Common Core State Standard Pilots in New Visions Schools

Schools invited based on:
- Existence of curriculum maps
- Strong culture of inquiry
- Emphasis of writing across curriculum

Each school selected its own subject and teacher team:
- Math teams implemented Shell Centre Formative Assessment Lessons—focus was the pedagogy of “productive struggle”
- Science, English and Social Studies teams created “modules” using the Literacy Design Collaborative templates—focus was on supporting students in building their the reading, thinking and writing skills as they used selected readings to write about an interesting question rather than giving an assignment or assessment

ALL teacher teams were asked to:
- Plan lessons as a team even if only one teacher was actually teaching the lessons
- Observe the lessons as they were taught
- Score student work together
- Reflect on this experience to identify ways to revise the lessons, make the next set of lessons better and identify next steps for supporting individual students and student groups
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<thead>
<tr>
<th>Borough</th>
<th>Subject</th>
<th>Template Task</th>
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<tr>
<td>Brooklyn</td>
<td>10th Grade English</td>
<td>Task 2 (Argumentation/Analysis L1, L2, L3): What makes a relationship enduring and mutually beneficial to both individuals? After reading <em>Romeo and Juliet</em> and various informational texts about relationships and marriage, write an essay that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. <strong>Essential Questions:</strong> How do we define true love? Should divorce be legal? Do opposites attract? How do we find “the one”?</td>
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<tr>
<td>The Bronx</td>
<td>Mixed Grades - Science</td>
<td>After reading &quot;The Discovery of Cells and the Development of Cell Theory&quot;, &quot;Cell Theory, Form and Function&quot; and the online interactive article, write an essay that compares plant cells to animal cells. <strong>Essential Question:</strong> What is the role of a cell in your body?</td>
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<td>The Bronx</td>
<td>9th Grade Science</td>
<td>Task 12B (Informational or Explanatory/Definition L1, L2): After reading various texts on global warming, write a report to define global warming and explain its causes and effects. Support your discussion with evidence from the texts. L2 What implications can you draw? <strong>Essential Question:</strong> What is global warming?</td>
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<tr>
<td>The Bronx</td>
<td>10th Grade Global Studies</td>
<td>Task 23 Template (Informational or Explanatory/Comparison L1): After reading verses from the Bible and the Qu’ran, modern news articles, <em>The Crescent and the Cross</em> Documentary, <em>The Turks and the First Crusade</em>, <em>The Religion of Conquest</em>, and “The Legacy or the Crusades,” write an essay that compares the impact of belief systems on the unification and division of people. <strong>Essential Question:</strong> How do belief systems unite or divide people?</td>
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<td>Queens</td>
<td>Global Studies</td>
<td><strong>Template Task 2, L1:</strong> After reading resources on medieval Europe and looking at a map of a medieval manor, write an essay that addresses the Essential Question, pro or con, and support your position with evidence from the excerpts and visuals. <strong>Essential Question:</strong> circumstances for opportunity and oppression for the individuals living during that period?</td>
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<td>The Bronx</td>
<td>English</td>
<td><strong>Task 12 (Informational or Explanatory/Definition L1, L2):</strong> After reading &quot;The Ones Who Walk Away from Omelas&quot; by Usula LeGuin and &quot;The Lottery&quot; by Shirley Jackson, write an essay that defines and explains the role of the scapegoat in the two societies. Support your discussion with evidence from the text(s). L2 What implications can you draw? <strong>Essential Question:</strong> What is the role of a scapegoat?</td>
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<tr>
<td>Brooklyn</td>
<td>Mixed Grades – Global Studies</td>
<td><strong>Task 2 Template: Argumentative L1:</strong> After reading an Aztec account and a Spanish account of Cortes’ invasion of Mexico, and reading and viewing secondary sources on the encounter, write an essay that addresses the question and support your position with evidence from the texts. <strong>Essential Question:</strong> Can we determine the truth in history?</td>
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<td>Manhattan</td>
<td>English</td>
<td><strong>Task 2 Template (Argumentation/Analysis L1):</strong> After reading your literature circle text, write an essay that addresses the question and support your position with evidence from the text. <strong>Essential Question:</strong> How does religion shape a character’s identity?</td>
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| Brooklyn| 10th Grade English | **Task 12: Informational/Definition:** After reading *Lord of the Flies* and an informational text about Freud's model of the human psyche, write an essay that defines Freud's model of the human psyche and explains how this model is symbolically represented in *Lord of the Flies*.  
**Essential Question:** How can one use Freud's model of the human psyche to analyze a piece of literature? |
| Brooklyn| 10th Grade Global Studies | **Task 2:** L1: After reading six case studies of genocide throughout the world, write an argumentative essay that addresses the question, “Can genocide be stopped?” and support your position (“yes, genocide can be stopped”/ “no, genocide cannot be stopped”) with evidence from the texts. L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.  
**Essential Question:** Can genocide be stopped? |
| Brooklyn| 9th Grade Global Studies | **Task 14 Template (Informational or Explanatory/Description L1):** After reading various primary & secondary sources, write an essay that describes how power was gained and maintained in the political, economic or social system of the Middle Ages in Europe.  
**Essential Question:** How is power gained and maintained? |
The Big Idea of Formative Assessment

Students and teachers

Using evidence of learning
To adapt teaching and learning
To meet immediate learning needs
Minute-to-minute and day-by-day

Marnie Thompson and Dylan Wiliam
Ann Shannon & Associates, LLC
Productive Struggle

The five key ingredients are designed to ensure that students are engaged in a productive struggle with mathematics rather than on the receiving end of a lecture.

Ann Shannon & Associates, LLC

The Five Key Ingredients

1. 
2. evidence of learning.
3. Providing feedback that moves learners forward.
4. Activating students as the owners of their own learning.
5. Activating students as instructional resources for one another.

From “Tight But Loose”; Marnie Thompson and Dylan Wiliam, 2008