

Standards, Content, and Curriculum

Prepared by Senator Steven Thayne for Standards Interim Committee
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Examples of ELA Standards

- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Examples of Content from CKS

Poems page 126

- The Arrow And The Song (Henry Wadsworth Longfellow)
- Barbara Frietchie (John Greenleaf Whittier)
- Battle Hymn of the Republic (Julia Ward Howe)
- A bird came down the walk (Emily Dickinson)
- Casey at the Bat (Ernest Lawrence Thayer)
- The Eagle (Alfred Lord Tennyson)
- I Hear America Singing (Walt Whitman)
- I like to see it lap the miles (Emily Dickinson)

Examples of Content CKS

Stories page 127

- The Adventures of Tom Sawyer (Mark Twain)
- episodes from Don Quixote (Miguel de Cervantes)
- Little Women (Part First) (Louisa May Alcott)
- Narrative of the Life of Frederick Douglass (Frederick Douglass)
- The Secret Garden (Frances Hodgson Burnett)
- Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)

Example of Science from CKS

1. Energy Causes Change
2. Moving Objects Have Energy
3. Energy and Speed Are Related
4. Energy Transfer
5. Collisions Transfer Energy
6. How Can Energy Transformations Solve Problems?
7. Solving Problems and Designing Solutions

Possible Solutions

- Place suggestions at the beginning of the standards to explain the need to have a coherent, interrelated curriculum
- Provide links to the Core Knowledge Sequence and other similar bodies of work that provides suggested topics and content in each grade level so that school districts can take advantage of this work
 - Coherent
 - Sequential
 - Interrelated
- Finally, suggest school districts use textbooks from these organizations or using OERs to create their own textbooks and provide state funding for this effort if necessary.