

**College and Career Readiness (CCR)
Core Standards**

Portrait of a Literate Individual (CCR 2010)	Standards for Mathematical Practice (CCR 2010)
<ul style="list-style-type: none"> • They demonstrate independence. • They build strong content knowledge. • They respond to varying demands of audience, task, purpose, and discipline. • They comprehend as well as critique. • They value evidence. • They use technology and digital media strategically and capably. • They come to understand other perspectives and cultures. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p>Connecting Practice to Content: The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.</p> <p>The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.</p> <p>In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.</p>

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**CCR Anchor Standards
for Reading K-5**

**CCR Anchor Standards
for Reading 6-12**

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 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.

Note on range and content of student reading:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Note on range and content of student reading:

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

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<p align="center">CCR Anchor Standards for Writing K-12</p>	<p align="center">21st Century Skills (The Global Achievement Gap, Tony Wagner, 2010)</p>
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<p>Seven Survival Skills</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Collaboration Across Networks and Leading by Influence • Agility and Adaptability • Initiative and Entrepreneurialism • Effective Oral and Written Communication • Accessing and Analyzing Information • Curiosity and Imagination
<p>Note on range and content of student writing: For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.</p>	

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**Advanced Placement
2014**

- Slash the amount of material students need to know for the tests
- Focus on bigger concepts
- More analytic thinking
- Detailed standards for each subject
- Major revisions to German and French language, physics, chemistry, European history, world history, and art history
- A curriculum that focuses on what students need to be able to do with their knowledge
- Critical thinking skills
- More real learning takes place if students spend more time going into greater depth on fewer topics, allowing them to experience problem solving, controversies and the subtleties of scholarly investigation
- Biology – 4 big ideas: evolution “drives the diversity and unity of life”; the systematic nature of all living things; use energy and molecular building blocks to grow; respond to information essential to life processes; interact in complex ways
- United States history into 9 time periods and 7 overarching themes – focus on different events in teaching students how to craft historical arguments
- New labs should help students learn how to frame scientific questions
- Will measure how well they can apply those skills
- Biology students will need to use calculators
- Cut the number of multiple-choice questions nearly in half on the new test, to 55. It will add five questions based on math calculations, and it will more than double the number of free-response questions, to nine.
- There won't be any more questions like: here is a plant, and what is this tissue?
- Multiple-choice questions will be more complex
- Students to read short passages, or look at graphs, and pick the answers that explain why something happened or that predict what will occur next
- One sample essay question provides a chart with the heights of plants growing in either sunlight or shade and a graph that misinterprets the results. Students must decipher what went wrong, re-plot the data and design a better experiment to determine which grew faster