk"
- Professional development opportunities for staff



Driving Question: "How can we support teachers as they implement common core standards utilizing units of study and accompanying support materials?"

### Ideas expressed involved:

- vision for common core implementation
- the idea of teachers as "curriculum developers"
- the need for "foundational materials"
- time



## For More Information

California Department of Education

http://www.cde.ca.gov/re/cc/tl/whatareccss.asp http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp http://www.cde.ca.gov/core





- California County Superintendents Association
   http://www.ccsesa.org/index/sp CommonCoreStandards.cfm
- National Parent Teacher Association http://www.pta.org/4446.htm
- Council of Great City Schools http://www.cgcs.org/Domain/36





## **COMMON CORE en Español**

State Standards Initiative Translation Project

### http://commoncore-espanol.com/

#### **Welcome to Common Core Translation Project**

Committed to providing leadership, assistance, and resources so that every student has access to an education that meets world-class standards, the Council of Chief State School Officers (CCSSO), the California Department of Education (CDE) and the San Diego County Office of Education (SDCOE) proudly announce the Common Core Translation Project. Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are exposed to rigorous content and prepared to contribute positively to an increasingly complex world.

# Questions





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