

Agenda

AUGUST 8, 2012

AT SOUTHWEST HIGH SCHOOL

INTRODUCTION TO THE COMMON CORE STATE STANDARDS

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|---|---------------------------------------|
| 1. Welcome and Housekeeping Items | Danette Morrell, SHS Principal |
| 2. A New Vision for Schools | Sheri Hart, Assistant Superintendent |
| 3. Introduction and Purpose of the CCSS | Haydee Rodriguez, SHS Teacher |
| 4. Beginning with the End in Mind-Literacy Question | Marilyn Burt, CUHS Resource Teacher |
| 5. Glossary of Important Terms-Activities | Marilyn Burt, CUHS Resource Teacher |
| 6. Beginning with the End in Mind-Math Question | CUHS Algebra I PLC |
| 7. Presenting the Math Standards | CUHS Algebra I PLC |
| 8. Beginning with the End in Mind-ELA Question | Travis Fusi, CUHS ELA Chair |
| 9. Presenting the ELA/Literacy Standards | Patty Quijada, SHS ELA Chair |
| 10. Smarter Balanced Assessments | Betsy Lane, Supervisor of Instruction |

LUNCH IN THE SHS MPR PROVIDED BY SOUTHWEST FOODSERVICE EXCELLENCE, LLC!

At 1 PM please report to the classroom to which you have been assigned (see cover page)

11. Deconstructing the Literacy Standards-Reading
12. Deconstructing the Literacy Standards-Writing

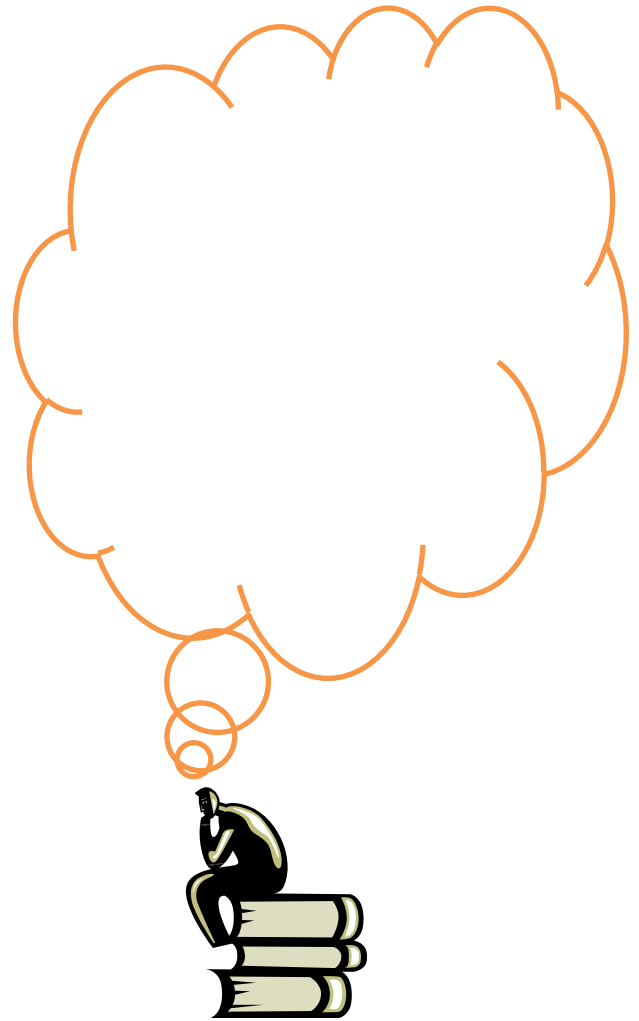
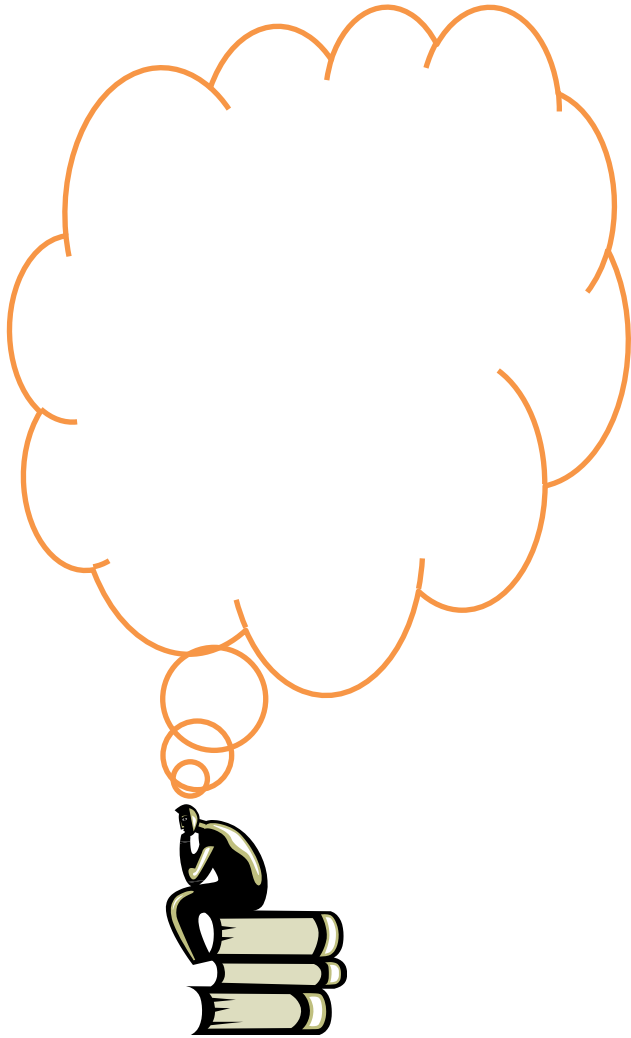
ADJOURNED!

SIR KEN ROBINSON

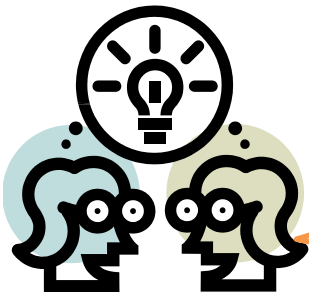
THINK, PAIR, SHARE

What I thought about the video...

What my partner thought about the video...



What we chose to share...



A large, empty rectangular box with an orange border, intended for writing the shared thoughts.

GRADE 08 LITERACY ASSESSMENT QUESTION

Claim 1	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Evidence Required	When reading informational texts, students <ol style="list-style-type: none"> 1. produce and justify inferences about the author’s presentation of information <u>OR</u> 2. analyze the author’s presentation of information, evaluating the quality and relevance of the author’s ideas or claims and evidence/support

THINK: Briefly record your personal responses to this question:

What inference(s) can be made about how testing should occur to ensure accurate measurement of water quality?

1. _____
2. _____
3. _____

WRITE: Rewrite one idea using the sentence frame. Include **precise academic words**. If time permits, write a second sentence.

Frame: One inference that can be made about _____
is _____.

Model Sentence: One inference that can be made about the testing of laboratory animals is that they feel pain the same way humans do.

Your Sentence: _____

DISCUSS: Listen attentively to and record notes on your colleagues’ ideas. Begin by recording your partner’s idea.

Colleague’s names:	Ideas

REPORT: Prepare to report your idea during the whole group discussion. Listen attentively, and utilize sentence frames to point out similarities.

My idea is similar to _____’s.

My idea builds upon _____’s.

HIGH SCHOOL MATHEMATICS ASSESSMENT QUESTION

Claim 2	Problem Solving/ Primary Domain, Statistics and Probability
Evidence Required	Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies

THINK: Briefly record your personal responses to this question:

What do CUHSD students need to know and be able to do to be successful on this type of assessment question?

1. _____
2. _____
3. _____

WRITE: Rewrite one idea using the sentence frame. Include **precise academic words**. If time permits, write a second sentence on the back.

Frame: Students need to know _____ to be successful on _____.

OR: Students need to be able to _____ to be successful on _____.

Model Sentence: Students need to know content-specific vocabulary to be successful on this type of assessment.

Your Sentence: _____

DISCUSS: Listen attentively to and record notes on your colleagues' ideas. Begin by recording your partner's idea.

Colleague's names:	Ideas

REPORT: Prepare to report your idea during the whole group discussion. Listen attentively, and utilize sentence frames to point out similarities.

My idea is similar to _____'s.

My idea builds upon _____'s.

GRADE 11 ENGLISH LANGUAGE ARTS ASSESSMENT QUESTION

Claim 1	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Evidence Required	When reading one or more informational or argumentative texts, students trace the development of the ideas or arguments and how those ideas and arguments are integrated into the text as a whole. When presented with two or more texts on similar topics, students establish areas of commonalities and differences by citing specific evidence from the texts.

THINK: Briefly record your personal responses to this question:

What do CUHSD students need to know and be able to do to be successful on this type of assessment question?

4. _____
5. _____
6. _____

WRITE: Rewrite one idea using the sentence frame. Include **precise academic words**. If time permits, write a second sentence on the back.

Frame: Students need to know _____ to be successful on _____.

OR: Students need to be able to _____ to be successful on _____.

Model Sentence: Students need to know domain-specific vocabulary to be successful on this type of assessment.

Your Sentence: _____

DISCUSS: Listen attentively to and record notes on your colleagues' ideas. Begin by recording your partner's idea.

Colleague's name:	Ideas

REPORT: Prepare to report your idea during the whole group discussion. Listen attentively, and utilize sentence frames to point out similarities.

My idea is similar to _____'s.

My idea builds upon _____'s.