

Submitted by an East Idaho Group – August 2020

Below are some of the Common Core Standards in Math, Science, and ELA that need to be replaced. Some of these standards pose the same problems at every grade level and need to be removed wherever they are found. Words in italics are directly from the 2019 Idaho State Standards (Common Core), with items highlighted in yellow signifying concerns and/or solutions and the grade levels. Also, non-fiction books suggested by ELA Common Core and proposed replacements are at the end of this report.

## Idaho Common Core MATH

### First Grade:

Sequence of learning and methodology of basic first grade math (through 5<sup>th</sup> grade math) are out of order. Common Core First through Fifth Grade Math begins with ***Operations and Algebraic Thinking***. For example, in first grade, the first standard should be ***Number Sense***-counting, automatically be able to recall addition facts with sums to 10 and related subtraction facts. Master basic math facts before moving to Algebraic Thinking in every grade where this applies. Word problems should not be included in the first standard.

EXAMPLE: Current FIRST GRADE COMMON CORE: Beginning standard:

#### *1.OA.A.1 Operations and Algebraic Thinking: [1.OA.A.1](#)*

*Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and **comparing**, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

See related [worksheets](#), [workbooks](#), [games](#), [lesson plans](#)

An example of one of the common core word problems on a **[worksheet linked to Idaho's Common Core standard](#)**:

1. Ryan is having a mullet party! He buys 8 brown mullets, 3 blonde mullets and 4 red mullets. How many did he buy in all?

Learning to read and now learning beginning math for first graders is akin to learning two new languages at the same time for the average student. Math word problems should not have to be read by 6 year-olds especially with words that may be totally unfamiliar to them—like mullet.

For example: Here is a math problem from an approved Common Core Curriculum for the same Common Core standard for “comparing numbers”:

1. The bakery display case contains 2 pumpkin bars. It contains more cranberry bars than pumpkin bars. How many cranberry bars are in the display case?

A. 1

B. 3

How many first graders have had experience with a “bakery display case”, pumpkin bars, and cranberry bars or can easily without thinking read those words with understanding? Are they going to spend time sounding out words like “display” and then try to understand what a bakery display case is? Math problems should deal with typical more familiar items for first graders using pictures and simple words. This is a very poor word problem not only because of the use of unfamiliar words, but a poor example to test the standard for “comparing numbers”. The answer “3” is a guesstimate, not an answer. The answer should be “more than 2”. But this would be using a higher form of cognitive skills.

Approved curriculum should use familiar first grade words from the basic first grade reading level and reading word problems should not be part of the first math standard for first graders.

**First, get basic facts down before moving to more complex thinking.**

1. Word problems should NOT be included as the first math standard and first grade students should not be required to read word problems independently.

2. Adding 3 numbers should NOT be included in the first math standard until basic addition facts are mastered.

3. Letters should NOT be used for symbols in equations. (17-P=4) First graders know that P says a certain sound and is not a number. Too confusing for beginning readers and math learners. Use a box or question mark instead.

4. Curriculum should align with these changes. Common Core approved curriculum does not

**Consider this revision for the first standard: FIRST GRADE BEGINNING MATH**

**STANDARD:** Number Sense and Operations: Counting, and automatically recalling addition and facts with sums to 10 and related subtraction facts. (Use of pictures more than words should be used. Simple word problems can be added after mastering facts using only 1<sup>st</sup> grade reading words that are easily read and understood, which may differ among different cultural groups. Common Core approved curriculum does not follow these guidelines and should not be linked to the standards.

REMOVE THE FOLLOWING AND OTHER SIMILAR STANDARDS:

Common Core [1.OA.C.6](#)

*Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8$*

= 4); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).C

Different strategies are shown in this standard 1.OA.C6. and other standards throughout Common Core. **Students should NOT be required to show different methods to solve the same problem, but use the method that works best for them.** Learning to show different methods is too complex especially when a 6 year old student has to show and explain more than one way to get the same answer. Students should not be penalized for getting the correct answer in math because they didn't use the right strategy.

**SKILLS BEFORE CONCEPTS:** This should apply to all the elementary grades. For instance, just because every complete sentence should have a verb doesn't mean you start teaching toddlers to learn to say words that are only 'verbs'. First, you help build their vocabulary with enough words and when their vocabulary and reading skills are developed you teach them higher concepts such as including a verb in every sentence or using the proper pronoun. You don't teach a beginning talker to use the word "I" instead of "me" and continue to teach that "I" is the correct pronoun and teach them to say the word "pronoun". These higher concepts will come later after basic speech, reading and writing skills are mastered. The same is true for the language of math.

### **THIRD GRADE MATH**

And this is the very problem with third grade math. Common Core has the students learning and saying 'distributive property' and using it to solve **how to learn a simple multiplication fact. Using the distributive property to first learn how to multiply without ever memorizing multiplication facts is seriously confusing when learning basic math facts. Multiplication is simply a fast way to add or count. For instance, a child may be asked if there are enough cookies on a cookie sheet for each child in his class of 22 to have one. A child looking at a cookie sheet with four rows of cookies and six cookies in each row can easily say there are 24 cookies and enough for every classmate to have one. How will other children have to figure this out? Count? Use the distributive property? Will these strategies help them with simple problems in life? Basic facts should be learned before integrating these higher concepts.**

**COMMON CORE: THIRD GRADE MATH STATES** the order of learning : *Operations and Algebraic Thinking • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and Divide Within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. Understand properties of multiplication and the relationship between multiplication and division.*

**NOW RECENTLY ADDED to Idaho's Common Core (2019) as the last concept is to "know all multiplication math facts by the end of the year". While it is commendable that memorizing multiplication facts has now been included, (as it should be with all math facts) it is still listed as the last standard. It should be included in the first standard as an ongoing learning process throughout the year. For example, while learning the 3x tables, show how 3x2 is the same as 2x3 (communitive property) and when students have mastered the 4**

times tables introduce simple distributive property problems using facts through the 4x tables to reinforce the learning and integrate algebraic thinking. **Skills first then add concepts.**

On page 42 of the Idaho Common Core standards for third grade math: (<https://www.sde.idaho.gov/academic/shared/math/ICS-Mathematics.pdf> the updated footnote (4/2019) says “Students need not use formal terms for these properties.” But the ongoing problem is the links that direct you to Idaho’s Common Core math worksheets that use these terms and need to be understood to complete the assignments.

Unfortunately, much of the “Common Core Approved Curriculum” does not align with important and needed changes to our standards.

(sidenote: Learning common core math over the past several years has not improved math scores on the state nor the national level—quite the opposite. Interviews with professional tutors (who are retired Idaho teachers) have seen a marked increase of clientele with waiting lists for students who are lost in math. These tutors have also agreed that children seem to have lost a love for learning, reading, and math since the implementation of Common Core Standards, but the tutoring business is thriving. Also, those who are being tutored have parents who have the means for private tutoring—what about those students who can’t afford such extra needed help. Many parents that were interviewed in 2016 in southern Idaho were making great sacrifices to get outside help for their children who never had problems in school before Common Core. And there are many who simply removed their children from public schools and are home schooling as a way to address this problem. The mother of the 8<sup>th</sup> grade student using IDLA has chosen to alter her outside work and homeschool her children. These issues cannot be ignored. We want our children to develop a continued love for learning that will go with them throughout their life. Public schools should provide that love for learning and the student’s educational success should be their first and highest priority. Students should not have to continue to be guinea pigs for a system that is not working while waiting for it to be fixed.)

Here are some other specific **common core math issues**:

**3<sup>rd</sup> Grade Common Core Math’s Confusing Verbiage:** (2. a.) Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line. b. Represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

Consider replacing this CC standard with, “Understand basic fractions where the whole number or collection has been divided into so many equal parts and that total number is

written as the bottom number of a fraction and the part of that whole number you are looking at is the top number. Example: A whole pizza divided into a total of 4 equal pieces and you want 1 slice. The part you want is written  $\frac{1}{4}$  -- one slice out of the total of 4 equal slices. Or in a collection where there is a total of 4 flowers and you want one of them, can be represented as  $\frac{1}{4}$ ; or show the first equal part on a number line where a line is divided into four equal parts  $\frac{1}{4}$ . (Start with what they can relate to—pizza, flowers, etc., then move to the ‘number line’, which is more abstract.)”

**4<sup>th</sup> Grade Common Core Math 5.** *Multiply a whole number up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.* **6.** *Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

**Students should not be required to explain their calculations** in this manner and then be penalized for having the right answer but not the right strategy. **Simply state the standard: Become confident multiplying a whole number up to four digits by a one-digit whole number. Find quotients and remainders with up to four digit dividends and one digit divisors.**

IDAHO COMMON CORE HIGH SCHOOL STANDARDS 2019 STATES:

*The organization of high school courses is a critical component to implementation of the standards. To that end, sample high school pathways for mathematics – in both a traditional course sequence (Algebra I, Geometry, and Algebra II) as well as an integrated course sequence (Mathematics 1, Mathematics 2, Mathematics 3) – will be made available shortly after the release of the final Common Core State Standards. It is expected that additional model pathways based on these standards will become available as well.*

Right now there is **no High School ‘Algebra I’ course in Idaho Common Core Math Standards.**

As a retired Algebra tutor, the main concern is that students need a very good solid foundation in Algebra. If PreAlgebra or Algebra I is taught in 8<sup>th</sup> grade, a student should first show solid mastery before being allowed to skip Algebra I in high school. For most college majors, only College Algebra is required and non-math majors need to be confident in doing Algebra. A three or four years space between Algebra I and College Algebra puts them at a disadvantage. Competent math students may skip Algebra and start with Geometry in high school, but it would almost be better to go to Algebra II before Geometrey for better continuity.

**MISSING IN COMMON CORE MATH:**

A financial math class would be highly recommended – Such as **financial literacy** where students learn to solve fianacial decisions (student loans, credit card debt, taxes etc.) Especially for non-math majors, students who do not go on to higher math such as Trig or Calculus could use this important math course to fulfill their math requirement with math they can use.

**COMMON CORE GLOSSARY: DOZENS OF DEFINITIONS NO PICTURES OR EXAMPLES**

**MATH LOSSARY SHOULD INCLUDE DEFINITIONS WITH EXAMPLES/PICTURES**

**COMMON CORE SCIENCE NGSS**

NGSS standards in elementary grades are NOT age appropriate.

Too many of these standards are **NOT AGE APPROPRIATE. ALL NGSS STANDARDS IN K-12 ARE NOT BASED ON ACADEMICS** but rather are performance based standards and some obviously **LEAN TOWARDS A LEFTIST IDEOLOGY**

Examples of age inappropriate/ performance based standards:

**Kindergarten NGSS:**

- 1. Communicate solutions that will reduce the impact of humans on the land, water, air, and /or other living things.*
- 2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*
- 3. Define a single problem that can be solved through the development of a new or improved object or tool. Analyze data to determine if a design solution works as intended to change the speed or direction for an object with a push or a pull.*

**First Grade:** *1. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. 2. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs*

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There are concerns with asking young students to make CLAIMS without first understanding the environmental changes and adaptation process. And an inference like “fuels affect the environment” should instead say “explain how fuels may affect the environment”. Scientifically unproven inferences should not be included in the NGSS standards but avoided throughout the NGSS standards.

**EXAMPLES:**

**Third Grade** *1. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. 2. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard*

**Fourth Grade:** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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**High School Science:** Lacks academic content standards; most all standards are also performance based standards asking for diagrams, designing, illustrating of ideas where some are political in nature.

*Example: NGSS*

**HS-ESS3-6 Earth and Human Activity 6<sup>th</sup> Grade**

1. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Grade:High School (9-12) Standards:

2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms
3. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.\* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.

The above standards are just three of many examples of performance based standards that lean to a controlled narrative.

**Lacking:** Found little or NO standards addressing biology except for biological evolution. No human anatomy or physiology could be found in the high school Life Sciences, but there were many performance standards dealing with the environment such as:

*In Life Sciences: One of the standards state to use....*

1. “mathematical models (to) provide support of students’ conceptual understanding of systems and their ability to develop design solutions for reducing the impact of human activities on the environment and maintaining biodiversity.

*Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]*

Many of the NGSS Standards appear to have hidden agendas, lack academic concepts, with important life sciences such as biology. Massachusetts 2001 science standards better line up with true academic science standards and have already proven to be successful. Massachusetts 2001

Science standards should be available for little to no cost and when using these standards and they are proven. Massachusetts scored number two internationally in science when using the 2001 standards.

*NGSS ALSO STATES: "When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, science understanding is key". Health science standards for PreK-2<sup>nd</sup> grade standards include the following:*

*2.2.1 Identify how the family influences personal health practices and behaviors*

*2.2.2. Identify what the school can do to support personal health practices and behaviors*

*2.2.3 Describe how the media can influence health behaviors*

See all NGSS standards: <https://www.nextgenscience.org/search-standards?page=5>

## **COMMON CORE ELA**

1. This phraseology below must be omitted. It is impossible to understand.

*" text complexity band proficiently, with scaffolding as needed at the high end of the range" What?*

This phrase occurs over and over in the CC Standards. I am sure there is a better way to say this.

2. Omit W.K.6 *"explore a variety of digital tools to produce and publish writing, including collaboration with peers."*

Please don't burden these little ones with technology yet. They have enough on their plates. It can be included in a high school journalism course.

3. Change the ratio of fiction vs. informational works.

*Studies prove that students who read fiction for pleasure become better readers. There is much too much reading of informational texts in the CC Standards.*

4. Eliminate workbook links that do not support the revised standards.

*All the work done in revising/rewriting the standards will be undermined if teachers pull up old worksheets from available links.*

5. Eliminate most if not all of the repetitive "compare and contrast"

*Indepth studies of a work of literature are best conducted with insight into the work itself and not by all this "compare contrast". Let the teacher work this out with his/her best judgement. That's why she/he*

is the teacher. Try this: "The teacher will guide the student in appreciating and enjoying the literary work."

**What is most important: SKILLS? KNOWLEDGE?** Clearly, the whole of CC Standards is driven by the SKILLS mindset. I, for one, prefer knowledge.

**ELA Literature** -- What is now required is 50% literature should be non fiction.

Again: **COMMON CORE APPROVED NON FICTION READING LISTS ARE NOT AGE APPROPRIATE.**

These informational books listed as **Common Core approved books for K-2<sup>nd</sup> grade** are missing important foundational skills zeroing in on civil and social issues that need foundational understanding not reached at this age:

*Harvesting Hope: The Story of Caesar Chavez; Picture book of Martin Luther King; Picture book of Rosa Park; Freedom on the Menu: The Greensboro Sit ins (black teenagers vie for racial equality); The Story of Ruby Bridges, Mary Mcleod Ethune (civil rights activist) When Marian Sang (civil rights activist and first black opera singer) ; Picture book of Eleanor Roosevelt; The Ballot Box Battle;(women's fight for the vote) Susan B Anthony: Fight for Freedom and Equality*

**IT APPEARS THAT CIVIL RIGHTS AND SOCIAL ISSUES ARE BEING INTRODUCED TO YOUNG CHILDREN WHO HAVE LITTLE OR NO FOUNDATION ABOUT FREEDOM OR RIGHTS OR SOCIETY.**

**8<sup>th</sup> Grade ELA:** Idaho Digital Learning Academy used by our neighbor this year gave her 8<sup>th</sup> grade daughter an assignment taken from studying the book, *The Soul of a Citizen by Paul Loeb, political activist promoting citizen involvement.* Mr. Loeb uses these examples from his book and questions for students to consider before giving the assignment asking the student what is most important to you and how would you like to get involved? The citizens Loeb referred to -who became involved with a cause- from his book:

Rosa Parks, Derrick Bell, (African American Bell staged a five-day sit-in in his office to protest the school's failure to grant tenure to two professors on staff, both of whose work promoted critical race theory). Rich Cizik was forced out of his ecclesiastical position in December 2008, after remarks he made about his support of gay civil unions, among other things including climate change. Martin Luther King, Suzy Marks-she hid behind her peace sign in a protest rally in L.A. Did this evoke a familiar feeling for you? Have you ever felt like hiding and becoming invisible, Other questions like "what leap of faith did Meredith Segal have to have in organizing students for Obama before he decided to run for president?" "Ask older people in your community whether they have noticed impacts on the local habitat from climate change. Use the National Climate Assessment reports to see how hot your city is projected to be by 2100." **This type of ELA non-fiction book and its questions surely have left leaning ideology, but IS included in the curriculum that is CC approved and was used in Idaho's digital learning this year.**

Better non-fiction books for children giving them a foundation in these issues can be found in these book lists:

**Kindergarten-1st Grade** Title Author A Picture Book of Benjamin Franklin Adler, David A. D is for Democracy: A Citizen's Alphabet Grodin, Elissa George Washington Abraham, Philip I Pledge Allegiance Martin, Bill Jr. and Sampson, Michael Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address Fritz, Jean Liberty Rising Shea, Pegi Deitz Red, White, and Blue: The Story of the American Flag Herman, John Saving the Liberty Bell McDonald, Megan The Bald Eagle Pearl, Norman The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks Rosenstock, Barb The Flag We Love Ryan, Pam Munoz The Liberty Bell Firestone, Mary The Star-Spangled Banner Spier, Peter The Very First Americans Ashrose, Cara The White House Douglas, Lloyd G. Woodrow, the White House Mouse Barnes, Peter 169

**2nd-3rd Grade** Title Author A More Perfect Union: The Story of Our Constitution Maestro, Betsy Eleanor Cooney, Barbara Father of the Constitution: A Story about James Madison Tavoularis, Alex and Mitchell, Barbara Revolutionary Friends: General George Washington and the Marquis de Lafayette Castrovilla, Selene Susan B. Anthony: Fighter for Freedom and Equality Slade, Suzanne The Congress of the United States Taylor-Butler, Christine The Declaration of Independence from A to Z Osornio, Catherine The Story of the Statue of Liberty Maestro, Betsy and Giulio The Tuttle Twins and the Miraculous Pencil Boyack, Connor The Tuttle Twins Learn About the Law Boyack, Connor Vote! Christelow, Eileen We Live Here Too!: Kids Talk About Good Citizenship Loewen, Nancy We the Kids: The Preamble to the Constitution of the United States Catrow, David We the People Cheney, Lynne What are the Branches of Government? Matzke, Ann What is a Government? Bedesky, Baron

**4th-5th Grade** Title Author Before Columbus: The Americas of 1491 Mann, Charles C. Bill of Rights Madison, James Declaration of Independence Jefferson, Thomas; Founding Fathers Florida Orr, Tamra B. James Madison: Champion of Liberty and Justice Kaminski, John Shh! We're Writing the Constitution Fritz, Jean The Bill of Rights Burgan, Michael The Constitution Colman, Warren The Emancipation Proclamation Heinrichs, Ann The Gettysburg Address (1863) Lincoln, Abraham The Great Seal of the United States DeGezelle, Terri The Reconstruction Amendments Burgan, Michael The U.S. Constitution and You Sobel, Syl United States Constitution Founding Fathers What Are the Parts of Government? Thomas, William David 170

**6th-8th Grade** Title Author A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100- Pound Giant Krull, Kathleen Alexander Hamilton: The Outsider Fritz, Jean Democracy Hurwitz, Sue Explaining America: The Federalist Wills, Garry Government and Democracy Ogden, Charlie Letters from an American Farmer de Crèvecoeur, J. Hector St. John Lincoln: A Photobiography Freedman, Russell Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787 Bowen, Catherine Drinker Narrative of the Life of Frederick Douglass Douglass, Frederick The Democratic Process Friedman, Mark The Rights of the Colonists Adams, Samuel Words We Live By: Your Annotated Guide to the Constitution Monk,

Linda R. Supreme Court Cases Brown v. Board of Education (1954) Marbury v. Madison (1803) Citizens United v. Federal Election Commission (2010) McCulloch v. Maryland (1819) Dred Scott v. Sandford (1857) Miranda v. Arizona (1966) Gideon v. Wainwright (1963) Plessy v. Ferguson (1896) Korematsu v. United States (1944) Schenck v. United States (1919) Loving v. Virginia (1967)

**9th-12th Grade** Title Author 1838 Florida Constitution Autobiography of Benjamin Franklin Franklin, Benjamin Civil Disobedience Thoreau, Henry David Commentaries on the Laws of England Blackstone, William Common Sense Paine, Thomas Current Florida Constitution Democracy in America de Tocqueville, Alexis English Declaration of Rights Parliament of England Federalist Papers Hamilton, Alexander; Madison, James; and Jay, John For the Equal Rights Amendment (1969) Chisholm, Shirley Land of Hope: An Invitation to the Great American Story McClay, Wilford M. Letter from Birmingham Jail King, Martin Luther Jr. Leviathan Hobbes, Thomas.

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