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House Education Committee
Testimony in Opposition to House Bill 2289
March 21, 2013

Chairman Kelley and Members of the Committee,

I am Dr. Stuart Little, lobbyist for the Shawnee Mission School District, located in Johnson County. I appear today, representing our district's opposition to House Bill 2289. Like many other school districts in Kansas, Shawnee Mission has made significant progress in implementing the Kansas College and Career Ready Standards.

Shawnee Mission has revised its curriculum and aligned instructional objectives to Kansas standards as adopted by the Kansas State Board of Education in 2010. Instructional resources have already been identified, and professional development is ongoing. Classroom instructional strategies are already shifting to support 21st century skills in technology, research, mathematical problem solving, and literacy. These 21st century skills are found throughout the Kansas College and Career Ready Standards, which stems from our adoption of the Common Core State Standards.

Adoption of Common Core Standards (CCSS) empowers Kansas and local districts to exercise local control in the development of curriculum. Shawnee Mission determines when and how the standards are taught and the district also selects instructional materials for use in its classrooms.

House Bill 2289 is regressive. Moving away from the current momentum would be costly in time, money, and personnel. This bill would interrupt current educational progress in Shawnee Mission, creating educational gaps for students. Changing now would require the state and Shawnee Mission to begin the time-consuming task of redeveloping our own college and career readiness standards, leaving districts without a guiding document for up to two years.

Common Core State Standards are robust, relevant, and prepare students with 21st century college readiness skills and habits of mind. CCSS incorporate industry-recognized standards that are valued in the workplace and prepare students to succeed in a global economy. Even our best curriculum experts in Kansas would find it impossible to ignore the Common Core State Standards in developing Kansas Curricular standards.

The Shawnee Mission School District curriculum has spent the last year developing objectives around the Kansas College and Career Ready Standards (Kansas adopted Common Core State Standards). I believe that examples of the district's curricular work are attached.

We ask that the committee take no further action on this bill.

What follows is an overview of revisions made to the Shawnee Mission School District Curriculum to develop objectives around the Kansas College and Career Ready Standards (Kansas adopted Common Core State Standards).

English Language Arts

- Mastery of foundational skills of reading: phonemic awareness, phonics, fluency, and comprehension, K-6
- Emphasis on reading closely for information and citing textual evidence
- Emphasis on student engagement in active reading for analysis of text
- Emphasis on literacy skills across content areas including science, social studies and technical subjects
- Application of the writing process in writing narrative, informational, and argumentative texts
- Application of the Six Traits of Effective Writing
- Emphasis on use of Standard Formal English and awareness of audience
- Emphasis on collaborative speaking and listening skills
- Acquisition of academic and content-specific vocabulary
- Application of 21st Century research skills and problem-solving skills
- Integration of technology and media
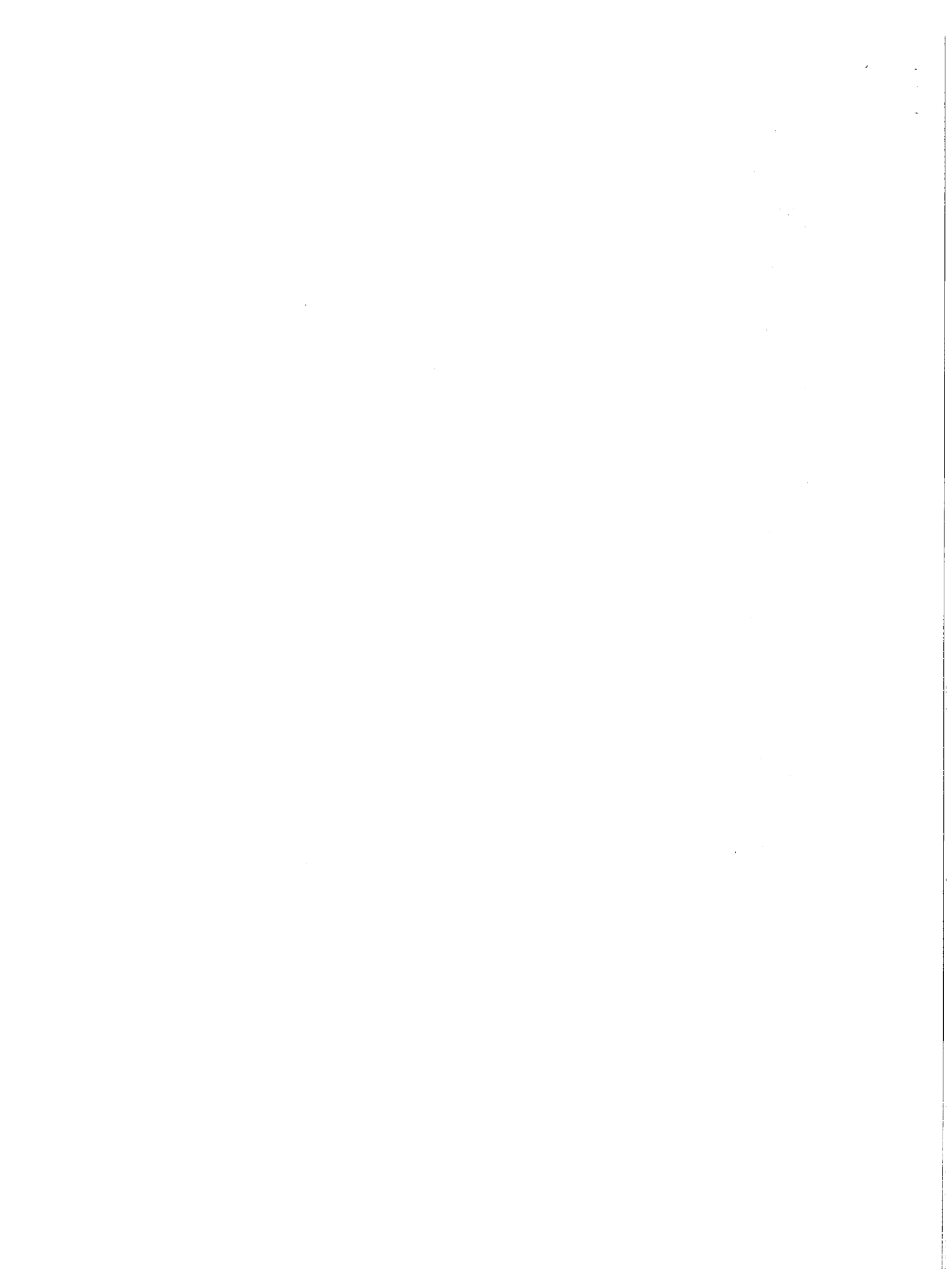- Renewed emphasis on content rigor and relevance

Mathematics

- Coherence to progression of concepts and skills through the grade levels
- Less repetition of mathematical content from year to year
- Deep study of content to develop understanding and mastery of concepts and skills
- Focus on reasoning and sense-making
- Balance of conceptual understanding and procedural knowledge
- Emphasis on problem solving in mathematical and real-life contexts
- Sequence of courses designed to support all students in completion of Algebra 2 content by graduation

The following pages include the Shawnee Mission District College and Career Ready Standards transition timeline, a sample of the 7th grade English curricular objectives, and a sample of the 2nd grade math curricular objectives. The curricular objectives have been aligned to support the Kansas College and Career Ready Standards.

Shawnee Mission Kansas College and Career Ready Standards Transition Timeline

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

- Conducting a K-12 crosswalk between CCSS and SMSD objectives.
- Evaluating text complexity of literature and types of genre
- Studying influences on instructional practices
- Developing transition plan to phase in new standards

- Publish the revised curriculum
- Provide professional development, K-12
- Continue revision on instructional resources
  - o Distributive reviews
  - o Math basic skills
  - o Formative assessment items
  - o Long-range plans

- Full implementation
- Transition to new assessments

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Course Objectives

Language Arts

English 7

Strand	Code	Objective	Kansas Standards (Common Core)
L	1080.4010	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	L.7.1
L	1080.4030	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	L. 7.3
L	1080.4040	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L. 7.4
L	1080.4050	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	L. 7.5

L	1080.4060	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L. 7.6
RL	1080.1010	Draw conclusions and make inferences by analyzing information from the text.	RL. 7.1
RL	1080.1011	Cite evidence supporting meaning and inferences drawn from the text.	RL. 7.1
RL	1080.1020	Determine a theme or central idea of a text and analyze its development over the course of the text.	RL. 7.2
RL	1080.1021	Provide an objective summary of the text.	RL. 7.2
RL	1080.1030	Analyze relationships between different elements of the plot; how does one affect the other (e.g. how setting shapes the characters or plot).	RL. 7.3
RL	1080.1040	Determine the meaning of words and phrases including figurative (metaphor, simile, personification, hyperbole, onomatopoeia, analogy, idiom) and connotative meanings within a text.	RL. 7.4
RL	1080.1041	Analyze the impact of rhymes and other repetitions of sound (e.g. alliteration) on a specific verse or stanza of a poems or section of a story or drama.	RL. 7.4
RL	1080.1050	Identify and analyze the structure of poetry (e.g. sonnet) and drama (e.g. soliloquy) and how it impacts the mood and meaning of the text.	RL. 7.5
RL	1080.1051	Identify and analyze elements of drama and poetry (rhyme, repetition, alliteration, onomatopoeia, etc...) and how they impact the meaning of the text as a whole.	RL. 7.5
RL	1080.1060	Analyze texts for structure, purpose, and viewpoint.	RL. 7.6
RL	1080.1061	Analyze how an author contrasts the points of view of different characters or narrators in a text.	RL. 7.6
RL	1080.1070	Compare and contrast a story, drama, or poem to another multimedia version of the text by analyzing the effects of that medium's techniques (e.g. lighting, sound, color, camera focus and angles in a film).	RL. 7.7
RL	1080.1090	Compare and contrast a piece of fiction with a piece of nonfiction focused on the same time period, place, or character, and evaluate the author's accuracy of the portrayal of the time, place or character.	RL. 7.9
RL	1080.1100	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL. 7.10
RL	1080.1101	Read self-selected literary material for a variety of purposes.	KS 15%
SL	1080.5010	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on other's ideas and expressing their own clearly.	SL. 7.1
		Analyze the main ideas and supporting details	

SL	1080.5020	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL. 7.2	
W	1080.3010	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	W. 7.1	
W	1080.3020	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	W. 7.2	
W	1080.3030	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence	W. 7.3	

			and signal shifts from one time frame or setting to another. d.　Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e.　Provide a conclusion that follows from and reflects on the narrated experiences or events.	
	W	1080.3040	Produce clear and coherent writing in which the development, organization/formatting structure, and style (argument, informative/explanatory, narrative) are appropriate to task, purpose, and audience.	W. 7.4
	W	1080.3050	Compose and strengthen writing using the 6+1 Traits of Effective Writing and the writing process (prewriting, drafting, editing, revising, publishing) with an emphasis on establishing purpose and audience.	W. 7.5
	W	1080.3060	Use technology, including the Internet, to produce and publish writing which links to and cites sources, both individually and collaboratively.	W. 7.6
	W	1080.3070	Conduct short research projects using several sources to answer a central question and determine additional questions for further research and investigation.	W. 7.7
	W	1080.3080	Use appropriate search terms to gather information from multiple sources (print and digital) in order to a.　Quote, paraphrase and summarize the information avoiding plagiarism b.　Cite sources and create a bibliography c.　Assess the credibility and accuracy of research sources.	W. 7.8
	W	1080.3090	Draw evidence from literary or informational texts to support analysis, reflection, and research by applying grade 7 reading standards to literature and to literary nonfiction.	W. 7.9
	W	1080.3100	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W. 7.10
	W	1080.4020	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a.　Use a comma to separate coordinate adjectives. b. Spell correctly.	L. 7.2

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Course Objectives

Math

2nd Grade ▼

Strand ◉	Code ◉	Objective	Kansas Standards (Common Core)
OA	2002.210	(Cluster heading) Represent and solve problems involving addition and subtraction.	
OA	2002.211	Use addition and subtraction within 100 to solve one- and two-step word problems and involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2.OA.1
OA	2002.220	(Cluster heading) Add and subtract within 20.	
OA	2002.221	Fluently add and subtract within 20 using mental strategies. By end of grade 2 know from memory all sums of 2 one-digit numbers. Use the following strategies: • Counting on • Making ten (8+6 = 8+2+4 = 10+4 = 14) • Decomposing a number leading to a ten (13-4 = 13-3-1 = 10-1 = 9) • Relationship between addition and subtraction 8+4 = 12, 12-8 = 4 (fact families) • Creating equivalent but easier or known sums (e.g., doubles and doubles plus one, 6 + 7 = 6 + 6 + 1 = 12 + 1 = 13).	2.OA.2
OA	2002.230	(Cluster heading) Work with equal groups of objects to gain foundations for multiplication.	
OA	2002.231	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2.OA.3
OA	2002.232	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2.OA.4
NBT	2002.410	(Cluster heading) Understand place value.	
NBT	2002.411	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight,	2.NBT.1

			or nine hundreds (and 0 tens and 0 ones).	
NBT	2002.412		Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.2
NBT	2002.413		Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.3
NBT	2002.414		Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	2.NBT.4
NBT	2002.420		(Cluster heading) Use place value understanding and properties of operations to add and subtract.	
NBT	2002.421		Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.5
NBT	2002.422		Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.NBT.6
NBT	2002.423		Add and subtract within 1000. Use the following strategies and relate the strategy to a written method: · Concrete models and drawings · Strategies based on place value · Properties of operations · The relationship between addition and subtraction Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose (regroup) tens or hundreds.	2.NBT.7
NBT	2002.424		Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	2.NBT.8
NBT	2002.425		Explain why addition and subtraction strategies work, using place value and the properties of operations.	2.NBT.9
MD	2002.710		(Cluster heading) Measure and estimate lengths in standard units.	
MD	2002.711		Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.MD.1
MD	2002.712		Measure the length of an object twice, using length units of different lengths for the two measurements (such as cubes and paper clips, inches and centimeters, or yards and meters); describe how the two measurements relate to the size of the unit chosen.	2.MD.2
MD	2002.713		Estimate lengths using units of inches, feet, centimeters, and meters.	2.MD.3

MD	2002.714	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2.MD.4	
MD	2002.720	(Cluster heading) Relate addition and subtraction to length.		
MD	2002.721	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.MD.5	
MD	2002.722	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	2.MD.6	
MD	2002.730	(Cluster heading) Work with time and money.		
MD	2002.731	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.MD.7	
MD	2002.732	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	2.MD.8	
NBT	2002.740	(Cluster heading) Represent and interpret data.		
MD	2002.741	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.MD.9	
MD	2002.742	Draw a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2.MD.10	
G	2002.810	(Cluster heading) Reason with shapes and their attributes.		
G	2002.811	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Footnote: Sizes are compared directly or visually, not compared by measuring.)	2.G.1	
G	2002.812	Partition a rectangle into rows and columns of same-sized squares and count to find the total number of them.	2.G.2	
G	2002.813	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of*, etc. and describe the whole as two halves, three thirds, four fourths.	2.G.3	

				Recognize that equal shares of identical wholes need not have the same shape.	