Aligning Your Magnet Theme with Common Core

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Common Core

Developed by the National Governor’s Association and the Council of Chief State School Officers and published in 2010.
Common Core

What do we know about Common Core?

Activity
True/False

The Standards define what all students are expected to know and be able to do as well as how teachers should teach.
Common Core

False
Common Core

True/False

The Standards set grade-specific intervention methods necessary to support well below or well above grade level students.
Common Core

False
The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.
Common Core

True
Common Core

The Reading standards define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level.
Common Core

True
True/False

An expectation of Common Core mathematics standards is that students can justify their conclusions, communicate them to others, and respond to the arguments of others.
Common Core

True
Common Core

Students should be able to reason inductively about data, making plausible arguments that take into account the context from which the data arose.
Common Core

True
Common Core

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.
Magnet Schools

S.T.E.M.

The Arts

International Baccalaureate
Magnet Schools

Framework for success for infusion of your magnet theme.

- Prioritized Curriculum
- Integrated Units: Common Core/Theme
  1. Literacy Integration
  2. Technology Integration
  3. Engaging Theme-21st Century Skills
- Quality Assessments
- Intervention/Enrichment
Instructional Design

How do you align your magnet theme with Common Core?

1. Define theme and develop model classrooms
2. Unpack Common Core standards
3. Create model units
4. Create quality assessments
5. Develop intervention/enrichment activities
Define Your Theme

What is your school’s theme?

What would that look like?

What components are vital for your theme?

Activity
Define Your Theme

Hanes Magnet School will better prepare students to compete in the global marketplace. Teacher will infuse technology, math, science, and pre-engineering into classrooms utilizing twenty-first century skills, such as creativity, innovation, critical thinking, problem-solving, communication, and collaboration skills. Technology will be visible in each class to facilitate teaching and learning, to provide students the opportunity to showcase their work, and to aid in investigating real-life situations.
Key Curriculum Connections utilizing THEME

- infuse technology, math, science and pre-engineering
- 21st century skills – creativity, innovation, critical thinking, problem-solving, communication and collaboration
- Investigating real-life situations
Unpack Common Core Standard

Standard: **5.NF.3.** Interpret a fraction as division of the numerator by the denominator \( \frac{a}{b} = a \div b \). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by Using visual fraction models or equations to represent the problem.

(Unpacking activity)
Unpacked Standard

- Standard: 5.NF.3. INTERPRET a fraction as division of the numerator by the denominator \((a/b = a \div b)\). SOLVE word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by USING visual fraction models or equations to represent the problem.
Create Model Unit

Model Unit
Create Model Unit

Common Core/NC Essential Standards*

Integrated:
...incorporating theme into content specific lessons

Interdisciplinary:
...weaving theme into cross-curricular lessons

Literacy & Technology:
...infusing throughout curriculum

21st Century Skills:
...infusing throughout curriculum – collaboration, communication, creativity, etc.

*North Carolina
Quality Assessment

Develop assessment for unit using

Authentic Performance Tasks

**Authentic Task:** An assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges
QUALITY ASSESSMENT...

- Testing for understanding
- Testing for thinking
- Observation & self-assessment
- Formative
- Benchmarking
- Summative

Assessment SHOULD INFORM Instruction:

BEFORE  formal/informal  baseline data
DURING  quizzes/documentation  checks for understanding
AFTER   applied learning  performance tasks
         constructed-response
         authentic assessment
Quality Assessments

Examples:

- Dramatic Reading
- Skit
- Speech
- Projects- Rubric
- Case Study- Rubric
- Graphing of Data
- Constructed Response
Directions: Write an equation to solve the following problem. Complete the computation with correct decimal location. Check to be sure your answer is reasonable. Justify your solution with detailed step-by-step instructions in words. Compare and contrast the methods used to solve the 2 problems presented including the reasonableness of your answers found.

Scenario: You have just won 6 free tickets to the fair. Your parents decide they will take you and 5 of your friends to the fair. Once you arrive, you decide to purchase popcorn for $3.25, a drink for $4.00 and a box of Junior Mints for $2.45. How much will you spend on your snacks? Your parents have offered to purchase the same items for your 5 friends. How much will your parents spend on your friend’s snacks?
Learning Target: Understand what it would have been like to be a teenager in America, Japan, or Europe during the war era.

Structuring of Task: Using what students have learned during the WWII unit, they will create a journal of a character from the WWII era (1939-1945). Students will choose a name for the character to personalize the journal entries. Each day’s entry will focus on one year during the war. For example, the first day’s entry will be a description from 1939, the next day will be 1940, and so on.
ELEMENTARY MATH SAMPLE

- Performance Assessment: Students will create patterns using body movements and manipulatives.

- Learning Target: Upon the completion of this unit, students will be able to apply their prior knowledge in a gross motor activity. As students use body movements to demonstrate patterns, it will be evident that students can apply their knowledge of patterns in different forms.

- Task Structure: Students will be asked to create an ABCC pattern using manipulative blocks. When the pattern is created, the student will identify the pattern unit. Once this product has been evaluated, students will transpose the manipulative pattern into a gross motor pattern. An example of this would be jump, turn, clap, clap. Using this same process, manipulative, pattern identification, and gross motor performance, students will be asked to create an ABCD, AABB, and ABBC pattern units.
Intervention/Enrichment

Renzulli Online Learning

Response to Instruction- Exceed Software
Common Core Resources

- [http://jaymctighe.com/resources/](http://jaymctighe.com/resources/)
  (Jay McTighe - summary of Common Core resources)

- [http://www.ncpublicschools.org/acre/standards](http://www.ncpublicschools.org/acre/standards)
  (North Carolina Department of Public Instruction - ACRE site)
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All Students College and Career Ready!!!

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