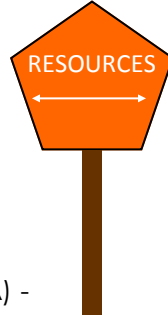


## General Parent Resources

- ◇ Common Core State Standards– [www.cde.ca.gov/re/cc](http://www.cde.ca.gov/re/cc)
- ◇ Common Core Video– [www.commoncoreworks.org/page/378](http://www.commoncoreworks.org/page/378)
- ◇ K-8 California's Common Core Standards Parent Handbook– [www.smmusd.org/edservices/commoncore/pdf/ccsparehandbook.pdf](http://www.smmusd.org/edservices/commoncore/pdf/ccsparehandbook.pdf)
- ◇ Parent Roadmaps to Common Core Standards (Council of Great City Schools') - <http://www.cgcs.org/Page/328>
- ◇ Parents' Guides to Student Success (National PTA) - <http://www.pta.org/parents/content.cfm?ItemNumber=2583&navItemNumber=3363>



## Common Core Grade Level Resources

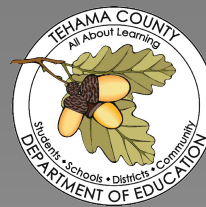
- ◇ A Look At Kindergarten Through Grade Six In California Public Schools– [www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp](http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp)
- ◇ Learn Zillion—High Quality Lessons For Review By Students All Aligned To CCSS– [www.learnzillion.com](http://www.learnzillion.com)

## Common Core Assessment

- ◇ Smarter Balanced Practice Tests– [www.smarterbalanced.org/pilot-test/](http://www.smarterbalanced.org/pilot-test/)
- ◇ Smarter Balanced *Fact vs Fiction* - <http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>

## Parent/Student Home Resources

- ◇ Family Math Activities– [http://www.orecity.k12.or.us/staff/curriculum\\_resources/mathematics/family\\_math\\_activities](http://www.orecity.k12.or.us/staff/curriculum_resources/mathematics/family_math_activities)
- ◇ Everyday Mathematics- <http://everydaymath.uchicago.eduparents/>
- ◇ Reading Resources- <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>



# High School



## COMMON CORE STATE STANDARDS FOR CALIFORNIA SCHOOLS

### PARENT ROADMAP

Designed to prepare all students to graduate from high school ready for post secondary education and careers.

Prepared by:  
**Tehama County Department of Education  
Educational Support Services**

Richard DuVarney  
Tehama County Superintendent of Schools  
[www.tehamaschools.org](http://www.tehamaschools.org)

(Adapted with permission from the *National PTA*)



### **This Parent Roadmap Includes:**

- An introduction to Common Core State Standards (CCSS).
- An overview of what your child will be learning in English language arts/literacy and mathematics.
- Tips for talking to your child's teacher about his or her academic progress.
- Ideas and activities to help your child extend learning at home.
- Additional resources.






### **What are the Common Core State Standards (CCSS)?**

California has joined a national research-based movement to adopt common standards and assessments for English language arts/literacy and mathematics. Common standards allow for collaboration among states on best practices and professional development. Common learning goals provide a clear vision of what educators, students and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous standards. The CCSS include standards for English language arts/literacy and mathematics for each grade level or subject course for K-12. In English language arts/literacy, CCSS are organized by the College and Career Readiness Anchor Standards. These broad standards along with the grade specific ELA standards (reading, writing, speaking and listening, and language) define the skills and understandings students must demonstrate to achieve literacy in all areas. In mathematics, content standards are organized by grade level or subject course (K-12), and include Standards for the Mathematical Practices. These behaviors and practices deepen students understanding of mathematics and enhance their problem solving abilities.



### **Early Childhood Education Program:**

TCDE's Early Childhood Education Department is focused on preparing our students for success in school. We provide quality programs for children 0-5.

-  Family Child Care Home Education Network provides subsidized care for children 0-3 in family child care settings. Participants must meet income guidelines.
-  School Readiness serves children 0-5 in Los Molinos, Gerber, and Corning with a home visiting program that includes playgroups and family education. There are no income qualifications for this program.
-  Tehama County Local Child Care Planning Council State Preschool enrolls 4 year olds from income eligible families. Our State Preschools are located on elementary campuses throughout the county. We accept 3 year olds, as space allows.
-  Local Child Care Planning Council plans for child care by assessing the community needs. Its members include community representatives as well as child care consumers.
-  California Preschool Instructional Network provides professional development for early childhood educators.

### **SELPA (Special Education Local Plan Area)**

The Tehama County SELPA, a consortium of the 14 schools districts in Tehama County, provides leadership, support, and technical assistance to teachers and families in Tehama County. These programs and services are identified through the IEP process and are specially designed to promote student achievement in the Least Restrictive Environment. Services provided include:

- Leadership of countywide special education staff development to accelerate achievement for all students and eliminate the achievement gap
- Maintenance of a lending library for materials, curriculum, and assistive technology for county schools to support special education students
- Leadership surrounding state and federal mandates regarding special education
- Assistance for all districts in anticipating and responding to current and future challenges and trends in special education
- Collaboration with parents, businesses, and community partners to increase their participation in schools and build public confidence and trust in public education
- Maximization of resources to improve the quality, efficiency, and cost-effectiveness of school districts and the County Office

### **Student Support Services**

Student Support Services provide training, technical assistance, and direct services to schools, parents, students, and community agencies to support physical and emotional health and safety for all Tehama County students. Staff provide leadership and expertise in the areas of school safety and crisis planning, bullying and violence prevention, substance use and teen pregnancy prevention, mental health, mentoring, nutrition, foster and homeless youth services, and truancy/drop-out prevention.



**Tehama County Department of Education (TCDE)** is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. Please visit our website at [www.tehamaschools.org](http://www.tehamaschools.org) for a complete listing of department offerings. The following programs offer resources that may be especially valuable for parents.

**Educational Support Services:**

TCDE Educational Support Services provides administrators and teachers quality assistance in building knowledge and skills around the district and school culture, goal setting and implementation, and instructional practices. The goal of ESS is to build the capacity of educators to improve student achievement for all. Our services include:



- Professional development workshops
- Administrator and teacher learning community facilitation
- English/language arts and Mathematics instructional coaching
- District/school plan facilitation
- Community educational events
- Educational resources for loan

**SERRF After School Program:**

The Safe Education and Recreation for Rural Families Program (SERRF) is an after school program which provides a safe, healthy and enriching environment for K-8 school children to participate in:



- Homework Assistance/Tutoring
- Academic Enrichment/Recreation
- Social Skills Development
- Prevention Activities
- Youth Development
- Character Education
- High Education
- Career Exploration

**College OPTIONS:**

College OPTIONS provides free programs and services to strengthen the college-going culture in Tehama County, by increasing opportunities for students to pursue postsecondary education, and ensuring that all students and their families can make informed decisions about their education and their future.



- Educational Planning Services
  - o Advisors in public schools
  - o Career Assessment Information
  - o Information on preparing for college entrance exams and college admissions application assistance
- Financial Aid Services
  - o Scholarship information and programs
  - o Help with financial aid applications
- Regional Efforts
  - o Programs and college awareness events for students of all ages and their families
  - o College campus visits
  - o Professional development for educators

**Why Are Academic Standards Important?**

The Common Core State Standards are important because they help ensure that all students, no matter which state they live in, are prepared for success in college and the workforce. They help set clear, consistent, and high expectations for students, parents, and teachers, build your child's knowledge and skills, and help set high goals for all students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged. Standards also will help students develop critical thinking skills that prepare them for the world beyond high school.



***Today's students are moving beyond the basics and embracing the 4C's—"super skills" for the 21st century!***



**Communication**  
Sharing thoughts, questions, ideas, and solutions



**Collaboration**  
Working together to reach a goal — putting talent, expertise, and smarts to work



**Critical Thinking**  
Looking at problems in a new way, linking learning across subjects & disciplines



**Creativity**  
Trying new approaches to get things done equals innovation & invention

## College & Career Preparation

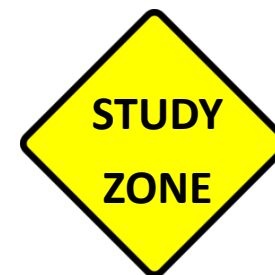
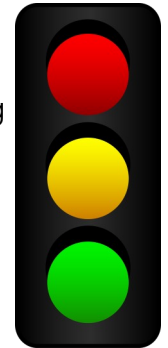
The first column represents overarching cross-disciplinary literacy expectations also known as the ELA Anchor Standards. The second column, Mathematical Practice Standards, explains the important math processes and proficiencies students should develop to prepare for success.

ELA Anchor Standards	Mathematical Practice Standards
<p>1. Reading</p> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul> <p>2. Writing</p> <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production of Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul> <p>3. Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul> <p>4. Language</p> <ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in and repeated reasoning.</p>



## How Can Parents Help at Home?

- ◇ Increase time for conversations at home. Discuss classroom assignments and activities. Ask your child how he/she is doing in class and how you can help.
- ◇ Stay in touch with the teacher. Waiting until the end of the semester is too late.
- ◇ Encourage your child to be persistent; make sure he/she knows that mathematics requires patience, practice, and time to think and reflect.
- ◇ Urge your child to ask the teacher questions either during or after class.
- ◇ Encourage your child to review class notes every night. If there is something he/she doesn't understand, tell your child to look at the answers and work backwards to determine how the solution was found.



## Tips for Talking With Teachers!

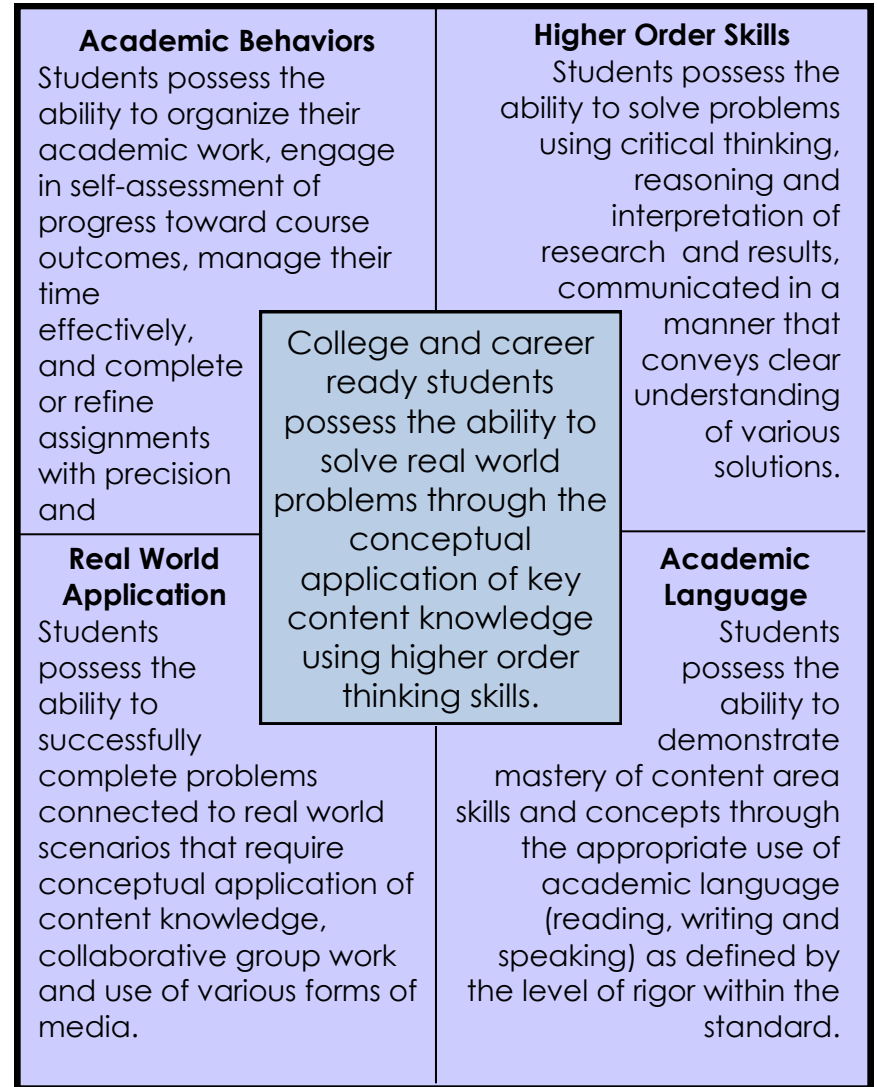


Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

- ◇ Is my child becoming an effective mathematician?
- ◇ Where is my child excelling?
- ◇ What do you think is giving my child the most trouble? How can I help my child improve in this area?
- ◇ Does my child have a strong grounding in arithmetic, including operations on fractions, decimals, and negative numbers?
- ◇ Does my child take a thinking approach to algebra and work with algebraic symbols fluently?
- ◇ Is my child comfortable using coordinates in algebra and geometry?
- ◇ Can my child break a complex problem down into parts and apply the math he/she knows to problems outside of math?
- ◇ Are there options provided by the school for enrichment experiences in mathematics, science, technology, or engineering or for students having difficulty or choosing to extend learning in mathematics?
- ◇ Is there a homework hotline or some other resource outside of class for students to ask questions about their homework or what they are learning?



## Four Attributes of College & Career Ready Students



Highlights of

## English Language Arts

In high school, students will closely and critically read complex works of literature and informational texts. In writing and through class discussion, students will interpret what they read and present analysis based on appropriate examples and evidence from text. High school students will develop the skill, fluency, and



concentration to produce high quality writing that uses a variety of different media sources to gather and integrate information. They will develop the capacity to edit and improve their writing over multiple drafts and demonstrate mastery of the essential “rules” of standard English.

### Samples of the Work Your Student Will Be Doing

- ◇ Understanding more from and making fuller use of written materials, including a wider range of evidence to support an analysis.
- ◇ Evaluating arguments and specific claims, deciding and reasoning whether the evidence is sufficient and is appropriate, and detecting inconsistencies and ambiguities.
- ◇ Identifying and evaluating the reasoning used in historical documents, including the application of constitutional or legal principles.
- ◇ Conducting short and long term research projects to answer a question or solve a problem.
- ◇ Presenting information using multiple media formats to enhance understanding of findings, reasonings, and evidence.
- ◇ Determining or clarifying the meaning of words and phrases, showing flexibly by using multiple strategies and through consulting specialized reference materials.



## Math Progressions



Here is an example of how students connect functions, algebra and modeling to describe relationships between quantities expressions.

### Grade 8 Math

Determine the rate of change and initial value of function based on a description of a proportional relationship or of at least two given  $(x,y)$  values.

### Grade 9 Math

Graph functions symbolically and show key features of the graph, by hand or using technology (such as graphing calculators and computer programs), for more complicated cases.

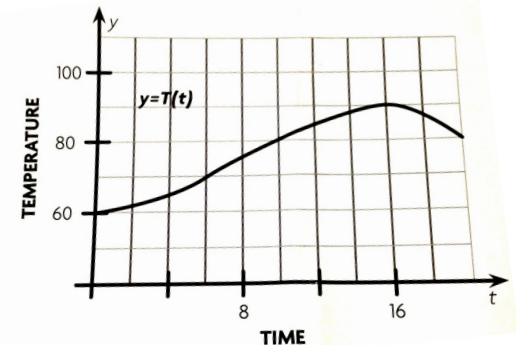
### Grade 10 Math

Construct, compare and apply linear, quadratic, and exponential models to solve problems.

### Sample of What Students Will Be Asked To Do

The figure shows the graph of  $T$ , the temperature (in degrees F) over one particular 20-hour period as a function of time  $t$ .

- A. Estimate  $T(14)$ .
- B. If  $t=0$  corresponds to midnight, interpret what we mean by  $T(14)$  in words.
- C. From the graph, estimate the highest temperature during this 20-hour period.
- D. If Anya wants to go for a two-hour hike and return before the temperature is over 80 degrees, when should she leave?



### Solution:

In this task,  $T(14)$  means that 14 hours after midnight, the temperature is a little less than 90 degrees F;  $T(14)$  is 2:00pm. The highest temperature on the graph is about 90 degrees. The temperature was decreasing between 4:00pm and 8:00pm. It might have continued to decrease after that, but there is no information about the temperature after 8:00pm. If Anya wants to go for a two-hour hike and return before the temperature is over 80 degrees, then she should start her hike before 8:00am.

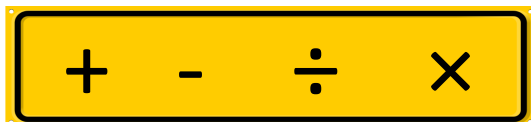
# Mathematics

In high school, students will develop a deep understanding of mathematical concepts, make sense of problems, and persevere in solving them using mathematical ways of thinking. High school mathematics are organized by concept, not grade level, and include concepts, such as algebra, functions, or geometry, that students will learn and master in various courses. The high school standards also emphasize using mathematics creatively to analyze real-world situations – an activity sometimes known as “mathematical modeling” and to construct viable arguments to communicate and critique mathematical problems.



### Samples of the Work Your Student Will Be Doing

- Working with rational and irrational numbers, including working with rational exponents.  $(5^3)^{1/2}$  as  $(5\sqrt{5})$ .
- Creating and solving equations with two or more variables.
- Using the structure of an expression to identify ways to rewrite it.
- Adding, subtracting, and multiplying polynomials.
- Analyzing functions algebraically and graphically and working with functions presented in different forms.
- Providing theorems about triangles and other figures.
- Understanding the rules of probability and using them to interpret data and evaluate the outcomes of decisions.



# ELA Progressions



Here is an example of how students will develop literacy skills across grade levels as they read and write increasingly challenging works of literature and informational text.

#### **Grade 8 Reading**

Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Grades 9 and 10 Reading**

Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Grades 11 and 12 Reading**

Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Samples of Texts Students Will Work With

<b>Grade:</b>	<b>Example:</b>	<b>Type of Reading:</b>
9-10	<i>Odyssey</i>	Literature
11-12	<i>Gettysburg Address</i>	Informational

### Samples of What Students Will Be Asked To Do

#### **Grade 9**

**Title:** “*Barbara Frietchie*”

**By:** John Greenleaf Whittier

**Task:** Read the poem and answer the following prompt:

The poet wrote this poem using couplets, paired rhyming lines with the same meter. Describe how this structure emphasizes what takes place in the poem. Support your answer using details from the poem.

#### **Grade 11**

**Title:** *A Cold Greeting*

**By:** Ambrose Bierce

**Task:** Read the story and answer the prompt: In the final paragraph the author writes, “It had taken a week before his death.” Explain the irony in this statement and how it relates to the events of the story. Use details from the story to support your answer.



## Tips for Talking with Teachers!

Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

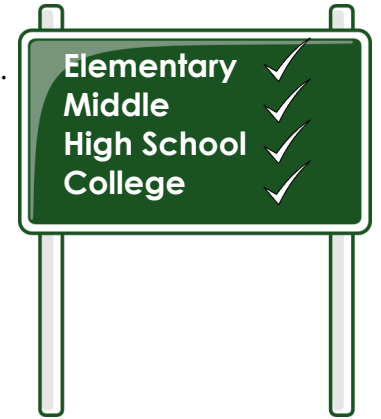


- ◇ Is my child becoming an effective writer? Is this piece of work satisfactory? How could it be better?
- ◇ Is my child becoming more skilled at reading and understanding challenging material? How can I help my child excel in this area?
- ◇ If my child needs extra support or wants to learn more about a subject, are there resources to help him/her learn outside of the classroom?
- ◇ How can I ensure that my child is developing good study habits in high school and beyond?



## How Can Parents Help at Home?

- ◇ Increase time for conversations at home. Discuss classroom assignments and activities. Ask your child how he/she is doing in class and how you can help.
- ◇ Stay in touch with the teacher. Waiting until the end of the semester is too late.
- ◇ At the beginning of high school, sit down with your child's counselor to discuss what it will take for your child to graduate, your child's goals, and his/her plans after high school. Create a plan together to help your child reach these goals and review it every year.



- ◇ Be ready to support your child as assignments become more difficult to read and more challenging to write. Be patient. Provide the time and location and resources needed to study at home. There is no substitute for reading. Reading a variety of books increases vocabulary, comprehension, general knowledge of the world, and love of learning. The more you read the better reader you are! Fill your home with opportunities to read. Show them that you're a reader, too.

